# A CONTRASTIVE ANALYSIS OF THE SEGMENTAL PHONEMES OF AMERICAN ENGLISH AND THE COLLOQUIAL ARABIC SPOKEN IN THE ALWITE MOUNTAINS

by

Teyssir M. Kamleh

A thesis submitted in partial fulfilment of the requirements for the degree of the Master of Arts in Education in the American University of Beirut
Lebanon, 1965.

# ARABIC AND ENGLISH SEGMENTALS

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# PREFACE

This contrastive analysis of the Alwite Colloquial Arabic and American English is meant to point out the pronunciation problems a native speaker of this dialect of Arabic faces when learning American English as a foreign language, and to find out the best methods to overcome the difficulty he faces when learning it. The analysis is limited to the segmental features of both languages.

There is an urgent and increasing need for such studies in Syria, because no other study of the dialect under discussion has yet been made, and because of the increasing interest in foreign languages there. This work is an attempt to contribute to the efforts made today to improve foreign language teaching in Syrian secondary schools. My hope is that it stand a chance to survive in a practical application of its contents and methods in the near future.

To my advisor, Dr. Richard Yorkey, and the Committee members: Dr. Louis P. Cajoleas, Dr. Sami Makarem, Mrs. Crow and Mr. Fred Cadora I owe thanks that only my achievements in this paper can repay.

To my wife I dedicate this first work of mine, hoping to accomplish better works in the future with her sincere help and unyielding perseverence.

March 30, 1965.

CONTENTS

# AN INTRODUCTION

## A. THE AREA AND THE PEOPLE:[1]

The Alwite Colloquial Arabic is a dialect of Arabic spoken in an area extending from 'Jabal el-Aqra ' to the north of Lattakia in Syria, down to the Akkaar Bay on the northern borders of Lebanon, including the mountainous parts only. The origin of the inhabitants of that area is still unknown. Yet the many similarities between this dialect and Classical Arabic tend to support the theory that they are a branch of Rabie'a Tribes who emigrated from the north east of the Arab Peninsula three hundred years after the advent of Islam.[2] Religious persecution, however, pushed them up in the refuge areas, thus separating them from the inhabitants of the coastal area to the west, or the eastern parts of Syria. Due to political, social and economic factors, these differences are being minimized now because of the increasing immigration from the mountains to the coast cities.

The area is mainly agricultural. Very few strangers visit or live in the area, but many inhabitants are leaving it for other parts of Syria.

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[1] For further information see: (1) Bliss, Religions of Modern Syria, (N.Y. 1912), (2) Josieh Conder, A Popular Description of Syria and Asia Minor, 1937. (3) Rev. John Wortabet, Religions of Syria, London, 1892.

[2] Ibid.

B. THE INFORMANT:

The informant chosen for collecting data used in the phonemic analysis is an educated man, from a village near Safeeta, a town in the middle of the area. There are, of course, variations in pronunciation from one part of Syria's Alwite Mountains to another, but these variations are not significant enough to represent different dialects.

C. BASIS FOR CONTRASTIVE ANALYSIS:

The following quotations give the underlying assumptions regarding the utility of contrastive analysis in the preparation of teaching materials:

"The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."[1]

"Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act the culture, and respectively when attempting to grasp and understand the language

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[1]Charles C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: Univ. Mich. Press, 1945,) p. 9.

and the culture as practiced by natives"[1]

1. This contrastive analysis is meant to point out the problem sounds that a native speaker of Alwite Colloquial Arabic faces when learning English as a foreign language. These problems are phonetic, phonemic and distributional.

a. They are phonetic, in the sense that some sounds in English are difficult for a native speaker of this dialect to hear, and, consequently, to produce. He automatically shifts these sounds to the nearest audible in his own dialect, without realizing the difference.

b. They are phonemic, in the sense that the shifts the learner makes in his pronunciation of the English sounds may cause difference in meaning.

c. Distributional, in the sense that these problems may be due to the difference in the distributions of the allophones of each phoneme. These constitute differences in the permissible sequences.

2. As for the educational basis of this analysis, the contrastive study of the two dialects is aimed to find a basis and a technique to teach these problem sounds that are predicted as a result of the contrastive phonemic analysis. The technique is applied and discussed in the sample lessons which have been appended to the end of the thesis for the teaching of the problem sounds.

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[1]Robert Lado, Linguistics Across Cultures, (Ann Arbor: Univ. Mich. Press, 1960,) p.2.

D. THE PROCEDURE FOLLOWED:

The steps in the phonemic analysis presented here are based upon the procedure followed in Kenneth Pike, Phonemics, A Technique for Reducing Languages to Writing, (Ann Arbor: University of Michigan Press, 1947,) in the section titled: "Preliminary Procedures." According to Pike, the following steps must be followed for a full preleminary synchronic analysis of a dialect:

1. To prepare, as accurately as possible, a phonetic transcription of the data in question.

2. To list in lines the kinds of segments that are in the data, each according to the point of articulation and manner of articulation it has.

3. To list all possible suspicious pairs or suspicious groups. Suspicious pairs must be phonetically similar - otherwise we can tentatively accept that the sounds represented are separate phonemes.

4. To list all the dissimilar segments which cannot be sub-members of one phoneme because of their phonetic dissimilarity.

Accordingly, the following steps have been followed in this analysis:

1. The data, collected from talks of a native speaker and recorded, has been phonetically transcribed.

2. Segments of the dialect have been grouped according to their phonetic similarity, according to their point of articulation and manner of articulation.

3. Every two phonetically similar sounds have been contrasted

to find out whether the differences between these sounds cause a change in meaning so as to determine their classification as separate phonemes or allophones of one phoneme.

4. Less similar sounds have been contrasted in minimal pairs to prove their phonemic separation or allophonic grouping.

5. After the last two steps, every single phoneme of the dialect has been grouped separately with a full phonetic description and with all its allophones and their full phonetic description and distribution.

6. The phonemic analysis of American English segments as presented in Smith and Trager, An Outline of English Structure, (American Council of Learned Societies, Washington, 1957) has been adopted in a modified form.

7. The contrastive analysis has been made between the two dialects, with the purpose of finding out the problem sounds that a native speaker of Arabic faces when learning English as a foreign language.

8. The problem sounds, consonants, clusters and vowels have been pointed out, and a series of sample lessons for teaching these sounds has been prepared.

9. A final list of the data used has been appended in phonemic transcription.

E. TERMINOLOGY:

All technical terms, symbols and signs used in this thesis have been defined, explained and illustrated as they occur in the thesis and when necessary.

## CHAPTER I

## PHONEMIC ANALYSIS OF THE SEGMENTS OF AMERICAN ENGLISH

This analysis is adopted from Smith and Trager, An Outline of English Structure. Smith and Trager's analysis is based upon the data presented in chapter 2 of Block and Trager, Outline of Linguistic Analysis, and the symbols given or suggested there.

Smith and Trager were able, in this book, to cover all the sounds of English with all their regional variations, thus giving an opportunity for selecting from their material whatever may suit the needs of all pedagogical studies: the authors have maintained in the introduction of their book that their analysis is one "for the total pattern of all dialects of English."

This book, consequently, is chosen as basis of the phonemic analysis of English segments adopted in this thesis.

According to Smith and Trager, "The criteria for classifying sounds as allophones of the same phoneme may be summarized as thus: the sounds should be phonetically similar, they should be in complementary distribution, and they should exhibit pattern congruity with other groups of sounds."[1]

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[1]Smith and Trager, An Outline of English Structure, p. 19

The authors, in accordance with their definition, divide English segments into two kinds: vowels and consonants.

A. VOWELS OF AMERICAN ENGLISH

There are, in English, two kinds of vocalic muclei, out of which come nine simple vowel phonemes. The nuclei are simple vocalic nuclei and complex vocalic nuclei:

a. The simple vocalic nuclei are the following :

| | Front | Central | Back |
|---|---|---|---|
| High | I | ɨ | u |
| Mid | ɛ | ʌ< | Ω< |
| Low | æ | ɑ-ɑ | ɒ-w |

In each of these quality ranges there is a high degree of phonetic similarity within each range, length dfferences are in complementary distribution, and they show pattern congruity.

b. The complex vocalic nuclei are usually symbolized as VS, with V as any one of the nine simple vowels and S denoting one of the semivowels / y w h / or their allophones.

The complex vocalic nuclei of American English, then, are the following:

| Front | Central | Back |
|---|---|---|
| iy | iw | ih |
| ey | ew | eh |
| æy | æw | æh |
| ɨy | ɨw | ɨh |
| əy | əw | əh |
| ay | aw | ah |
| uy | uw | uh |
| oy | ow | oh |
| ɔy | ɔw | ɔh |

Each of these is either long, finally and before voiced consonants, or short before voiceless consonants.

c. The simple vowel phonemes of English, are the following:

| | Front | Central | Back |
|---|---|---|---|
| High | i | ɨ | u |
| Mid | e | ə | o |
| Low | æ | a | ɔ |

Each of these has two allophones, a long one occurring before voiced consonants, and a short one before voiceless consonants:

The simple vowel phonemes are described as follows:

1. /i/ a lax, lower high, front unrounded vowel. it belongs to the quality range [I] .

2. /e/ a lax, mean mid, front unrounded vowel. It belongs to the quality range [ɛ] .

3. /æ/ a tense, higher low, front, unrounded vowel. It belongs to the quality range [æ] .

4. /ɨ/ a lax, lower high, central, unrounded vowel. It belongs to the quality range [ɪ] .

5. /ə/ a lax, lower mid, central, unrounded vowel. It belongs to the quality range [ʌ˂] .

6. /a/ a lax, low, central, rounded vowel. It belongs to the quality range [ɑ -a] .

7. /u/ a lax, lower high, back, rounded vowel. It belongs to the quality range [u] .

8. /o/ a lax, lower mid, back, rounded vowel. It belongs to the quality range [ʊ˂] .

9. /ɔ/ a lax, low back, rounded vowel. It belongs to the quality range [ɒ -w] .

Not all of the nine simple vowel phonemes occur in one dialect of English. In everyone of these dialects one usually finds between five and six vowels, (simple vowel phonemes) and from ten to twelve complex vowels.

B. THE CONSONANTS OF AMERICAN ENGLISH:

These are twenty-four in number:

1. /p/ a bilabial voiceless stop with three allophones:

   [p⁻] aspirated released. It occurs initially, medially before stressed vowels and finally in free variation with [p⁺] : pin , repeat , keep.

   [p] unaspirated released which occurs medially before unstressed vowels, and as the first component of a consonant cluster: topic.

   [p⁺] unreleased. It occurs medially before stops, and finally in free variation with [p⁻]: captive , keep.

2. /t/ an alveolar voiceless stop with the following three allophones:

   [t⁻] aspirated released with the same distribution as [p⁻] : tin , retain , hat.

   [t] unaspirated released with the same distribution of [p] : heating , tray.

   [t⁺] unreleased. It has the same distribution of [p⁺] : trap, hat.

3. /k/ a velar voiceless stop with three allophones:

   [k⁻] aspirated released that has the same distribution of [p⁻]: keen , decay , weak.

   [k] unaspirated released with the same distribution of [p] : weaker , creep.

   [k⁺] unreleased with the same distribution as that of [p⁺]: bookcase , book.

4. /b/ a bilabial voiced stop. It has three allophones:

   [ᵇb] with a voiceless onglide. It occurs initially: brain.

   [b] with no voiceless offglide or onglide. It occurs medially: neighbour.

   [bᵇ] with a voiceless offglide. It occurs finally: robe.

5. /d/ an alveolar voiced stop. It has three allophones:

   [ᵈd] with an onglide. It occurs initially: dean.

   [d] with no glides. It occurs medially: sudden.

   [dᵈ] with a voiceless offglide. It occurs finally: good.

6. /g/ a velar voiced stop with three allophones:

   [ᵍg] with a voiceless onglide. It occurs initially: good.

   [g] with no glides. It occurs medially: bigger.

   [gᵍ] with a voiceless offglide. It occurs finally: big.

7. /č/ an alveolar voiceless afficate. It has two allophones:

   [č] aspirated and released. It occurs initially, and medially before stressed vowels: cheap, achieve.

   [č] unaspirated released. It occurs medially before unstressed vowels and finally: watching , watch.

8. /ǰ/ an alveolar voiced afficate. It has two allophones:

   [ǰ] with no glide. It occurs initially and medially: jump, budget.

   [ǰʲ] with a voiceless offglide. It occurs finally: judge

9. /f/ a voiceless labiodental fricative. It has one allophone:

   [f] it occurs initially, medially and finally: fig , suffer , leaf.

10. /θ/ an inter-dental voiceless affricate. It has one allophone:

   [θ] it occurs initially, medially and finally: thick , nothing , bath.

11. /s/ an alveolar voiceless groove fricative with one allophone:

   [s] it occurs initially medially and finally: sin , nicer , fuss.

12. /š/ a palatal, voiceless groove fricative. It has one allophone:

   [š] it occurs initially, medially and finally: shame , bashful , wash.

13. /v/ a labiodental voiced fricative. It has three allophones:

   [ˣv] with a voiceless onglide. It occurs initially: verb.

   [v] with no glide. It occurs medially: never.

   [vˣ] with a voiceless offglide. It occurs finally: save.

14. /ð/ an interdental voiced affricate. It has three allophones:

   [ˣð] with a voiceless onglide. It occurs initially: then.

   [ð] with no glide. It occurs medially: weather.

   [ðˣ] with a voiceless offglide. It occurs finally: with.

15. /z/ an alveolar voiced groove fricative. It has three allophones:

   [ˣz] with a voiceless onglide. It occurs initially: zinc.

   [z] with no glide. It occurs medially: lizard.

   [zˣ] with a voiceless offglide. It occurs finally: wise.

16. /ž/ a palatal, voiced, groove fricative. It has two allophones:

[ž] with no glide. It occurs medially: leasure.

[žˇ] with voiceless offglide. It occurs finally: rouge.

17. /m/ a bilabial, voiced nasal. It has two allophones:

[m] short; it occurs initially and medially: man , summer.

[m·] long; it occurs finally: some.

18. /n/ a dental, voiced nasal. It has two allophones:

[n] short; it occurs initially and medially: noon , sinner.

[n·] long; it occurs finally: sun.

19. /ŋ/ a velarized voiced nasal. It has two allophones:

[ŋ] short; it occurs medially: singer.

[ŋ·] long; it occurs finally: sing.

20. /l/ a voiced dental or velar lateral. It has two allophones:

[l] dental. It occurs initially: leap.

[ļ] velar. It occurs medially and finally: pillow , till.

21. /r/ a voiced, non fricative retroflex. It has three allophones:

[ʲr] with a voiceless onglide. It occurs initially: reap.

[r] with no glide. It occurs medially: pharoah.

[rʲ] with a voiceless offglide. It occurs finally: door.

22. /y/ a voiced, palatal front - median (semivowel). It has one allophone:

[y] it occurs initially, medially, and finally as a glide of a complex vowel: you , medial , say.

23. /w/ a voiced, bilabial, rounded median (semivowel). It has one allophone:

[w] it occurs initially, medially, and finally as a glide of a complex vowel: we , towel , now.

24. /h/ a voiceless glottal fricative, with one allophone:

[h] it occurs initially, medially, and finally as a glide of a complex vowel: hand , nihil , idea.

## C. CONSONANT CLUSTERS IN ENGLISH

This section is based on Fries, Teaching and Learning English as a Foreign Language.

There are in English a great many consonant clusters of which only a few do not occur in the Alwite Colloqual Arabic.

a - In initial or pre - vocalic position occur the following thirty nine combinations. Those that are starred occur in the Alwite Colloquial Arabic:

| | | | |
|---|---|---|---|
| pr | pray | *st | stay |
| *tr | tray | sp | span |
| gr | gray | *sm | small |
| *dr | dray | *sk | skin |
| *kr | crew | *sn | snow |
| θr | through | *sf | sphere |
| *br | brew | *sl | slay |
| *šr | shred | pl | play |

| | | | |
|---|---|---|---|
| *kl | clay | * ky | cute |
| * bl | blow | * my | mute |
| * fl | flow | * by | beauty |
| gl | glow | py | pure |
| * dw | dwell | vy | view |
| * kw | quick | hy | hue |
| * tw | twine | str | stray |
| * sw | swine | skr | screw |
| hw | whine | spr | spray |
| θw | thwart | spl | splash |
| * fy | fuel | skw | square |

b. More difficult for many foreigners, Fries adds, are the many clusters that occur as finals, especially those that are the result of adding the inflectional endings that English has in the plural of nouns, in the third singular of verbs and in the preterite of verbs. There are all in all 151 post - vocalic (final) consonant clusters which occur in present day American English. Of these, 65 occur at the ends of single morpheme words, and 86 are formed by the adding of /z/ or /s/ or /d/ or /t/ as inflections.

The following full list of the final clusters in English is copied from Fries: Teaching and learning English as a Foreign Language:

I. Single Morpheme words. (Old derivatives with /θ/ are included here, for the pattern is not a live or productive pattern and has

only historical significance.)

| | | | |
|---|---|---|---|
| nd | lend | lb | bulb |
| nt | tent | lš lč | (mulch) |
| st | fist | dθ | width |
| ns nts | fence | dz | adze |
| ld | old | ln | kiln |
| ks | box | rb | curb |
| lf | wolf | rd | card |
| ŋk | sink | rf | turf |
| kt | act | rg | iceberg |
| nǰ | change | rǰ | surge |
| lv | valve | rč | perch |
| it | belt | rk | irk |
| sk | desk | rl | curl |
| lp | help | rm | worm |
| ls | false | rn | turn |
| lk | silk | rp | chirp |
| lθ ltθ | health | rs | curse |
| mp | limp | rt | court |
| nč | bench | rv | curve |
| ft | soft | rz | furze |
| sp | lisp | rš | harsh |
| lm | film | rθ | worth |
| lǰ | bulge | rps | corpse |

| | | | |
|---|---|---|---|
| rst | first | fθ | fifth |
| rts | quartz | tθ | eighth |
| mpt | tempt | kst | text |
| mps | glimpse | ksθ | sixth |
| lč | belch | ndθ | thousandth |
| mf mpf | nymph | lfθ | twelfth |
| ps | copse | ŋks | lynx |
| pt | crypt | ŋkθ | length |
| nθ ntθ | tenth | rmpθ | warmth |
| nz ndz | lons | | |

II. with bound inflectional morpheme added.

a. z added. Plural and 3rd singular, present.

| | | | |
|---|---|---|---|
| bz | cabs | lvz | shelves |
| gz | figs | rbz | curbs |
| lz | balls | rdz | cards |
| mz | rooms | rgz | icebergs |
| vz | lives | rlz | curls |
| nz | rings | rmz | worms |
| ðz | breathes | rnz | turns |
| lbz | bulbs | rvz | curves |
| ldz | colds | | |
| lmz | films | | |
| lnz lz | kilns | | |

b. /s/ added. Plural and 3rd singular, present.

| | | | |
|---|---|---|---|
| fs | coughs | pts | crypts |
| ts | rats | skʂ | desks |
| θs | breaths | sps | lisps |
| dθs | widths | sts | fists |
| fts | tufts | tθs | eighths |
| f s | fifths | ksts | texts |
| kts | acts | ksθs | sixths |
| lfs | gulfs | lfθs | twelfths |
| lks | silks | mpts | tempts |
| lps | helps | ndθs | thousandths |
| lts | belts | ŋkθs | lengths |
| lθs | healths | rfs | surfs |
| mfs mpfs | nymphs | rks | works |
| nθs ntθs | ninths | rps | chirps |
| ŋks | sinks | rsts | bursts |

c. /d/ added. Preterit and participle.

| | | | |
|---|---|---|---|
| bd | rubbed | nǰd | changed |
| gd | hugged | md | roamed |
| ǰd | raged | ŋd | wronged |
| lmd | filmed | ɣd | breathed |
| lvd | solved | žd | rouged |

b. /s/ added. Plural and 3rd singular, present.

| | | | |
|---|---|---|---|
| fs | coughs | pts | crypts |
| ts | rats | skʂ | desks |
| θs | breaths | sps | lisps |
| dθs | widths | sts | fists |
| fts | tufts | tθs | eighths |
| f s | fifths | ksts | texts |
| kts | acts | ksθs | sixths |
| lfs | gulfs | lfθs | twelfths |
| lks | silks | mpts | tempts |
| lps | helps | ndθs | thousandths |
| lts | belts | ŋkθs | lengths |
| lθs | healths | rfs | surfs |
| mfs mpfs | nymphs | rks | works |
| nθs ntθs | ninths | rps | chirps |
| ŋks | sinks | rsts | bursts |

c. /d/ added. Preterit and participle.

| | | | |
|---|---|---|---|
| bd | rubbed | nǰd | changed |
| gd | hugged | md | roamed |
| ǰd | raged | ŋd | wronged |
| lmd | filmed | ʒd | breathed |
| lvd | solved | žd | rouged |

| | | | |
|---|---|---|---|
| vd | lived | rld | curled |
| zd | raised | rmd | warmed |
| lǰd | bulged | rnd | warned |
| rbd | barbed | rvd | curved |
| rǰd | surged | | |

d. /t/ added. Preterit and participle.

| | | | |
|---|---|---|---|
| št | pushed | nčt | lunched |
| čt | touched | nst ntst | danced |
| lft | engulfed | ŋkt | linked |
| lšt | welched | pst | lapsed |
| lčt | belched | skt | asked |
| lkt | milked | spt | lisped |
| lpt | helped | rčt | perched |
| lst ltst | waltzed | rkt | worked |
| mft mpft | triumphed | rpt | warped |

## CHAPTER II

## PHONEMIC ANALYSIS OF THE ALWITE COLLOQUIAL ARABIC:[1]

The same criteria adopted for the phonemic analysis of American English is adopted in this phonemic analysis of Al-Alwite Colloquial Arabic.

### A. VOWELS

a. Simple Vowel Phonemes of Alwite Colloquial Arabic:

| | Front | Central | Back |
|---|---|---|---|
| High | i I | | u |
| Mid | e ɛ | ə | o |
| Low | æ | | |

1. /i/ a lax, high, front, unrounded vowel with one allophone:
   [i·] a long, lax, high, front, unrounded vowel, which occurs medially in stressed syllables:

| | | |
|---|---|---|
| [bəri·d⁺] | /bərid/ | mail |
| [mi·n] | /min/ | who |

---

[1] Arabic, from now on, will be used to indicate Al-Alwite Colloquial Arabic.

2. /ɪ/ a tense, mid high, front, unrounded vowel with one allophone:
a short, tense, mid-high, front, unrounded vowel that occurs medially in stressed syllables when followed by a mid-central vocalic nuclei (a shwa) in words of two syllables, unstressed when preceeded by a shwa or in final position:

| | | |
|---|---|---|
| [b̄ r d⁺] | /b r d/ | cold |
| [mɪn] | /mɪn/ | from |
| [t̄ɪ sʃa] | /tɪsʃə/ | nine |
| [h æ d̄ɪ] | /hædɪ/ | this |

3. /e/ a lax, mean - mid, front, unrounded vowel. It has two allophones:

[e•] a long, lax, mean - mid, front, unrounded vowel. It occurs medially in stressed syllables:

| | | |
|---|---|---|
| [we•d̄ɪ] | /wedɪ/ | a valley |

[e] a short, lax, mean - mid, front, unrounded vowel. It occurs medially in unstressed syllables:

| | | |
|---|---|---|
| [t⁺let̄i•n] | /tletin/ | thirty |

4. /ɛ/ a tense, low - mid, front, unrounded vowel. It has one allophone:

[ɛ] a short, tense, low - mid, front, unrounded vowel that occurs medially and finally in unstressed syllables:

| | | |
|---|---|---|
| [sɪt⁺t-ɛ] | /sɪttɛ/ | my grandmother |
| [r̥ɑ•yeh̥] | /ræyeh/ | going |

5. /æ/ a tense, higher low, front, unrounded vowel. It has two allophones:

   [æ] a long tense, higher low, front, unrounded vowel that occurs in stressed syllables when followed and preceeded by fronted (non - velarized) consonants:

   | | | |
   |---|---|---|
   | [hæd̄ɪ] | /hædɪ/ | this (feminine) |

   [ɑ•] a long, tense, mid - low, unrounded vowel that occurs in stressed syllables when followed or preceeded by a velarized or back consonant:

   | | | |
   |---|---|---|
   | [t̄ɑ•yeṛ] | /tæyer/ | flying |
   | [wɑ•t̄ɪ] | /wætɪ/ | low |

6. /ə/ a lax, lower - mid, central, unrounded vowel. It has two allophones:

   [ə] a lax, lower - mid, central, unrounded vowel that occurs medially and finally when preceeded by a fronted consonant:

   | | | |
   |---|---|---|
   | [wəsəx] | /wəsəx/ | dirt |
   | [wəʔɪ] | /wəʔɪ/ | sobriety |

   [ɑ] a lax, lower - mid, central, unrounded vowel that occurs medially and finally when followed or preceeded by a back or velarized consonant:

   | | | |
   |---|---|---|
   | [walla] | /wəllə/ | By God |
   | [ʕaṣɪṛ] | /ʕəṣɪr/ | afternoon |

7. /o/ a lax, lower - mid, back, rounded vowel. It has two allophones:

[o•] a long, lax, lower - mid, back rounded vowel that occurs medially in stressed syllables:

[sno•bər] /sno•bər/ pine

[o] a short, lax, lower - mid, back rounded vowel that occurs medially in unstressed syllables:

[hɪmmos] /hɪmmos/ chick peas

8. /u/ a lax, lower high, back, rounded vowel. It has two allophones:

[u•] a long, lax, lower high, back, rounded vowel that occurs medially in stressed syllables:

[k‾u•sə] /kusə/ squash

[mu•sə] /musə/ Moses

[u] a short, lax, lower high, back, rounded vowel that occurs medially and finally in unstressed syllables:

[žumhu•rɪyye] /žumhurɪyye/ republic

[ʕəd‾u] /ʕadu/ enemy

b. Complex Vocalic Nuclei: The complex vowels in Arabic can be symbolized as VS, with V - denoting a vowel, and S - denoting a semi - vowel. Each complex nuclei, then, is a combination of two phonemes. The semi - vowels that form the second part of the complex nuclei are the phonemes /y w/. The most common of these are:

[a•y] as in [t‾a•yeṛ] /tæyer/ = flying

[æy] as in [ǯæye] /ǯæye/ = coming

[a˚w] as in [t̰a˚wla] /t̰əwlə/ = a table

B. SIMPLE CONSONANT PHONEMES

The criteria used in analysing the consonant segments of Arabic is the same one used in analysing the vowel sounds of this dialect: namely that the criteria for classifying sounds as allophones of the same phoneme may be summarised as thus: the sounds should be phonetically similar, they should be in complementary distribution, and they should exhibit pattern congruity with other groups of sounds.

According to this criteria, the analysis has shown twenty-six simple consonant phonemes in Arabic:

1. /b/ a voiced bilabial stop with two allophones:

[b̰] a released voiced bilabial stop which occurs initially and medially when followed by a vowel sound:

[b̰e˚t⁺] /bet/ house

[ssəb̰ɪ t] /ssəbət/ Saturday

[b⁺] an unreleased voiced bi-labial stop which occurs finally and when followed by a consonant:

[h̲se˚b⁺] /h̲seb/ calculation

[məb⁺kɛ] /məbkɛ/ I am weeping

2. /m/ a voiced bilabial nasal with two allophones:

[m] a fronted, voiced bilabial nasal which occurs initially or medially when followed by a front vowel or a back vowel, and fronted consonant:

| | | |
|---|---|---|
| [næm] | /næm/ | he slept |
| [məʕɪlqa] | /məʕɪlqə/ | a spoon |

or, in final position, when preceeded by the above mentioned sounds:

| | | |
|---|---|---|
| [ʔaləm] | /ʔələm/ | pain |

[m̤] a back (velarized) voiced bilabial nasal which occurs initially and medially when followed by [a], by [a] or a back and velarized consonant:

| | | |
|---|---|---|
| [matt] | /mətt/ | he pulled |
| [qamar] | /qəmər/ | moon |

and, in final position, when preceeded by the above mentioned sounds:

| | | |
|---|---|---|
| [tam] | /tam/ | he covered |
| [sam] | /sæm/ | he fasted |

3. /t/ a voiceless dental stop with two allophones:

[t̪] a released voiceless dental stop that has the same occurrences as [b̪]

| | | |
|---|---|---|
| [t̪əmɪr] | /təmɪr/ | dates |
| [hmæt̪ɛ] | /hmætɛ/ | my mother in law. |

[t⁺] an unreleased voiceless dental stop that has the same occurrences as [b⁺]:

| | | |
|---|---|---|
| [t⁺ʔəxxər] | /tʔəxxər/ | he is late |

[sɪt$^{+}$t$^{\bar{}}$ɛ] /sɪttɛ/ my grandmother

4. /d/ a voiced dental stop with two allophones:

[d$^{\bar{}}$] a released voiced dental stop that has the same occurrences as [b$^{\bar{}}$] :

[d$^{\bar{}}$i•n] /din/ religion

[wɪ$\underline{h}$d$^{-}$ɪ] /wɪ$\underline{h}$dɪ/ unity

[d$^{+}$] an unreleased voiced stop (dental) that has the same occurrences as [b$^{+}$] :

[d$^{+}$muʕ] /dmuʕ/ tears

[b$^{\bar{}}$ə d$^{+}$d$^{\bar{}}$ɪ] /bəddɪ/ I want

[wərɪd$^{+}$] /wərɪd/ flowers

5. /l/ a voiced dental or alveolar lateral with two allophones:

[l] a dental (fronted) voiced lateral that has the same occurrences as [m] :

[xe•l] /xel/ horses

[təll] /təll/ a hill

[ləyš] /ləyš/ why

[l̤] a back - velarized voice lateral that has the same occurrences as [m̤] :

[wal̤l̤a] /wəllə/ By God

[d̤ə̄l̤l̤] /d̤əll/ he stayed

6. /n/ a voiced dental nasal with two allophones:

[n] a fronted voiced dental nasal that has the same occurrences as [m] :

[nžu•m] /nžum/ stars

[ʔərnəb⁺] /ʔərnəb/ rabbit

[sɹʕb⁻æn] /sɹʕbæn/ a snake

[n̪] a back (alveolar - velarized) nasal that has the same occurences as [m̪] :

[na•t⁻u•r̪] /næt̪ur/ a guard

[sand̪⁻al] /sənd̪əl/ sandals

[žira•n] /žiræn/ neighbours

7. /d̪/ a voiced (velarized) dental stop with two allophones:

[d̪⁻] a released voiced velarized dental stop that has the same occurrances as [d⁻] :

[d⁻əhɪr] /dəhɪr/ noon

[ʕad̪⁻ɪm̪] /ʕəd̪ɪm/ bones

[d̪⁺] an unreleased voiced velarized dental stop that has the same occurrences as [d⁺] :

[d̪⁺ro•b⁺] /d̪rob/ beat

[xad̪⁺r̪a] /xəd̪rə/ green

[r̪afad̪⁺] /r̪əfəd̪/ he refused

8. /t̪/ a voiceless velarized dental stop with two allophones:

[t̪⁻] a released voiceless velarized dental stop that has the same occurrences as [t⁻] :

[t̪⁻ar̪i•q⁺] /t̪ər̪iq/ way

[b⁻at̪⁻al̪] /bət̪əl/ hero

[t̪⁺] an unreleased voiceless velarized dental stop that has the same occurrences as [t⁺] :

| | | |
|---|---|---|
| [t⁺wi˙l] | /twil/ | long, tall |
| [b⁻at⁺t⁻al] | /bəttəl/ | he refused |
| [sɪb⁺b⁻a˙t⁺] | /sɪbbæt/ | shoes |

9. /k/ a velar voiceless stop with two allophones:

[k⁻] a released voiceless velar stop that has the same occurrences as [b⁻] :

| | | |
|---|---|---|
| [k⁻ind⁺ra] | /kindrə/ | shoes |
| [ʔəkəl] | /ʔəkəl/ | he ate |

[k⁺] an unreleased voiceless velar stop that has the same occurrences as [b⁺] :

| | | |
|---|---|---|
| [k⁺b⁻a˙r] | /kbær/ | large (plural) |
| [b⁻ɪk⁺ra] | /bɪkrə/ | tomorrow |
| [sɪt⁺t⁻ək⁺] | /sɪttək/ | your grandmother |

10. /q/ a pharyngeal voiceless stop with two allophones:

[q⁻] a released voiceless pharyngeal stop that has the same occurrences as [b⁻] :

| | | |
|---|---|---|
| [q⁻ami˙s] | /qəmis/ | a shirt |
| [ʕɪlq⁻a] | /ʕɪlqə/ | a problem |

[q⁺] an unreleased voiceless pharyngoal stop that has the same occurrences as [b⁺] :

| | | |
|---|---|---|
| [q⁺zæz] | /qzæz/ | glass |
| [b⁻ɪq⁺q⁻əylɪ] | /bɪqqəylɪ/ | a green |
| [t⁻ari˙q⁺] | /təriq/ | way |

11. /ʔ/ a voiced, glottal stop with two allophones:

[ʔ⁻] a released, voiced glottal stop that has the same occurrences as [b⁻] :

| | | |
|---|---|---|
| [ʔə̄ləm] | /ʔələm/ | pain |
| [sʔǣl] | /sʔæl/ | ask |

[ʔ⁺] an unreleased, voiced stop that has the same occurrences as [b⁺] :

| | | |
|---|---|---|
| [ləʔ⁺] | /ləʔ/ | no |
| [bɪ̄ʔ⁺bə̄] | /bɪʔbə/ | I refuse |
| [ʔ⁺b⁻e•t⁺] | /ʔbet/ | I refused |

12. /f/ a voiceless labiodental fricative with one allophone:

[f] a voiceless labiodental fricative, occurs initially, medially and finally:

| | | |
|---|---|---|
| [fæs] | /fæs/ | an axe |
| [ɣɪrfɪ] | /ɣɪrfɪ/ | a room |
| [su•f] | /suf/ | wool |

13. /x/ a voiceless palatal fricative with one allophone:

[x] a voiceless palatal fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [xe•l] | /xel/ | horses |
| [ʔǣxɪr] | /ʔæxɪr/ | last |
| [wəsəx] | /wəsəx/ | dirt |

14. /ɣ/ a voiced palatal fricative with one allophone:

[ɣ] is a voiced palatal fricative occurring initially, medially, and finally:

| | | |
|---|---|---|
| [ɣənəm] | /ɣənəm/ | sheep |
| [bəɣɪl | /bəɣɪl/ | a mule |
| [fɪrɪɣ] | /fɪrɪɣ/ | it became empty. |

15. /h/ a voiceless pharyngeal fricative with one allophone:

[h] a voiceless pharyngeal fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [hsa˚ŋ] | /hsæn/ | a horse |
| [bəhɪr] | /bəhɪr/ | a sea |
| [slæh] | /slæh/ | a weapon |

16. /ʕ/ a voiced pharyngeal fricative with one allophone:

a voiced pharyngeal fricative that occurs initially, medially and finally:

| | | |
|---|---|---|
| [ʕəlɪ] | /ʕəlɪ/ | Ali |
| [næʕɪm] | /næʕɪm/ | smooth (feminine) |
| [bəæʕ] | /bæʕ/ | he sold |

17. /h/ a voiceless glottal fricative with one allophone:

[h] a voiceless glottal fricative that occurs initially, medially and finally:

| | | |
|---|---|---|
| [hætī] | /hætɪ/ | give me |
| [sha˚r] | /shær/ | stay up |
| [wlæh] | /wlæh/ | you boy! |

18. /s/ a voiceless alveolar grooved fricative with one allophone:

[s] a voiceless alveolar grooved fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [saˤʕa] | /sæʕə/ | a watch |
| [wəsəx] | /wəsəx/ | dirt |
| [ʕədə̄s] | /ʕədəs/ | beans |

19. /z/ a voiced alveolar fricative with one allophone:

[z] a voiced alveolar fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [zəhɪr] | /zəhɪr/ | flowers |
| [qˀzæz] | /qzæz/ | glass |
| [žoˤz] | /žoz/ | nuts |

20. /s̤/ a voiceless retroflex (velarized) fricative with one allophone:

[s̤] a voiceless velarized (slit) fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [s̤axɪr̤] | /s̤əxɪr/ | rock |
| [b̄as̤al̤] | /bəs̤əl/ | onions |
| [qamiˤs̤] | /qəmis̤/ | a shirt |

21. /z̤/ a voiced, grooved velarized fricative with one allophone:

[z̤] a voiced, grooved velarized fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [z̤ahar] | /z̤əhər/ | he appeared |
| [naz̤ar] | /nəz̤ər/ | he looked |
| [faz̤z̤] | /fəz̤z̤/ | stiff - minded |

22. /š̤/ a voiceless alveopalatal grooved fricative with one allophone:

[š̤] a voiceless alveopalatal grooved fricative which

occurs initially, medially and finally:

| | | |
|---|---|---|
| [šəmɪs] | /šəmɪs/ | sun |
| [ʔɪšrab$^{+}$] | /ʔɪšrəb/ | I drink |
| [riš] | /riš/ | feather |

23. /ž/ a voiced alveopalatal grooved fricative with one allophone:

ž a voiced alveopalatal grooved fricative which occurs initially, medially and finally:

| | | |
|---|---|---|
| [žəbəl] | /žəbəl/ | a mountain |
| [næžɪh] | /næžrh/ | successful |
| [rɪžž] | /rɪžž/ | shake |

24. /r/ a voiced alveolar trill with two allophones:

[r] a fronted, voiced alveolar trill that has the same occurrences as [m] or [l] :

| | | |
|---|---|---|
| [fɪrɪh] | /fɪrɪh/ | he was happy |
| [ʔɪžɪr] | /ʔɪžɪr/ | a leg |
| [řɪžž æl] | /rɪžž æl/ | a man |

[ṛ] velar voiced trill, that has the same distribution as [ṃ]

| | | |
|---|---|---|
| [ṛa$^{\circ}$dɪ] | /ræḍɪ/ | satisfied |
| [waṛa] | /wərə/ | back |
| [saxɪṛ] | /səxɪr/ | rock |

25. /w/ a voiced bilabial median with one allophone:

[w] a voiced bilabial median, rounded, that occurs initially, medially, and finally as an offglide of a simple vowel phoneme:

| | | |
|---|---|---|
| [wəsiʕ] | /wəsiʕ / | wide |
| [nəwər] | /nəwər/ | gypsies |
| [d̤aw] | /d̤əw/ | light |

26. /y/ a voiced, unrounded, alveopalatal median with one allophone:

[y] a voiced, unrounded, alveopalatal median which occurs initially, medially, and finally as an offglide of simple vowel phoneme:

| | | |
|---|---|---|
| [yæ] | /yæ / | O |
| [zɪyæd⁺] | /zɪyæd/ | a name |
| [m̤ay] | /m y/ | water |

27. Gemination is *morph*emic in all the consonants and semi-vowels of Arabic:

| Simple | Meaning | Gemination | Meaning |
|---|---|---|---|
| səbɪt | Saturday | səbbɪt | she damned |
| təmən | price | təmmən | he evaluated |
| tin | fig | ttin | the fig |
| dəhɪr | time | ddəhɪr | the time |
| lel | night | llel | the night |
| ʕən | about | ʕənn | it occurred |
| sədḍiq | a friend | sədḍḍiq | a name |
| bəṭəl | a hero | bəṭṭəl | he changed his mind |
| səkən | he lived | səkkən | he made live |
| bəqə | O.K. | bəqqə | a louse |

| Simple | Meaning | Gemination | Meaning |
|---|---|---|---|
| ləfə | he roamed | ləffə | he overlooked |
| təxɪt | a bed | təxxɪt | it became rotten |
| bəɣɣɪl | a mule | bəɣɣɪl | do like a mule |
| sɪḥɪ | he woke up | sɪḥḥɪ | Recover! |
| wəʕɪ | consciousness | wəʕʕɪ | awaken! |
| səhər | staying up | səhhər | made others stay up |
| wəsəx | dirt | wəssəx | made dirty |
| zəhɪr | flowers | zzəhɪr | the flowers |
| bəsit | simple | bəssit | a name |
| bəṣər | eye-sight | bəssər | he foretold |
| fəžɪr | daybreak | fəžžɪr | explode |
| dərɪb | a road | dərrɪb | train |
| nəwər | gypsies | nəwwər | he lit |

## C. INITIAL CONSONANT CLUSTERS:

The data and further research have proved the following initial consonant clusters existing in Arabic:[1]

1. /b/ as the first element: /bt/, /bṭ/, /bḍ/, /bq/, /bf/, /bs/, /bš/, /bẓ/, /bṣ/, /bs/, /bs/, /bz/, */bl/, /bm/, /bn/, /bw/, */by/, */br/, /bx/, /bʕ/, /bh/, /bɣ/, /bḥ/.

2. /t/ as the first element: /tb/, /tk/, /tq/, /tf/, /tk/, /tx/, /tɣ/, /th/, /tʕ/, /tḥ/, /ts/, /tz/, /tš/, /tž/, /tl/, */ty/, */tr/.

3. /f/ as the first element: /fk/, /fq/, /fʕ/, /fh/, /fx/, /fḥ/, /fš/, /fž/, /fs/, /fṣ/, /fz/, */fl/, */fy/, */fr/, /ft/, /fṭ/.

4. /d/ as the first element: /db/, /dk/, /dq/, /df/, /dx/, /dɣ/, /dh/, /dʕ/, /dḥ/, /ds/, /dl/, /dm/, */dw/, /dn/, /dy/, */dr/.

5. /ṭ/ as the first element: /ṭb/, /ṭk/, /ṭx/, /ṭq/, /ṭʕ/, /ṭh/, /ṭɣ/, /ṭh/, /ṭs/, /ṭz/, /ṭs/, /ṭl/, /ṭm/, /ṭn/, /ṭw/, /ṭy/, /ṭr/.

6. /ḍ/ as the first element: /ḍb/, /ḍx/, /ḍh/, /ḍw/, /ḍy/, /ḍr/.

7. /k/ as the first element: /kb/, /kt/, /kf/, /kš/, /kz/, /kẓ/, /ks/, */kl/, /km/, */kw/, */ky/, */kr/.

8. /q/ as the first element: /qb/, /qt/, /qd/, /qṭ/, /qḍ/, /qh/, /qʕ/, /qṣ/, /qs/, /qz/, /qš/, /ql/, /qm/, /qw/, /qr/, /qy/.

9. /ʔ/ as the first element: /ʔl/, /ʔm/, /ʔn/.

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[1] Starred Clusters are found also in American English.

10. /x/ as the first element: /xb/, /xt/, /xd/, /xṭ/, /xḍ/, /xf/, /xš/, /xž/, /xs/, /xz/, /xl/, /xm/, /xn/, /xw/, /xy/, /xr/.

11. /ɣ/ as the first element: /ɣb/, /ɣt/, /ɣd/, /ɣṭ/, /ɣṭ'/, /ɣf/, /ɣs/, /ɣš/, /ɣz/, /ɣl/, /ɣm/, /ɣn/, /ɣw/, /ɣy/, /ɣr/, /ɣṣ/.

12. /ḥ/ as the first element: /ḥb/, /ḥt/, /ḥd/, /ḥṭ/, /ḥḍ/, /ḥk/, /ḥq/, /ḥf/, /ḥš/, /ḥž/, /ḥs/, /ḥṣ/, /ḥz/, /ḥl/, /ḥm/, /ḥy/, /ḥr/.

13. /ʕ/ as the first element: /ʕb/, /ʕt/, /ʕd/, /ʕṭ/, /ʕḍ/, /ʕq/, /ʕf/, /ʕs/, /ʕz/, /ʕl/, /ʕm/, /ʕn/, /ʕy/, /ʕr/.

14. /h/ as the first element: /hb/, /ht/, /hd/, /hṭ/, /hḍ/, /hf/, /hs/, /hz/, /hž/, /hl/, /hn/, */hw/, /hr/.

15. /s/ as the first element: /sb/, */st/, /sd/, */sk/, /sx/, /sh/, /sʕ/, /sʔ/, /sḥ/, /sž/, */sl/, */sm/, */sn/, */sw/, /sy/, /sr/.

16. /z/ as the first element: /zb/, /zk/, /zq/, /zf/, /zx/, /zl/, /zm/, /zn/, /zw/, /zy/, /zr/.

17. /ṣ/ as the first element: /ṣb/, /ṣṭ/, /ṣḍ/, /ṣq/, /ṣf/, /ṣx/, /ṣʕ/, /ṣh/, /ṣɣ/, /ṣḥ/, /ṣl/, /ṣm/, /ṣn/, /ṣw/, /ṣy/, /ṣr/.

18. /ẓ/ as the first element: /ẓb/, /ẓɣ/, /ẓh/, /ẓl/, /ẓm/, /ẓn/,

19. /š/ as the first element: /šb/, /št/, /šṭ/, /šk/, /šq/, /šf/, /šx/, /šḥ/, /šʕ/, /šh/, /šl/, /šm/, */šw/, */šr/.

20. /ž/ as the first element: /žb/, /žt/, /žd/, /žf/, /žʕ/, /žh/, /žl/, /žm/, /žn/, /žw/, /žr/.

21. /l/ as the first element: /lb/, /lt/, /ld/, /lṭ/, /lk/, /lq/, /lʕ/, /lf/, /lx/, /lɣ/, /lh/, /lʔ/, /lh/, /ls/, /lz/, /lš/, /lž/, /lm/, /lw/, /ly/.

22. /m/ as the first element: /mb/, /mt/, /mṭ/, /md/, /mk/, /mq/, /mɣ/, /mf/, /mx/, /mʕ/, /mh/, /mʔ/, /mh/, /ms/, /mz/, /mš/, /mž/, /ms/, /mz/, /ml/, /mn/, /mw/, /my/, /mr/.

23. /n/ as the first element: /nb/, /nt/, /nd/, /nṭ/, /nḍ/, /nk/, /nq/, /nʕ/, /nf/, /nx/, /nʔ/, /nh/, /nɣ/, /nh/, /ns/, /nm/, /nw/, /ny/, /nr/, /nž/, /nš/, /nz/, /ns/, /nl/.

24. /w/ as the first element: /wq/, /wf/, /wx/, /wʕ/, /wɣ/, /wh/, /wš/, /wž/, /ws/, /wz/, /wz/, /wl/.

25. /y/ as the first element: /yb/, /yt/, /yṭ/, /yd/, /yḍ/, /yk/, /yq/, /yf/, /yx/, /yʕ/, /yh/, /yɣ/, /yh/, /ys/, /yz/, /yṣ/, /yẓ/, /yš/, /yž/, /yl/, /ym/, /yn/, /yw/, /yr/.

26. /r/ as the first element: /rb/, /rt/, /rd/, /rṭ/, /rḍ/, /rq/, /rk/, /rʕ/, /rf/, /rx/, /rɣ/, /rh/, /rʔ/, /rh/, /rš/, /rž/, /rṣ/, /rs/, /rz/, /rm/, /rw/, /ry/.

# CHAPTER III

## A CONTRASTIVE PHONEMIC ANALYSIS OF AMERICAN ENGLISH AND AL-ALWITE COLLOQUIAL ARABIC

### BASES FOR CONTRAST:

In learning the sound system of a foreign language one finds sounds that are physically similar to those of the native language, that structure similarly to them and that are similarly distributed. "Learning" of such phonemes occurs by simple transfer without difficulty. On the other hand, one also finds sounds that are not part of the sound system of the native language, that structure differently, or that are differently distributed. Learning the sounds of the language. We therefore seek to find those problems, and we will find them by the structural comparison of the sound systems.[1]

In comparing the sound systems of a foreign language and the native language, I find it good safe practice to take up each phoneme separately regardless of any general patterns of difference I may have observed. The comparison of each phoneme should include at least three checks: (1) Does the native language have a phonetically similar phoneme? (2) Are the variants of the phonemes similar in both languages? (3) Are the phonemes and their variants similarly distributed?[2]

In these two statements quoted from Linguistics Across Cultures Lado defines the need for phonemic contrast of different languages, and the method of doing it. The phonetically similar phonemes will be learned in a transfer process without difficulty. Our aim behind this phonemic contrast, then, is to find out the

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[1]Lado, Linguistics Across Cultures, p. 12

[2]Robert Lado, Linguistics Across Cultures, (Ann - Arbor, the University of Michigan Press, 1960) p. 13.

problem sounds, due to phonetic dissimilarity, difference in the variants of the phonemes of the languages contrasted, or difference in the distribution of the phonemes and their variants in these languages.

Following suit, we shall contrast the phonemes of American English and their variants to those of Al-Alwite Colloquial Arabic, taking American English as a basis for contrast since it is the target language. The vowels, simple and complex, will be contrasted first, and then the consonants and consonant clusters.

We can recognize four categories of sounds in English as compared to Arabic:

a. English phonemes that are phonetically similar (in point of articulation and in manner of articulation) to the Arabic phonemes, that have the same allophones, and the same distribution of allophones. Pedogogically speaking, a native speaker of Al-Alwite Colloquial Arabic will not find any difficulty in learning these sounds, for, in this case, he will make a mere transfer of his dialect's phonemes into the new system he is learning.

b. English phonemes that are phonetically similar (in point of articulation and manner of articulation) to the Arabic phonemes, have the same allophones, but do not have the same distribution of the allophones.

c. English phonemes that are phonetically similar in point of articulation and manner of articulation to the Arabic phonemes,

but do not have the same variants nor similar distribution of these variants (allophones).

d. English phonemes that have no equivalents in Arabic.

In the last three cases we are going to face problems when trying to teach a native speaker of Alwite Colloquial Arabic how to recognize and then produce these sounds. The nature of the problems will be discussed in the remaining part of this chapter, and the treatment of these problems will be presented in the lesson plans covering the fourth chapter.

Before proceeding to the study of the nature of the problems we had better remember Lado's statement, "Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives,"[1] since what this statement involves is a very important part of these problems.

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[1]Lado, Linguistics Across Cultures, p. 2.

A. THE VOWELS CONTRASTED:

THE PHONEME /i/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /i/ | | lax, lower, high, front, unrounded. | /ɪ/ | | tense, lower high, front, unrounded. |
| | [i·] | long before vd. consonants. | | [ɪ] | short, medially in stressed syllables, |
| | [i] | short before vl. consonants. | | | and finally in unstressed syllables. |

Conclusion:

English /i/ and Arabic /ɪ/ are phonetically similar. The English /i/ has a long [i·] which the Arab student may not hear.

2. The Vowel Phoneme /e/:

THE PHONEME /e/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /e/ | | lax, mean mid, front unrounded. | /e/ | | lax, mean mid, front, unrounded. |
| | [e·] | long before vd. consonants. | | [e·] | medially in stressed syllables. |
| | [e] | short before vl. consonants. | | | medially in unstressed syllables. |

This English phoneme is phonetically similar to the Arabic vowel phoneme /e/, both in the point of articulation and in the manner of articulation. Both phonemes have the same allophones (each has [e˙] and [e] as its allophones). The only difference is in the distribution of these allophones. We find that while the English [e˙] occurs before voiced consonants, the Arabic [e˙] occurs only medially in stressed syllables; while the English [e] occurs before voiceless consonants, the Arabic [e] occurs medially in unstressed syllables.

The danger here might be that an Arab learner of English might transfer his [e˙] to English stressed syllables and his [e] to English unstressed syllables.

Conclusion:

The distribution of [e˙] and [e] in English is different from their distribution in Arabic of Al-Alwite. The problem is the possibility of substituting the Arabic distribution for the English one.

3. The Vowel Phoneme /æ/:

THE PHONEME /æ/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| / / | | tense, higher low, front, unrounded. | /æ/ | | tense, higher low, (or low) front (or central), unrounded. |
| | [æ·] | long before vd. consonants. | | [æ] | long, medially in stressed syllables. |
| | [æ] | short before vl. consonants. | | | when followed or proceded by a fronted consonant. |
| | | | | [ɑ·] | when followed or preceded by velarized consonants medially in stressed syllables. |

This English vowel phoneme is phonetically similar to the Arabic vowel phoneme /æ/, both in the manner of articulation and the point of articulation. They do not have the same allophones, for the English has [æ·] and [æ] , being long and short, respectively while the Arabic phoneme has [æ] as one allophone and [ɑ·] , which is a separate phoneme in English, as another. A native speaker of Arabic will not find any difficulty in recognising and producing the English /æ/, but he will not be able to recognise it as a separate phoneme, that is, a sound that changes the meaning of a word in a minimal contrast with another word having [ɑ·] in it.

Conclusion

/æ̇ /, being a separate phoneme in English but an allophone of /æ/ in Arabic, constitutes a phonemic problem but not a phonetic one.

4. The Vowel Phoneme /ɨ̇/:

THE PHONEME / /

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /ɨ̇/ | | lax, lower high central, unrounded. | | | Does not exist. |
| | [ɨ̇·] | long before vd. consonants. | | | |
| | [ɨ̇] | short before vl. consonants | | | |

The English vowel phoneme /ɨ̇/ does not exist in the sound system of the Al-Alwite Colloquial Arabic. For a native speaker of that dialect, then, the phoneme /ɨ̇/ constitutes a problem that is both phonetic and phonemic. When learning this phoneme the Arab student will most probably transfer it to his /i/, /ɪ/ or /ə/, according to the phonetic environment in which /ɨ̇/ exists, and the similarity of that environment to that in which /i/, /ɪ/ or /ə/ occur

in Al-Alwite Colloquial Arabic. In other words, /i̇/ will become /i/ when the environment in which it occurs is similar to that in which the Arabic /i/ occurs. The same thing can be said about /i̇/→ /ɪ/ and /i̇/ → /ə/.

Conclusion:

Sincd the English vowel phoneme /i̇/ does not exist in Al-Alwite Colloquial Arabic, its recognition and production by the native speakers of that dialect will be a phonetic and phonemic problem. This sound will be transferred to one of the neighbouring sounds /i/, /ɪ/ and /ə/ depending on the environment.

5. The Vowel Phoneme /a/:

THE PHONEME /a/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /a/ | | lax, low, central, rounded. | | | (See /æ/ → [a•] ) |
| | [a•] | long before vd. consonants. | | | |
| | [a] | short before vl. consonants. | | | |

This vowel phoneme of English exists in Al-Alwite Colloquial Arabic, but only as a submember (an allophone) of the vowel phoneme /æ/.

The problems that might arise from this situation have been

discussed when the English vowel /æ/ was contrasted to the Arabic vowel /æ/. (See conclusion 3).

6. The Vowel Phoneme /ə/:

THE PHONEME /ə/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /ə/ | | lax, lower mid, central, unrounded | /ə/ | | lax, lower mid, central, unrounded. |
| | [ə·] | long before vd. consonants. | | [ə] | medially and finally when followed or preceded by a fronted consonant. |
| | [ə] | short before vl. consonants. | | [ɑ] | medially and finally when followed or preceded by a velarized consonant. |

The English vowel phoneme /ə/ is phonetically similar, in point of articulation and in manner of articulation, to the vowel phoneme /ə/ in Al-Alwite Colloquial Arabic. The allophones of each phoneme, however, are not similar in distribution, and one of them differs phonetically from the other. While we find the English [ə·] and the Arabic [ə] are phonetically similar, [ə] in English and [ɑ] in Arabic are not similar, the English being long mid central, while the Arabic [a] is lower mid, central, and sometimes low central, short.

The problem is also one of distribution: while the English [ə˙] and [ə] appear before voiced consonants and voiceless consonants respectively, the [ə] and [a] in the Alwite Colloquial Arabic appear followed or proceeded by fronted consonants and velarized consonants (back consonants), respectively. The danger here lies in the possibility of the Arab student substituting the English [ə˙] and [ə] to the distribution of [ə] and [a] in his own dialect.

Conclusion:

The allophones of the English /ə/ and the Arabic /ə/ differ, phonetically and in the manner of distribution.

7. The Vowel Phoneme /u/:

THE PHONEME /u/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /u/ | | lax, lower high, back, rounded. | | /u/ | lâx, lower high, back, rounded. |
| | [u˙] | long before vd. consonants. | | [u˙] | medially in stressed syllables. |
| | [u] | short before vl. consonants. | | [u] | medially and finally in unstressed syllables. |

The English vowel phoneme /u/ and the Arabic one /u/ show phonetic similarity in point of articulation and manner of articulation.

Each has two allophones; [u] short and [u·] long. Their distribution, however, is different: while [u·] in English appears before voiced consonants, it appears in Arabic medially in stressed syllables; and while English [u] appears before voiceless consonants, the Arabic [u] appears medially and finally in unstressed syllables.

Conclusion

The English /ʊ/ and the Arabic /u/ are similar in their phonetic description and their allophones. But the distribution of the allophones is different, thus raising a phonetic problem.

8. The Vowel Phoneme /o/:

THE PHONEME /o/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /o/ | | lax, lower mid, back, rounded. | /o/ | | lax, lower mid, back, rounded. |
| | [o·] | long before vd. consonants. | | [o·] | medially in stressed syllables. |
| | [o] | short before vl. consonants. | | [o] | medially in unstressed syllables. |

This vowel phoneme also is phonetically similar, has the same allophones, each having [o] short and [o·] long. But their distribution is different. The distribution here is congruent with that of /u/ in Arabic and English.

Conclusion:

The Arabic phoneme /o/ and the English one /o/ are similar in everyway, except in their manner of distribution.

This raises a phonetic problem, but not a phonemic one.

9. The Vowel Phoneme /ɔ/:

THE PHONEME /ɔ/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /ɔ/ | | lax, low back, rounded. | | | Does not exist. |
| | [ɔ·] | long before vd. consonants. | | | |
| | [ɔ] | short before vl. consonants. | | | |

This English vowel phoneme does not exist in the Alwite Colloquial Arabic, neither as a separate phoneme nor as an allophone of a phoneme.

Learning this sound will be, as it really is, a phonemic problem for native speakers of Arabic. When learning English, the Arab student will substitute this sound for either /o/ or [a·] , mostly for /o/, first because it is nearer to /ɔ/ than [a·] , both being back vowels, and second because [a·] occurs in environments that are not congruent with those of /ɔ/.

As a result, /bot/ and /bɔt/ will be homophones for an Arab learning English.

The English vowel phoneme /ɔ/ does not exist in Arabic, thus constituting a phonemic problem for an Arab student learning English as a foreign language.

10. Complex Vowels:

A contrastive look at the complex vowels of English and Arabic will discover that, since all the semi-vowels that constitute the glide of the complex vowels. /y w h/ of English exist in Arabic, it is expected that Arab students will face difficulties in learning the English complex vocalic nuclei only as far as they face difficulties in learning the vowel part of the nuclei.

As a result, Arab students will find it difficult to produce the nucleus /ɔy/, due to the difficulty they find in producing the English vowel /ɔ/. They do not (or are not expected to) find any difficulty in learning and producing the main English complex vowels /oy/, /aw/, /ey/ and the like, because they find no difficulty in learning the simple vowel phonemes /a/, /e/.

As for /ɔy/, it will not be considered as a separate sound problem. Once the Arab student has overcome the difficulty in recognising and producing /ɔ/ as a separate phoneme from /o/, he will most probably be able to recognise and preduce /ɔy/ as a separate complex vowel from /oy/.

## B. THE CONSONANTS CONTRASTED

### THE PHONEME /p/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /p/ | | bilabial voiceless stop. | | | Does not exist. |
| | [p⁻] | aspirated released, initially, medially before stressed vowels final in free alternation with [p̚] | | | |
| | [p] | medially before weak vowels. | | | |
| | [p⁺] | unreleased, unaspirated, finally in free alternation with [p⁻] . | | | |

1. The Consonant Phoneme /p/

This English phoneme does not exist in the Alwite Colloquial Arabic, neither as a separate phoneme nor as an allophone. The sound constitutes a phonetic and phonemic problem. The Arab student usually transfers this sound to /b/, being the nearest sound to /p/ that student has in his own dialect. The difficulty here will be treble, first recognizing the phoneme as a separate unit from /b/; second in hearing and producing the different allophones of /p/ and, thirdly, in observing the distribution of these allophones of the phoneme /p/.

Conclusion:

The consonant phoneme /p/ does not exist in the Alwite Colloquial Arabic, thus constituting a phonetic and phonemic problem for a native speaker of that dialect. The transfer will be to /b/.

2. The Consonant Phoneme /k/:

THE PHONEME /k/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /k/ | | velar vl. stop. | /k/ | | a velar vl. stop. |
| | [k⁻] | the same as [p⁻] | | [k⁻] | released; before vowels. |
| | [k] | the same as [p] | | | |
| | [k⁺] | the same as [p⁺] | | [k⁺] | unreleased; before consonants, finally |

This English phoneme is phonetically similar to the Arabic phoneme /k/, and has similar allophones. Besides it has an additional allophone; namely the aspirated [k⁻]. The distribution of the English [k⁻] and [k⁺], however, is different from the distribution of their equivalents in the Alwite Colloquial Arabic, [k⁻] and [k⁺]. The phonetic problem that rises here is the aspiration of k⁻ and [k] of English /k/: the Arabic [k⁻] is released but not aspirated. As for distribution, the English [k⁻] appears initially, and medially only. The English [k⁻] appears medially before stressed

and unstressed in both positions in which it occurs. In fact the contrast will be more effective between the English [k⁻] being released but un-aspirated and the Arabic [k⁻] . Both of them have the same phonetic description and the same distribution. But when it comes to [k⁻] and [k⁻] in both dialects, there will be a phonetic problem (aspiration) and a distribution which is the one described above. Still it does constitute a real problem, since the English [k⁻] covers a wider area than the Arabic one, thus minimizing the possibility of transfer to a large extent. When [k⁺] and [k⁺] are contrasted, they seem to be the same, phonetically and in distribution, thus constituting no problem.

Conclusion:

The English /k/ and the Arabic /k/ are phonetically similar, have the same allophones, but with slight difference in distribution, plus the aspiration in [k⁻] and [k] which Arabic does not have, thus constituting a minor phonetic problem.

3. The Consonant Phoneme /t/:

THE PHONEME /t/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /t/ | [t⁻] | alveolar vl. stop. the same as [p⁻] | /t/ | [t⁻] | a dental vl. stop. released; before vowels. |
| | [t] | the same as [p] | | | |
| | [t⁺] | the same as [p⁺] | | [t⁺] | unreleased; before consonants, finally |

The English consonant phoneme /t/ and the Arabic phoneme /t/ are phonetically similar, have almost the same variants. In distribution of [t⁻] in English and [t⁻] in Arabic a slight problem arises similar to the phonetic problem arising from the contrast between [k⁻] and [k⁻] in both dialects discussed under (2). The same diagnosis can be applied here, with the change of [k⁻] for [t⁻] and [k⁺] for [t⁺].

Conclusion:

The two phonemes /t/ and /t/ in English and Arabic are phonetically similar. What makes the difference here slight is the fact that aspiration in English stops is not phonemic, and it does not exist in Arabic stops. The problem is, therefore, a minor one.

4. The Consonant Phoneme /b/:

THE PHONEME /b/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /b/ | [ʱb] | bilabial vd. stop with a vl. onglide; initially. | | [b⁻] | a bilabial vd. stop. released; before vowels. |
| | [b] | without a glide; occurs medially. | | | |
| | [bʱ] | with a vl. offglide; it occurs finally. | | [b⁺] | unreleased; before consonants, and finally. |

This English phoneme /b/ is phonetically similar to the Arabic phoneme, both in the point of articulation and in the manner of articulation. The allophones of each phoneme, however, differ phonetically and in their distribution. Where we have a release in the Arabic allophone [b⁻] we have a voiceless onglide or no glide at all in the English [b] or [ʰb]. Where we have no release in the Arabic [b⁺] we have a voiceless offglide in the English allophone [bʰ]. I do not think that this difference is anything but minor, because of the similarity of a release and an onglide. These glides, however, are not phonemic and their phonetic effect is hardly felt.

As for distribution of these allophones, we find that the English [b] and [ʰb] occur almost in the same circumstances of the Arabic [b⁻] : both occur initially and medially - followed by vowels. [b⁺] and [bʰ] are phonetically similar, the offglide being of no release. The Arabic [b⁺] occurs medially before consonants and finally, while the English [bʰ] occurs finally only. This might push the student towards using [bʰ] in medial position, but it would not be necessary for him to do so since he will be using [b] in medial position, which is easier to produce.

Conclusion:

The phonemes /b/ in Arabic and in English are phonetically similar in every way, and to a large extent in their allophones and their distribution. Except for the slight phonetic differences

between the allophones of each phoneme, an Arab student will not find any difficulty in learning the English /b/.

5. The Consonant Phoneme /d/:

THE PHONEME /d/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /d/ | | alveolar voiced stop. | /d/ | | a dental vd. stop. |
| | [d̚d] | the same as [b̚b] | | [d̪] | released: before vowels. |
| | [d] | the same as [b] | | | |
| | [dd] | the same as [bb] | | [d+] | unreleased; before consonants and finally. |

The English /d/ and the Arabic /d/ are phonetically similar in manner of articulation and in point of articulation. The problems of difference in the variants and their distribution are similar to those of the variants of /b/ and their distribution.

Conclusion:

An Arab student learning English will find almost no difficulty in hearing and producing the English consonant phoneme /d/, because he has a similar phoneme in his dialect, with allophones that have a minor phonetic difference from those of the English phoneme /d/

## 6. The Consonant Phoneme /ž/ :

The Phoneme /ž/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophone | Distibution | Phoneme | Allophone | Distribution |
| /ž/ | | alveopalatal grooved vd. fricative. | /ž/ | | a vd. alveopalatal grooved fricative. |
| | [ᵗž] | the same as [ᵗb] | | | |
| | [ž] | the same as [b] | | [ž] | in all positions |
| | [žᶻ] | the same as [bᵇ] | | | |

This English phoneme is similar to the consonant phoneme /ž/ found in the Alwite Cooloquial Arabic. The two phonemes are phonetically similar, but they differ on the allophonic level and in the distribution of the allophones. We find that while the Arabic /ž/ has only one allophone , the English /ž/ has three allophones. We find also that [ž] of Arabic occurs in all positions while the English [ᵗž] occurs initially (only in loan words), [ž] medially, and [žᶻ] finally . The danger is that the Arab student may use his [ž] in place of the three allophones of the English /ž/, thus producing all of them as [ž], that is, without a glide of any kind. This is a minor phonetic problem that can be easily overcome.

Conclusion :

The Arabic /ž/ and the English /ž/ are similar, but

but they are different in the number of allophones and their allophones and their distribution. The difference, however, is phonetic and a minor one that does not constitute a problem.

7. The Consonant Phoneme /m/:

THE PHONEME /m/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /m/ | | vd. bilabial nasal. | /m/ | | vd. bilabial nasal. |
| | [m] | initial, medial (short). | | [m̩] | velarized; before or after velarized consonants, [a·] and [a] . |
| | [m·] | final. (long) | | [m] | fronted; in positions other than the ones mentioned above. |

This English phoneme is similar to the Arabic /m/, phonetically as well as in the number of allophones. Each of them has two allophones, but these are phonetically different. English /m/ has [m·] as a long allophone occurring in final position and [m] as a short one occurring medially and initially. The Arabic phoneme has [m] a fronted allophone and [m̩] a velarized one; occurring followed or preceded by fronted consonants and vowels other than [a] and [a·] in the case of [m] and by velarized consonants and the vowels and [a·] in the case of [m̩] .

The danger here is the possibility of the Arab students substituting his [m] and [m̩] for the English [m] and [m:] when attempting to speak English. This will not be a real difficulty, however, because the English [m] and [m:] differ in length only in final position which the student can gain with little practice. As for substituting the Arabic allophones for the English ones, it will not be of any significant effect, neither phonemically nor phonetically.

Conclusion:

Due to phonetic similarity between the English /m/ and the Arabic /m/ an Arab student will find no difficulty learning the English sound.

8. The Consonant Phoneme /n/:

THE PHONEME /n/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /n/ | | a voiced dental nasal. | /n/ | | a vd. dental nasal. |
| | [n] | short; initial and medial. | | [n̩] | velarised; the same as [m̩] |
| | [n:] | long; final. | | [n] | fronted; the same as [m]. |

The English /n/ and the Arabic /n/ are phonetically similar. As for their variants and the distribution of their variants, all

that has been said about /m/ and its variants can be applied here.

Conclusion:

Due to phonetic similarity between the English phoneme /m/ and the Arabic phoneme, a native speaker of Arabic will find no difficulty learning this sound in English, except for slight phonetic differences in the allophones and their distribution that can be easily overcome with continuous practice, and are of no significance whatsoever.

9. The Consonant Phoneme /g/:

THE PHONEME /g/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /g/ | | velar, voiced stop. | | | Does not exist. |
| | [ˡg] | the same as [ˡb] . | | | |
| | [g] | the same as [b] . | | | |
| | [gʰ] | the same as [bʰ]. | | | |

This English phoneme does not exist in the sound system of Arabic, neither as a separate phoneme nor as an allophone of the phonemes of that dialect.

This sound is, accordingly, expected to constitute a problem

for native speakers of Arabic.[1] A consequent transfer might be towards /k/. This constitute a phonemic problem plus a phonetic one, but these can be easily overcome because of the easiness of articulating this sound /g/. The sound, however, will be considered theoretically as a problem sound, though practically it is not.

Conclusion:

The English phoneme /g/ does not exist in Al-Alwite Colloquial Arabic; so it will be dealt with as a phonetic and phonemic problem for a native speaker of Al-Alwite Colloquial Arabic learning English as a foreign language.

10. The Consonant Phoneme /č/:

THE PHONEME /č/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /č/ | | alveopalatal vl. affricate. | | | exists as a cluster in the initial position. |
| | [č⁻] | initially and medially (stressed) | | | |
| | [č] | medially and finally (unstressed) | | | |

[1] During his teaching experience, the writer has noticed that students in that area do not find any difficulty producing and, before that, hearing this sound. This is possibly due to the case of producing this sound, and because the point of articulation of that sound is trained to produce a similar sound /k/ which is voiceless.

This English phoneme /č/ exists in the Alwite Colloquial Arabic, but only as an initial cluster [t+š]. The English phoneme will, therefore, constitute a phonetic problem for an Arab student in the medial and final positions. Arabic, tending almost always to have (cvc)[1] structure of a syllable in these two positions, especially in the final position, will replace a vowel between /t/ and /š/, thus turning [wič] - /wič/ to [wit-iš]. The problem, in this case, becomes both a phonetic and phonemic one.

Conclusion:

The English phoneme /č/ exists in Al-Alwite Colloquial Arabic only as an initial cluster. Probably in the medial position, but surely in the final position, /č/ becomes a phonetic and a phonemic problem to Arab students of the area studied.

11. The English Phoneme /ǰ/:

THE PHONEME /ǰ/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /ǰ/ | [ǰ] | alveopalatal vd. affricate. vd. initially and medially. | | | exists as a cluster in the initial position. |
| | [ǰ̥] | with a vl. glide; finally. | | | |

[1](c) is used here to indicate consonants; (v), vowels.

This English phoneme exists only as an initial cluster in Arabic. Thus it is not a problem sound in that position. In the medial position this sound may not cause a problem because the Arab student will, morphemically speaking, give the word judging, for example, the form cvccvc, while to an English speaker it is only cvcvc. The form cvccvc exists in Arabic (this is true in the case of /č/ as in watching). We can say also that /ǰ/ occurs as a medial cluster in Arabic, thus constituting no problem for an Arab speaker of English. But /ǰ/ is a sound problem in the final position, for it neither occurs there as cluster nor as a (cc) sequence. The Arab student will tend, consequently, to insert a vowel between what seems to him a consonant sequel of two sounds: [d] and [ž], thus pronouncing judge, for example as /ǰədiž/. The problem here is, again, a phonetic and a phonemic one and has to be dealt with as such.

**Conclusion:**

The English phoneme /ǰ/ exists only as an initial cluster in Arabic. It, therefore, may become a sound problem in the medial position, but it is surely both a phonetic and phonemic problem to the Arab student because the native speaker of that dialect does not have (cc) in a word final position.

12. The Consonant Phoneme /f/:

THE PHONEME /f/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /f/ | [f] | a vl. labiodental fricative. in all positions. | /f/ | [f] | a vl. labiodental fricative. in all positions. |

This sound of English is phonetically similar to the Arabic phoneme /f/; they have one allophone each; and they have the same distribution, thus constituting no problem for an Arab student of English.

Conclusion:

English /f/ and Arabic /f/ are similar in everyway, thus causing no problem for an Arab student of English.

13. The Phoneme /s/:

THE PHONEME /s/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /s/ | [s] | an alveolar vl. fricative. in all positions. | /s/ | [s] | an alveolar vl. fricative. in all positions. |

The English phoneme /s/ and the Arabic one /s/ are phonetically similar, have the same distribution of allophones, and the same allophones, thus constituting no problem for an Arab student of English.

14. The Phoneme /š/:

THE PHONEME /š/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /š/ | [š] | an alveopalatal vl. fricative. in all positions. | /š/ | [š] | an alveopalatal vl. fricative. in all positions. |

This English phoneme /š/ is similar, phonetically, in the number of allophones, and in the distribution of these allophones to the Arabic phoneme /š/.

15. The Phoneme /l/:

THE PHONEME /l/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /l/ | | a vd. dental lateral. | /l/ | | a vd. dental lateral. |
| | [l] | dental; in initial position. | | [l] | dental; the same as [m] . |
| | [l] | velarized; in medial and final positions. | | [l] | velarized; the same as [m] . |

This English phoneme is phonetically similar to the Arabic /l/ and has the same number of allophones which are also similar. The distribution of these allophones is, however, different. English [l] occurs medially and finally while the Arabic [l̪] occurs when followed or preceded by a velarized consonant, by [a] or [a˞] ; the English [l] occurs initially while the Arabic [l] occurs when followed or preceded by a fronted consonant and vowel sound other than [a] or [a˞] . This constitutes a minor phonotic problem. The Arab student may transfer his [l] and [l̪] to the positions of the English [l] or [l̪] when attempting to speak English.

Conclusion:

The English /l/ and Arabic /l/ are similar phonetically, with a minor phonetic difference in the distribution of the allophones of each phoneme.

16. The Phoneme /w/:

THE PHONEME /w/

| | English | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /w/ | [w] | a vd., bilabial, rounded median. in all positions | /w/ | [w] | a vd., bilabial, rounded median. in all positions. |

The English phoneme /w/ is phonetically similar to the phoneme /w/ found in Al-Alwite Colloquial Arabic. The two phonemes have the same allophones which are similarly distributed, thus constituting no problem for an Arab learner of English.

17. The Phoneme /y/:

THE PHONEME /y/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /y/ | [y] | a vd. alveopalatal, fronted, high median. in all positions. | /y/ | [y] | a vd. alveopalatal, fronted, high median. in all positions. |

The English /y/ and the Arabic /y/ are phonetically similar, both in point of articulation and manner of articulation. They have the same allophones that are similarly distributed, thus causing no problem whatsoever to an Arab learner of English.

18. The Phoneme /h/:

THE PHONEME /h/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /h/ | [h] | a vl. glottal fricative. in all positions | /h/ | [h] | a vl. glottal fricative. in all positions. |

Also, the English /h/ and /h/ of Arabic are phonetically similar, have similar allophones which are similarly distributed. This sound of English does not cause any difficulty for a native speaker of this Arabic dialect.

19. The Phoneme /z/:

THE PHONEME /z/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /z/ | | an alveolar vd. fricative. | /z/ | | an alveolar vd. fricative. |
| | [ž z] | the same as [ž b] | | [z] | in all positions. |
| | [z] | the same as [b] | | | |
| | [z ž] | the same as [b ž] | | | |

/z/ and /z/ of English and Arabic are phonetically similar, but differ in the allophones occurring initially, medially and finally, respectively. The Arabic /z/ has only one allophone that occurs in the three positions.

Conclusion:

The only phonetic problem that might arise in learning the English /z/ by Arab students is the possibility of the Arab student transferring his single [z] to the three positions of the allophones of the English /z/.

20. The Consonant Phoneme /θ/:

THE PHONEME / /

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /θ/ | | an interdental vl. affricate.<br>in all positions. | | | Does not exist. |

This English phoneme does not exist in the Alwite Colloquial Arabic, neither as a separate phoneme nor as a member of a phoneme.[1] The Arab student is likely to transfer this English sound to his own /s/ or /t/, being the nearest sounds, phonetically, to the English sound /θ/. The transfer is most likely towards /s/, being a fricative like /θ/.

This situation constitutes both a phonetic and phonemic problem. The English phoneme /θ/ has only one allophone, which reduces the allophonic distribution to a minimum when attempting to teach this sound to Arab students.

---

[1]This sound exists in Classical Arabic which the student is taught from the first year of his school life. This helps to minimise the difficulty of learning the English phoneme /θ/.

21. The Phoneme /ð/:

THE PHONEME /ð/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /ð/ | | an interdental vd. affricate. | | | Does not exist. |
| | [$^{ð}_{x}$ð] | the same as [$^{b}_{x}$b] | | | |
| | [$^{x}$ð] | the same as [b] | | | |
| | [$^{ð^{ʕ}}_{x}$] | the same as [$b^{b^{ʕ}}_{x}$] | | | |

This English phoneme does not exist in the Al-Alwite Colloquial Arabic either, but it exists in Classical Arabic. This sound, like /ð/, constitutes a phonetic and phonemic problem. The substitution is likely to be towards /z/ or /ẓ/, mostly towards /z/.

22. The Consonant Phoneme /v/:

THE PHONEME /v/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /v/ | | a labiodental vd. fricative. | | | Does not exist. |
| | [$^{v}_{x}$v] | the same as [$^{b}_{x}$b] | | | |
| | [v] | the same as [b] | | | |
| | [$v^{v}_{x}$] | the same as [$b^{b}_{x}$] | | | |

The English phoneme /v/ does not exist in Arabic in any form, which constitutes a phonetic plus a phonemic problem. The Arab student is expected to transfer the English /v/ to his /f/, being different only in the manner of articulation (the former voiced; the latter voiceless). Yet, the problem is not that difficult because the Arabic /f/ is very near to /v/: the student has just to voice the voicelessness in /f/ to make it /v/.[1]

Conclusion:

The English phoneme /v/, though not existant in Arabic, does not cause much difficulty to an Arab speaker of English. Yet, theoretically speaking, it is a phonetic and a phonemic problem for Arab learners of English, and it will be dealt with as such.

23. The Consonant Phoneme /r/:

THE PHONEME /r/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phoneme | Allophones | Distribution | Phoneme | Allophones | Distribution |
| /r/ | | a vd., velar-retroflex. | /r/ | | a vd. alveolar trill. |
| | [ɻr] | the same as [ɻb] | | [r] | the same as [l] . |
| | [r] | the same as [b] | | | |
| | [rʲ] | the same as [bʲ] | | [r̩] | the same as [l̩] or [l̩] |

[1] During this teaching experience in the Alwite Mountains, the writer has never encountered any difficulty in teaching this sound or in having the students there learn it.

The English phoneme /r/ is not similar to the Arabic phoneme /r/, neither phonetically, nor in the distribution of the allophones of each one of these phonemes. The problem, however, remains to be a phonetic one, yet very difficult. The reason for that is that the point of articulating the English /r/ is not trained to articulate (produce) any sound of Arabic whatsoever. It is an invalid, inactive point in the articulatory physical system of a native speaker of Al-Alwite Colloquial Arabic.[1]

The problem is phonetic, because the student is taught the letter and the sound together. In this case he is liable to transfer his /r/ to the English /r/. When the oral - approach is followed in teaching him this sound, the problem will become both phonetic and phonemic. The student will very soon, however, adjust the sound to the symbol he is given, whoever the teacher is, native speaker of English or not. The Arabic /r/ is almost always substituted for English /r/ even by teachers of English, in Syria and everywhere in the Arab World.

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[1] A student of English from Al-Alwite Mountains will hear the American /r/ articulated by native speakers as /w/ in initial position, /w/ or slightly /r/ in medial position and will not hear it at all in final position. Still, he can recognize the British /r/ more easily initially and medially, but will not hear it either in the final position.

24. The Consonant Phoneme /ŋ/:

THE PHONEME /ŋ/

| English | | | Arabic | | |
|---|---|---|---|---|---|
| Phon-eme | Allo-phones | Distribution | Phon-eme | Allo-phones | Distribution |
| /ŋ/ | | a velarized vd. nasal. | | | Does not exist. |
| | [ŋ] | short; medial | | | |
| | [ŋ·] | long; final | | | |

As in the case of /r/, this sound not existing in any form in Arabic, is a source of a great phonetic problem to a native speaker of that dialect. The reasons given for this difficulty are the same given under /r/, namely, the difficulty of articulation.

Affected by letters as symbols of this sound, an Arab speaker of English will always produce /ŋ/ not as he hears it, but as he sees it printed, namely /ng/, both in medial and final positions.

When the student (even the teacher some times) is continually asked to produce /ŋ/, he may drop the velarized part for once and all, and trnasfer the sound into a simple /ŋ/ which he has in his own dialect.

The transfer, then, can be in either direction or in both according to the phonetic environment in which it exists. The problem will be treated on these bases.

25. Consonant Clusters:

As may be seen in the lists of initial and final clusters of English and Arabic, the Alwite Colloquial Arabic has almost all the initial consonant clusters that English has. This Arabic dialect, however, does not have final consonant clusters in its sound system. The speakers of this dialect tend to either insert a vowel between the two sounds of the cluster or to change the whole cluster into a gemination. They do the same when they produce English /č/ and /ǰ/ in final positions. They hear them as a cluster [tš] or [dž] which they turn into [tɪš] and [dɪž] .[1]

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[1] /č/ and /ǰ/ have been discussed as sound problems, and two lesson plans were prepared to deal with these problems.

# CHAPTER IV

## EDUCATIONAL IMPLICATION AND APPLICATION

INTRODUCTION:

Having thus completed the phonemic analysis of the Alwite Colloquial Arabic and American English, and, then, contrasted the two dialects, we come now to deal with the problem sounds discovered through the contrast, which a native speaker of the Alwite Colloquial Arabic faces when learning English as a foreign language.

These problem sounds will be treated now, in a series of lesson plans and exercises, with the following set of principles in mind.[1]

1. The goal in learning a foreign language is the ability to use it, understanding its meanings in terms of the learned language and culture, and the ability to understand the speach and writing of natives of that culture in terms of their meanings as well as their civilization.

2. Learning a second language is defined as acquiring the ability to use its structures within a general vocabulary under the conditions of normal communication among native speakers.

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[1]For further and more detailed study of these principles see Robert Lado, Language Teaching, a Scientific Approach, (New York, McGraw Hill Inc., 1964,).

3. All language learning occurs through experience, except for analogic creations which may combine previous experiences into new sequences.

4. Learning a second language involves varying degrees of facility for each phoneme and sequence of phonemes in the learned language.

5. Teach the sound system structurally for use by demonstration, imitation, props, contrast, and practice.

6. Problems are those units and patterns that show structural differences between the first language and the second.

7. The use of the pronunciation system of a language is a matter of habit or a system of habits.

8. The learner transfers the sound system of his native language and uses it instead of that of the foreign language without fully realizing it.

9. The phonemic distinctions that serve to identify the words and sentences of the learned language may be lost, with resulting ambiguity.

10. By contrasting a description of the sound system of the foreign language with that of the first language, we anticepate the problems that need to be taught and the particular features that are difficult.

With these principles in mind (especially 6, 9 and 10), and out of the contrast of the phonemes of Alwite Colloquial Arabic

and American English, we can classify the sounds of English when uttered by an Arab speaker in four ways.

1. The sounds that are similar in both languages, phonetically, in variants, and in the distribution of these variants. Such sounds will not be discussed here since there can be no difficulty in producing them. The Arab speaker of English will transfer his own sounds into the new system very easily and, in fact, no learning will take place here, or need to take place.

2. The sounds that exist in both languages, that are phonetically similar, but differ in their variants and their distribution. These sounds will cause mere phonetic problems to the Arab speaker of English. A teaching - learning process takes place in this situation through exercises following the demonstration, imitation, props, contrast and practice technique. In this category are listed also the sounds that are separate phonemes in English but only allophones of phonemes in Alwite Colloquial Arabic, and vice versa.

3. The sounds that exist as separate phonemes in English, but only as clusters in Arabic. These constitute both phonetic and phonemic problems for an Arab learner of English.

4. The sounds that exist in English but not in Arabic. These will be also phonetic and phonemic problems since no transfer can solve the problem, but, on the contrary, transfer will complicate it. A teaching-learning process will be necessary to turn these English sounds into a part of the Arab student's sound habits.

For the last three kinds of English sounds mentioned above, the following series of lesson plans and exercises will be dedicated.[1] Pronunciation exercises will treat the phonetic sound problems listed under (2). Lesson plans will deal with the sound problems falling under (3) and (4), and constituting phonemic as well as phonetic problems to the Arab student of English.

These lesson plans and exercises have not been tested and, consequently, their validity is built merely upon the validity of the theoretical bases they were developed in accordance with, and which have been the bases for other contrastive studies and lesson plans made before.[2] Similar lesson plans, however, have been prepared and taught by students of 221E and 222E in the American University of Beirut, and have proved to be successful in treating sound problems of Lebanese students of English.

In this study, the theory is the same; only the environment where the theory is applied is different.

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[1]For preparing this series of lesson plans and exercises, reference has been made to:

a. Fries, Teaching and Learning English as a Foreign Language.

b. Nasr, The Teaching of English to Arab Students.

[2]Lectures, discussions and mimeographed material distributed in the course "Teaching English as a Second Language", by Dr. Richard Yorkey in the academic year 1963-1964, also see Khayat, Maria Ann Million, The Preparation and Teaching of Pronunciation Exercises in American English To Arabic Speaking Students, (an unpublished M.A. thesis, Dept. Ed., A.U.B. 1961).

The content and method of the lesson plans have been prepared for students of the first and second grades of English in Syrian secondary schools. These students are between thirteen and fifteen years old. It is not age that has been taken in consideration here, but the level of English the students know. They are supposed to be familiar with the first two books of Allen and Cooke's series Living English for the Arab World.

I. CONTENT:

These lesson plans include single words, phrases, sentences, songs and nonsense syllables and phrases.

To begin with, the students can recognize a sound best when it is isolated from other sounds. Monosyllabic words having only the problem sounds in them have been chosen to introduce these sounds to the students for the first time.

The second step is to give a sound problem in a context that aims mainly at solving this pronunciation problem. The context can be a phrase, a sentence, a song, or a nonsense syllable or phrase.

Phrases and sentences are usually short, clear and easy. Their structure, though not neglected, is not the aim of the exercise, but the sounds in them are.

When it comes to nonsense syllables and phrases, they are used to emphasize and exaggerate the problem sounds in a way that

normal structures cannot do. Nonsense syllables do exaggerate the problem sounds in the lesson plans but not at the expense of structures that may be incomplete but not wrong.

Songs also are a great help in this respect, besides the fun and enjoyment they bring to students when the songs are prepared to treat a certain problem. Enjoying the song may remind the student of the correct pronunciation as long as he remembers that song.

II. METHOD:

Here the steps are divided in two stages: recognition and production, the two main bases of the aural-oral approach in language teaching.

A. Recognition: This step is meant to make clear, in any way possible, the difference, both phonetic and phonemic, between the problem sound and any other similar one the student is likely to substitute for that sound. The teacher repeats the new sound after repeating the similar one in an exaggerated way, and then explains the difference - even in the native language of the student: this will help the students realize the difference and recognize the new sound before they proceed to producing it, thus saving the students from making the mistake of mixing the familiar sound and the unfamiliar one.

Audio - visual aids are very important in this step, to make the contrast clear: charts, pictures, class materials and chalkboard can be used to help the student realize the difference

between the two words of the minimal pair.

B. Production: This step begins with imitation of the teacher and ends with individual productions of sounds by the students.

Imitation is achieved through the choral and individual repetitions after the teacher. These repetitions aim at enabling the students to produce a rhythmic sound similar to that the teacher produces. Individual repetitions come afterwards to make sure that every student is producing the right sound, which cannot be achieved through choral repetitions.

As in the case of recognition, we begin here with the familiar sound in the contrast (in the minimal pairs, phrases and sentences) and then move to the unfamiliar (the one the students are trying to learn). This aims at utilizing an already acquired habit to build a new one by contrasting the two that are similar in some aspects but not identical.

When this step is completed, the student is expected to recognize and produce the new sound as a separate one from that which he knows.

The method as a whole may seem to be childlike, but it is a childlike habit to learn new languages in the first stages: language is imitation, and only imitation can make learning it possible.

## A. THE SOUND /p/

I. To The Teacher:

This English sound /p/ constitutes a phonetic and phonemic problem to the Arab student in general and to native speakers of Arabic in particular, because this sound does not exist in Arabic in any form. The Arab student, hearing /p/ as /b/ will most probably produce his own /b/ whenever he is supposed to produce the English /p/.

Treating this problem must be from both sides, phonetic and phonemic, in recognition and in production.

1. Recognition: To help the student recognize the phonetic difference between /p/ and /b/, the teacher can use the lists of words given in the following students part of the lesson. The teacher pronounces some words with /b/, then some with /p/, then he pronounces the minimal pairs in both lists. He explains the point of articulation of both sounds and then the manner of articulation, showing by illustration that /b/ is voiced: /p/, voiceless. When the teacher is aware and sure of the students' recognition of /p/ he turns to the phonemic side, showing the students the difference in meaning between the two words of the minimal pair contrasted in /p/ and /b/. The teacher had better not leave this part unless he is fully sure that the students are able to recognize and hear his own /p/ as separate from the students' /b/. No production can precede

or even accompany the recognition step, since one is completely based upon the perfection of the other.

2. Production Step: The teacher will have to practice a childlike habit with the students even if they are adults: repeating after him whatever he says (imitation). His argument might be that repeating the sounds of a language is childlike, but learning them is also childlike.

In this step, the teacher asks the students to repeat after him, chorally first and then individually.

a. Single words in column (1) in the students' part of this lesson.

b. Single words in column (2).

c. Minimal pairs found in both columns.

d. The first set of sentences (with /b/ only in them).

e. The second set of sentences (with /p/ only in them).

f. The third set of sentences (with both sounds /p/ and /b/ in them).

When the students are faced with rather long sentences, the teacher has to cut these sentences into their smaller immediate constituents, beginning from the end so as to keep the intonation correct.

It would be much better if the teacher uses audio-visual aid when practicing the single words with the students. When practicing, for example, Ben and pen it would be useful for the

students if the teacher carries a clock and a pen in his hand, or a chart having pictures of both of them.

Using these steps as a leading example, the teacher is given full freedom to vary the material according to the needs of his class.

II. The Student's Part:

1. Repeat the following words after the teacher. Pay attention to the difference between /p/ and /b/:

| | |
|---|---|
| bees | peas |
| back | pack |
| Ben | pen |
| bull | pull |
| bat | pat |
| bony | pony |
| nibble | nipple |
| lab | lap |
| sub | sup |
| cab | cap |

2. The students repeat the following sentences and phrases after the teacher:

a. Buy Bob a black bee.

b. A big bad bull.

c. Bubbles in rebel's robes.

d. The bull's back is bleeding.

e. A black cab in a blue robe.

f. Big Ben is beautiful.

3. The students repeat the following short sentences and phrases after the teacher:

a. Pay attention, please.

b. Paul plays in picnics.

c. Stop, please.

d. Spain's plain has plenty of peas.

e. A pot on top.

4. The students repeat the following short sentences and phrases after the teacher. The students should pay much care to the difference between /p/ and /b/:

a. Buy it, please.

b. A blue print.

c. Paul has a ball.

d. Paul and Bob play football.

e. Bob prays before breakfast.

f. Paul breaks supper plates.

g. Poor Bill is weeping.

h. Pull a bull backward, and it will break your bones.

## B. THE VOWEL SOUND /ɔ/

I. <u>To The Teacher:</u>

The English low - back vowel /ɔ/ has no equivalent in the

Alwite Colloquial Arabic (nor in any other Arabic), thus constituting a phonetic and phonemic problem to the Arab learner of English. An Arab student attempting to produce this English sound will transfer it either to [a˚] or /o/, both of which are a part of his sound system, but most probably, and almost always, the transfer will be towards /o/ (both being back and rounded).

The procedure to be followed in treating this sound problem does not differ in any sense from that used in dealing with consonant sounds and phonemes. It is a difficult sound to produce, even for teachers themselves. When introducing it in front of students, the teacher must explain, in any way possible, the exact point of articulation of /ɔ/, and when and how it differs from /o/. The teacher should, then, explain the phonemic difference between the words of the minimal pairs given to the students.

At the production step, great attention must be paid to the students' pronunciation.

II. The Students' Part:

Introduction:

The English vowel /ɔ/ as in caught does not exist in Arabic,[1] and should not be pronounced as /o/ in (coat).

1. Recognition: The teacher pronounces words in column (1), then words in column (2) and then the minimal pairs in both columns, showing the students the difference in pronunciation and meaning between each word and the other of every minimal pair:

---

[1]The teacher can use Arabic to explain the phonetic and phonemic difference between /ɔ/ and /o/.

| | |
|---|---|
| pole | Paul |
| coat | caught |
| boat | bought |
| hole | hall |
| coal | call |
| wrote | wrought |
| bole | ball |
| low | law |
| so | saw |
| row | raw |
| Joe | jaw |
| cold | called |
| phoned | fond[1] |

1. Students proceede. The teacher pronounces the words in column (1), column (2) and the minimal pairs in both columns, while the students are repeating after him the words, chorally and then individually.

2. The next step is to have the students repeat after the teacher, short sentences and phrases with the vowel sound /o/ but not /ɔ/.

The following sentences can be an example to follow.

---

[1]These and all other minimal pairs used in this thesis are based on: Webster's New World Dictionary of the American Language, College Edition, 1959.

a. Open the door.

b. Joe phoned a while ago.

c. Bones grow cold in the poles.

d. Coal mines produce so much coal.

3. The teacher, then, turns to sentences and phrases with /ɔ/ but not /o/. The students repeat after him, in unison then individually. The following are an example:

a. Paul thought I called at him,

b. Lord! John talks much!

c. I bought a ball for Paul.

d. He had a call from Paul.

4. When the students have become well trained in producing the vowel sound /ɔ/ in single words, in minimal pairs and in contexts that do not include any /o/ in them, the students reach the final stage where they are required to produce /ɔ/ in a context which has both sounds /o/ and /ɔ/. The students should have most of their practice in this step, until they are able to recognize and produce both /o/ and /ɔ/ at the same time.

The following short sentences and phrases are an example:

a. Paul's bones.[1]

b. A hole in the hall.

---

[1]It is presumed here that the students have already had the problem sound /p/.

c. Joe's jaw is low.

d. I bought a boat.

e. She phoned the boy fond of her.

f. John wrote a note wrought with salt.

g. I caught a cold.

h. Hello, Paul! I'll go home.

i. No one is low in the eyes of law.[1]

## C. THE SOUND /ð/

INTRODUCTION:

Native speakers of Arabic do not have this sound in their sound system. The sound they have which is nearest to /ð/ is /z/ (and /ẓ/, which they substitute in words like father). They are expected to substitute the English /ð/ for their /z/ or /ẓ/. Teaching this sound will follow the same steps followed in teaching /p/.

1. Repeat after the teacher:

| | |
|---|---|
| zen | then |
| zee | thee |
| zo | though |
| zither | thither |
| wizard | withered |

---

[1] The teacher may explain here that the problem the student faces in pronouncing [l] and [l] here is due to the problem he faces when producing /ɔ/. Once the vowel problem is solved the [l] phonetic problem is automatically solved.

| | |
|---|---|
| rise | writhe |
| breeze | breathe |

2. Repeat the following sentences after the teacher:

a. "Zero" is Arabic.

b. Roses grow in zoos.

c. Zinc is easy to cut in any size.

d. Wizards cut lizards using scissers.

If the students find difficulties in pronouncing rather long sentences (as in the case of sentences (3) and (4), for example) the teacher cuts the sentence into its immediate constituents, beginning from the end:

any size.

in any size.

to cut in any size.

easy to cut in any size.

Zinc is easy to cut in any size.

until the students have fully mastered these sentences.[1] Now comes the time for the next step:

3. Repeat after the teacher:

a. They breathe in and out.

b. That leather may be smooth.

c. The weather bothered them yesterday.

---

[1]The idea behind cutting the sentence from the end towards the beginning is to keep the falling intonation of the sentence in the end, and the whole intonation of the sentence, regular.

d. My father bought me a leather coat with a feather.

The same procedure followed before is applied here, and long sentences (like the fourth one) can be approached as has been explained before.

4. Repeat after the teacher:

a. This rose has withered.

b. Breathe deeply; the breeze is clean.

c. They breathe with their lungs and noses.

d. Wreathes full of withered posies were covered with leather.

e. They always visit that wizard.

f. I bathe daily, whether the weather is fine or not.

## D. THE SOUND /θ/

The sound /θ/ does not exist in the sound system of Arabic. A native speaker of that dialect is likely to hear it and produce it as /s/ which he has in his sound system.

Teaching this sound will have to pass two main steps:

I. Recognition of the English Sound /θ/: The teacher pronounces the first list of words, then the second, then the minimal pairs in each. Then he explains in the way he finds the easiest, the phonetic difference between /θ/ and /s/:

| | |
|---|---|
| sin | thin |
| sing | thing |
| seem | theme |
| sum | thumb |

| | |
|---|---|
| sorrow | thorough |
| sick | thick |
| sink | think |
| sigh | thigh |
| use | youth |
| force | forth |
| tense | tenth |
| face | faith |
| mouse | mouth |
| miss | myth |
| pass | path |
| worse | worth |

1. Repeat after the teacher:

   a. Sound systems are so many.

   b. Damascus in a nice city in summer.

   c. Mr. Smith is my classmate.

   d. Sinners miss a chance for happiness.

(Remember that other problem sounds should be avoided as much as possible):

2. Repeat after the teacher:

   a. Think of things thicker.

   b. A thumb in a mouth.

   c. Three thin things are floating.

   d. My faith is thin.

3. Repeat after the teacher:

a. A man thinks but never sinks.

b. His sorrow is thorough.

c. A sinner's faith is thin.

d. Her face is full of faith.

e. Nice things but faithless.

f. See if Smith looks thin today.

## E. THE SOUND /v/

INTRODUCTION:

The sound /v/ does not exist in the Alwite Colloquial Arabic, but /f/ which differs from /v/ only in the manner of articulation (the first being voiceless; the other, voiced) is a separate phoneme of that dialect. The students of English will most probably transfer /v/ to /f/.

1. Repeat after the teacher:

| | |
|---|---|
| fine | vine |
| ferry | very |
| safer | saver |
| wife's | wives |
| belief | believe |
| safe | save |
| a chief | achieve |
| half | have |

2. Repeat after the teacher:

a. I found an Agfa film in the field.

b. My friends often laugh in class.

c. Fred's father offered Scaife a knife.

d. You find fans, flowers and food in all houses.

3. Repeat after the teacher:

a. Vans never have drivers.

b. Rivers vary in length.

c. Ava loves Victor very much.

d. Oliver is a novelist of a lovely style.

4. Repeat after the teacher:

a. Very fine.

b. A famous novelist.

c. Save food for Vera.

d. Several friends arrived Friday evening.

e. He always loves and laughs at his beloved.

f. His wife is very unique among wives.

g. Eleven elephants of vast size are in the river.

h. Villages are many in valleys and fields of fruits.

i. When you often love, you never laugh.

## F. THE SOUND /g/

INTRODUCTION:

The English phoneme /g/ does not exist in any form in the

Alwite Colloquial Arabic. When a native speaker of that dialect is learning Englishas a foreign language, he is likely to substitute his /k/ for English /g/. The production and recognition steps will be the same as those in other lesson plans.

1. Repeat after the teacher:

| | |
|---|---|
| came | game |
| crow | grow |
| come | gum |
| clue | glue |
| card | guard |
| could | good |
| locking | logging |
| back | bag |
| lock | log |
| pick | pig |
| lack | lag |
| lacking | lagging |
| backing | bagging |
| ric | rig |

2. Repeat after the teacher:

a. Kay can't come walking.

b. Cajoleas, Cadura, Yorkey are doctors.

c. Can you count sixty?

d. Crows can cause painful cuts.

3. Repeat after the teacher:

a. A grey goat plays a game.

b. Girls chew gum gaily.

c. I got a baggage list in the bag.

d. He's gone to see "Great Guns" in Greece.

e. Wagons full of geese are going to Portugeese.

4. Repeat after the teacher.

a. It's a good car.

b. Kay is gay today.

c. Take care of young girls.

d. Go collect big logs.

e. Can you give me the long gown?

f. I picked up a pig from the park.

g. My bag is on my back.

h. Geese are locked in boxes with keys.

i. Call Glenn; Ken has gone.

j. The guards covered the clue with glue.

## G. THE SOUND /č/

As it has been indicated before, the sound /č/ is a separate phoneme in English occurring initially, medially and finally. In Al-Alwite Colloquial Arabic the consonant cluster /t$^{+}$š/ occurs only in initial position, thus English /č/ constitutes

no problem when in initial position to an Arab learner of English.[1] When it comes to medial position, what seems to be a sequel of cvcvc in English takes the form cvccvc in Arabic,[2] as in:

English watching = (cvccvc)

Arabic/nɪtšærək/ = (cvccvcvc)

thus turning the English /č/ to two consonants in Arabic; the first ending a syllable while the other begins the next syllables.

This, however, reduces the phonetic problem of /č/ in medial position to a minimum, since the Arab student will pronounce /wɔč iŋ/ as such, whether it is (cvcvc) to English or (cvccvc) to him.

The problem arises clearly in the final position, because there are no final clusters in Al-Alwite Colloquial Arabic. Consequently, a native speaker of that dialect will insert a (v) in what appears to him to be a (cc) thus turning it into a (cvc):

The English /wɔč/, therefore, becomes /wɔtiš/, and here is our aim: to enable the Arab student to produce the English phoneme /č/ in final position.[3]

I. Recognition: It is apparent that the Arab student is

---

[1] In other dialects /č/ may not be a problem in any position.

[2] The letter (c) is used here to indicate consonant phonemes; and (v) to indicate vowel phonemes.

[3] An Arab student learning English as a foreign Language will face similar problems when attempting to produce final clusters like /ks/, /gz/, /kt/, and other clustering consonants that appear in final position.

able to recognise /č/ in initial and medial position. It is possible that he recognises /č/ in final position but is unable to produce it.[1] It is very difficult, even in English, to find minimal pairs with /č/ and /tš/ contrasting in final position. In fact such a pair, if found, ceases to be a minimal pair from a theoretical point of view.

One of the few examples that can be presented to Arab students when attempting to produce final /č/ is the pair

Scotch Scottish

The teacher can tell the students that the first is a whisky brand, while the second is the name of a person from Scotland. He exaggerates when showing the difference in pronunciation between the two words, thus pointing out both the phonetic and the phonemic differences between the two.

II. Production Step:

1. The teacher can pronounce

Scotch Scottish

several times while the students are repeating after him in unison and then individually.

2. The students, then, are given short sentences and phrases with /č/ in final position. The following can be taken as an example:

---

[1]The treatment of this sound in final position can be taken as a model for dealing with all final consonant clusters of English (about 160 clusters) when taught to a native speaker of this dialect.

a. It's a watch.

b. Within my reach.

c. In a church.

d. On the beach.

e. I want to reach the beach.

f. Fetch me a rich man.

g. The car's clutch.

h. A bitch of a witch.

i. The whisky which you drink is Scotch.

j. A witch on the beach is rich.

3. The following list now is given to the students who will repeat it after the teacher, chorally and then individually:

Watch, which, church, beach, rich, catch, reach, bitch, fetch, clutch, witch, Scotch.

## H. THE SOUND /ǰ/

As in the case of the English phoneme /č/, the phoneme /ǰ/ constitutes a sound problem only in the word final position.

I. Recognition of final /ǰ/: The Arab students already recognize /ǰ/ as a consonant cluster /dz/ in initial position, as a sequence of cc in a word that has the form (cvccvc). They do not have it in word final position, but they most probably recognize it in that position but are unable to produce it. The only thing a teacher can do is to show the phonetic difference between words

as judge, bridge, edge and such imaginary words as /ǰədiž/ - /bridiž/ - /ediž/, and then the phonemic difference by showing that the immaginary words have no meaning.

II. Production of Final /ǰ/: It is impossible to provide minimal pairs here.[1] The practice will, then, be confined to lists and sentences having /ǰ/ only in them:

1. The teacher pronounces the following list of words, then the students repeat after him, chorally first and then individually. The teacher can add as many examples as he finds necessary to enable the students to produce /ǰ/ in final position:

Bridge, edge, judge, grudge, jump, jam, cage, wage, courage, luggage, package, lodging, lodge, June, gin, budget, badge, fridge, stage, wreakage, Dodge, ridge.

2. When the students are fully aware and able to produce the final /ǰ/ in final word position in single words, he comes to short sentences and phrases with the final /ǰ/ in them. He reads and the students repeat after him, chorally first and then individually.

The following sentences are an example to follow:

a. What's a bridge?

b. A high edge.

c. He is a judge.

---

[1]Even imaginary minimal pairs are not possible, since a break of /ǰ/ into /diž/ makes three phonemes out of one.

d. He has a Dodge.

e. We have a fridge.

f. A fridge with an edge.

g. A bird's cage.

h. A Badge of Courage.

i. The judge has a Dodge in his lodge.

## I. THE SOUND /ǰ/

To The Teacher:

This is one of the few sounds that constitute a difficult problem for an Arab learner of English, because they, including /ǰ/ do not exist in Arabic, and particularly to a native speaker of Al-Alwite Colloquial Arabic. A learner of English will transfer this sound either to /n/ or /ǰg/, depending on his first hearing it from a native speaker or from the way it is usually written.

As in all other problem sounds, a sound like /ǰ/ should be recognized first and then produced. At the step of recognition, the teacher must help the student recognize /ǰ/ as a phonetic and phonemic entity, separate and independant from /n/ and /ǰg/, mostly the latter.

In the step of production, the student should practice this sound in medial and final positions (the two positions in which /ǰ/ occurs) in minimal contrast with /n/. There can be no minimal contrast with /ǰg/ because /ǰǰ/ never occurs where /ǰ/ only can

occur, which is not the case with /n/.

The problem is phonetic more than anything else. The point of articulation producing the English /ŋ/ is not trained to produce any Arabic sound (there is no velarized - nasal or nasalized velar sound in the dialect under discussion.

The Student's Part:

I. In the step of recognition, the teacher pronounces the words in column (1), then in column (2) and finally the minimal pairs in both columns, illustrating and explaining the phonetic and phonemic difference between the words in minimal pairs.

| | |
|---|---|
| sin | sing |
| thin | thing |
| pin | ping |
| ban | bang |
| win | wing |
| sun | sung |
| ton | tongue |
| run | rung |
| sinner | singer |
| kin | king |
| pan | pang |
| lawn | long |

1. When the students are aware of the phonetic and phonemic differences between the words in /ŋ/ and those with /n/, the teacher

asks them to pronounce the words in column (1), the words in column (2) and then the minimal pairs in both clumns. They repeat after him, first chorally and then individually until they are able to produce medial and final /ŋ/ in the single words given to them. Using an audio-visual aid will be useful here (as it is possible between ton and tongue).

2. The teacher then asks the students to repeat after him, in unison and individually, the following sentences:

a. Sinners have sins.

b. A sinner's sin.

c. A pun with a ton of fun.

d. Spain has a plain of thin rain.

which should be continually repeated until fully grasped.

3. The students, then, are given another set of sentences; the following can be an example:

a. Sing me a song.

b. The bell rang all evening.

c. Singers play ping pong.

d. Something like a sting in my ring.

Much attention will be given, especially to the individual repetitions.

4. When the students have become well trained to produce /ŋ/ in words that have no /n/, the teacher can procede to the third type of sentences in which are presented both types of sounds /n/ and /ŋ/. The following may be an example to follow:

a. Singers may have sins.

b. Sinners may sing.

c. To sin is human; to sing, divine.

d. When the bell rang, he ran to bring the gun.

e. All singers have fine fingers.

f. I think you are a deep thinker.

g. He thinks things run at a wink.

## J. THE SOUND /r/

To The Teacher:

The English phoneme /r/ does not resemble the phoneme /r/ of Arabic or Al-Alwite Colloquial Arabic: while the first is a retroflex, the second is a trill; while the first is a semi-vowel, the second is a full consonant in its point of articulation (alveolar) and manner of articulation (voiced trill).

The problem, however, is phonetic rather than phonemic, (it may be phonemic as far as the native speaker of English does not understand what the Arab speaker of English means, which is not a very frequent phenomenon). As in the case of /ŋ/, the point of articulation of the English /r/ is not trained to produce any sound in the case of an Arab speaker. The deviation from the correct pronunciation may be towards:

1. /w/ in initial position, thus pronouncing words like

/right/ as /wayt/; /read/ as /wiyd/ and so on.[1]

2. The Arabic /r/ in all positions, which is most likely. In the first instance, the Arab speaker will have heard a native speaker speaking English before seeing it written (as in the case of an oral approach). As soon as he sees the written /r/, he will transfer his English /r/ into Arabic /r/.

The teacher's difficult task is to make the students aware of the difference, to hear it, see the difference in point of articulation,[2] and then agree to produce it in the way he does. Among all sounds of English this is the only one that constitutes a social and cultural problem besides the phonetic one.

Dealing with it will be different from other sounds, since providing minimal pairs is impossible (the other sound /r/ being not a part of the English sound system), and the English sound will be the only one to practice. The exercises will be one sided, then, because of the impossibility of any contrast whatsoever. The same steps will be followed, minus those that necessitate a contrastive exercise.

---

[1]Because the students will soon conform the /w/ to their Arabic /r/ after seeing the English /r/ in writing, it will not be necessary to prepare any minimal pairs to show the phonetic and phonemic difference between /r/ and /w/.

[2]The teacher, moreover, might face a social and cultural problem in having the students recognize and produce the American English /r/: at first, the students will laugh at him when he tries to produce it, and when producing it, they will be afraid of each other, that each will call the other names for "trying to twist his tongue like an American."

Concentration must be on the phonetic side of the problem, since this is almost the only side of it, throughout the whole lesson and exercises.

One word is still necessary: the teacher must practice it himself at home very well before presenting it to the class.

The Students' Part:

I. Recognition Step: In this step the teacher tries to show the phonetic difference between the English /r/ and the students' /r/, through explaining (in Arabic) and illustrating with his own pronunciation of the following list of words:

Road, red, weed, wed, run, try, cry, pry, pay, bread, broom, trick, wreck, write, warrier, carrier, reach, church, creep, Ireland, sorry, worry, lory, fury, during, Syrian, Arab, war, car, work, worker, far, for,free, tree, bring, airways, guard, girl, fur.

1. The next step is to have the students repeat after the teacher, chorally first and then individually, the preceding list of words.

2. The students, then, repeat the following sentences after the teacher, also chorally then individually:

a. On the right, a white man is staring at him.

b. Sorry, sir.

c. Three red cars.

d. Raw materials.

e. I crept into the rubber robe.

f. A rubber robe.

g. Quite right, Mr. Cadrus.

h. Her father is a worker.

i. Fred works hard every morning.

j. Toasted bread is great for breakfast.

3. The teacher, finally, teaches the students the following songs:

(1) Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

(2) O m' darling, O m' darling,
O m' darling, Clementine,
You're lost and gone forever,
Dreadful sorry, Clementine.

## A CONCLUSION ON SOUND PROBLEMS

### I. INTRODUCTION:

Now that we have discussed all the fundamental sound problems a native speaker of Al-Alwite Colloquial Arabic faces when attempting to learn English as a foreign language, we come to less problematic sounds to have a general discussion about them. Out of the contrastive analysis done in the previous pages, we can conclude that the remaining allophonic and distributional problems do not constitute a problem in the phonemic sense of the word, because none of the allophones of one Arabic phoneme are a separate phoneme in English or vice versa, as in the case of English and Spanish.[1] In the case of the allophones of English phonemes like /k/, /d/, /t/, /b/, /z/, /l/, /m/, /n/, and the vowels except /a/ and / / there is much similarity between them and the Arabic ones. The probable phonetic change caused by difference in distribution of allophones can be immediately corrected by teachers at the time it happens.

### II. THE ENGLISH VOWEL PHONEME /ɨ/:

This sound is very rare, even in English. It occurs in words like <u>just</u> in an environment like (just a minute). Even English speakers change it for [i] or /ɪ/ which an Arab speaker will

---

[1] /ð/ in Spanish is an allophone of /d/, while it is a separate phoneme in English; [b] and [v] are allophones of one phoneme in Spanish also. For more information, see Lado, <u>Linguistics Accross Cultures</u>.

unmistakingly do. The substitution will not cause any phonemic difference and, consequently, this sound needs no further discussion from a pedagogical point of view.

III. THE ENGLISH VOWEL PHONEME /a/:

This vowel phoneme /a/ is an allophone of the phoneme /æ/ in Al-Alwite Colloquial Arabic. Yet, the complementary distribution of the two allophones [æ] andn [a˚] of the Arabic vowel phoneme /æ/ gives the Arabic [a˚] a distribution that is very similar to the environment in which /a/ occurs in English, thus minimising the phonetic problem to a great extent. As for replacing the Arabic for the English /a/ to produce a phonemic problem, it is a very weak probability.[1] It has not been observed, however, that this situation has caused any phonetic or phonemic problem to Arab students. This may be due to the fact that /æ/ and /a/ do not exist in similar environments in English, or that, looking at English at large, we find a lot of interchange between /æ/ and /a/ (as in the case of words like glass, mast, last etc...). Whatever the reason may be, there is no pedagogical problem whatever here.

IV. CONCLUSION:

When a native speaker of one language begins learning another,

---

[1] Some students from Alwite Mountains have often been heard to say /sat/, /fat/ or /kat/ instead of /sæt/, /fæt/ or /kæt/ respectively. This is strongly due to graphic reasons ( /æ/ and /a/ being graphically the same in English), rather than to [a˚] and being allophones of one Arabic phoneme /æ/.

he has to modify almost every sound of the new system, for he will hardly find a sound in it which does not need a modification in the point of articulation and manner of articulation he is used to. Yet, that does not turn all of these sounds to be problems. A slight change in the cultural and social background attitude towards the sound will enable it to meet the needs of the new environment.[1] It is this kind of sound problems the ones discussed under I, II, and III undergo. Treating them needs immediate correction at the time the mistake in pronunciation is made.

Sounds that have been considered as real phonetic and phonemic problems and have been, consequently, discussed fully in the preceding pages, are ones that, at the time they become a part of the sound system or systems the speaker knows, will necessitate a basic change in the sound habits of that speaker.

Pronunciation of segments in a correct manner, however, will not solve the problem: without a native - like supersegmental element (intonation, stress and pitch) a learner of a language will never be able to master its sounds.

---

[1] For further information about cultural and social influence on language learning, see Lado, Linguistics Across Cultures, p. 1 - 9 and his volume on Language Teaching, a Scientific Approach, chapters 3 and 15.

## DIACRITICS USED

The following diacritics were used throughout the thesis:

| | |
|---|---|
| ˚ | unreleased. |
| ˗ | released. |
| / / | a phoneme, phonemic. |
| | an allophone, phonetic. |
| ◌̟ | fronted. |
| ◌̴ | velarized (Arabic). |
| ◌̴ | velarized (English). |
| ◌̰ | a trill. |
| ◌ʰb | voiceless onglide. |
| bʰ◌ | voiceless offglide. |
| a· | long. |
| c | consonant. |
| v | vowel. |
| s | semivowel. |
| ˈ | primary stress. |
| ˌ | secondary stress. |
| ˌ | tertiary stress. |
| → | becomes |

Other symbols were described at the place they were used.

APPENDIX A.

# MINIMAL CONTRASTS AS A BASIS OF PHONEMIC SEPARATION

AN INTRODUCTION:

The different sounds of Al-Alwite Colloquial Arabic have been classified on the basis of minimal contrasts. Their separation in units (phonemes) has been built on comparing every two sounds occurring in similar or identical environments, with the following criteria in mind:

1. "In sound contrasts, a difference in point of articulation accompanies the contrast, but does not decide it."[1]

2. "The distinctive elements of language, i.e. the elements which serve to distinguish one word from another are the phonemes, not the sounds."[2]

3. After preparing data, transcribing it phonetically, and listing in lines the segments in the data, it is required, for completing a phonemic analysis of the segments of the language, to list all possible suspicious pairs or suspicious groups (even these

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[1] Lado, Linguistics Across Cultures, p. 10.

[2] Daniel Jones, An Outline, of English Phonetics, (Cambridge, W. Harper and Sons Ltd., 9th edition, 1960,) chapter I.

suspicious groups must be put in suspicious pairs.) Suspicious pairs must be phonetically similar - otherwise we can tentatively accept that the sounds represented are separate phonemes. The agreement on similarity, however, is not easy to tell.

4. Similar segments are separated phonemically upon finding them in contrast in analogous or identical environments.

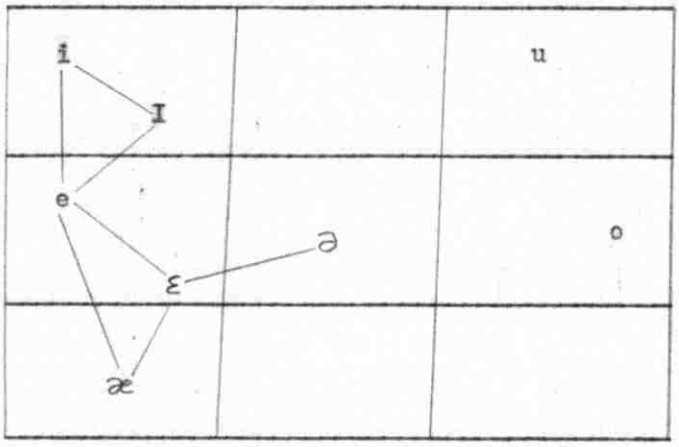
5. If one segment is proved phonemically separate from a second segment, and the second from the third, this by no means constitutes evidence that the first is phonemically, district from the third. For separating three segments phonemically, they must be treated as constituting three distinct suspicious pairs.

6. When, by contrast in the identical environments, two segments are once proved to be phonemically separate, they must each be considered as phonemically distinct whenever they occur, regardless of the mechanical, arbitrary or grammatical substitutions which they may undergo elsewhere.

According to these principles, the following minimal pairs from the data have been used to prove the phonemic separation of each one of these sounds from the other throughout the analysis:

I. Vowels:

The contrast will move according to the following chart:




1. /i/ contrasted with /I/:

   /min/ who

   /mIn/ from .

2. /i/ contrasted with /e/:

   /bit/ stay

   /bet/ house

3. /I/ contrasted with /e/:

   /bInt/ a girl

   /bet/ a house

4. /e/ contrasted with /æ/:

   /bet/ a house

   /bæt/ he stayed

5. /ɛ/ contrasted with /æ/:

   /məb$^{+}$kɛ/ I am weeping

/məbkæ/ not existing (does not mean anything).

6. /e/ contrasted with /ɛ/:

/xel/ horses

/xɛl/ has no meaning

7. /ɛ/ contrasted with /ə/:

/məbkɛ/ I am weeping

/məbkə/ a place where people cry.

8. /o/ contrasted with /u/:

/skot/ keep silent

/skut/ silence

II. Consonants:

1. /t/ contrasted with /d/:

/tin/ figs

/din/ religion

2. /ṭ/ contrasted with /ḍ/:

/ṭəll/ he looked over

/ḍəll/ he remained

3. /t/ contrasted with /ṭ/:

/tin/ figs

/ṭin/ mud

4. /d/ contrasted with /ḍ/:

/dəll/ he led

/ḍəll/ he remained

5. /k/ contrasted with /q/:

| | |
|---|---|
| /kəlb/ | a dog |
| /qəlb/ | a heart |

6. /x/ contrasted with /ɣ/:

| | |
|---|---|
| /mxərrIb/ | devastator |
| /mɣərrIb/ | going westward |

7. /h/ contrasted with /ʕ/:

| | |
|---|---|
| /ʕəɯn/ | it occurred |
| /həɲ/ | he longed |

8. /h/ contrasted with /ḥ/:

| | |
|---|---|
| /səhIl/ | a plain |
| /səḥIl/ | pulling |

9. /s/ contrasted with /z/:

| | |
|---|---|
| /sItt/ | a lady |
| /zItt/ | throw away! |

10. /ṣ/ contrasted with /ẓ/:

| | |
|---|---|
| /ṣənnɪt/ | it whistled |
| /ẓənnɪt/ | she thought |

11. /s/ contrasted with /ṣ/:

| | |
|---|---|
| /sin/ | the letter |
| /ṣin/ | china |

12. /z/ contrasted with /ẓ/:

| | |
|---|---|
| /zIlIm/ | men |
| /ẓIlIm/ | injustice |

13. /š/ contrasted with /ž/:

| | |
|---|---|
| /rIš/ | spread |
| /rIž/ | shake |

14. /z/ contrasted with /z/:

| | |
|---|---|
| /rIž/ | shake |
| /rIz/ | rice |

15. /s/ contrasted with /š/:

| | |
|---|---|
| /sin/ | the sound/s/ |
| /šin/ | the sound/š/ |

APPENDIX B.

An alphabetical list of the data used to prepare the phonemic analysis of the segments of the Alwite Colloquial Arabic:

| Phonemic Transcription | Meaning | Phonemic Transcription | Meaning |
|---|---|---|---|
| /ʔəxḍər/ | green (m) | /bet/ | a house |
| /ʔæxIr/ | the last | /bəsit/ | simple (m) |
| /ʔæləm/ | he hurt | /bəsitə/ | simple (f) |
| /ʔələm/ | pain | /bIstæn/ | an orchard |
| /ʔərnəb/ | rabbit (m) | /bIqqəylI/ | green a |
| /ʔərInbI/ | rabbit (f) | /bəqdunIs/ | a green |
| /ʔəkIl/ | food | /bIkrə/ | tomorrow |
| /ʔəmər/ | he ordered | /bəʕden/ | afterwards |
| /ʔəkəl/ | he ate | /bInIt/ | a girl |
| /ʔImmɛ/ | my mother | /bnæt/ | girls |
| /ʔIxtɛ/ | my sister | /bItt/ | a girl |
| /ʔəbəddɛ/ | I do not want | /bəɣə/ | enough please |
| /ʔiwəllə/ | By God | /bəqqə/ | a louse |
| / ʔIbnɛ/ | my son | /bəyæd/ | wheteness |
| /ʔəlIf/ | one thousand | /bəyyæd/ | painter |
| /ʔəlfen/ | two thousands | /blæt/ | tiles |
| | | /bæb/ | a door |

| Phonemic Transcription | Meaning |
|---|---|
| /bIllor/ | glass |
| /bəyyɛ/ | my father |
| /bəntəlon/ | trousers |
| /bəṭəl/ | a hero |
| /bəttəl/ | he refused |
| /bənədorə/ | tomatoes |
| /bəddɛ/ | I want |
| /blæh/ | without it |
| /bəʔʔrd/ | go away |
| /bəss/ | enough |
| /bIkI/ | he wept |
| /bIqI/ | he remained |
| /bzInn/ | I think |
| /bətṭ/ | ducks |
| /bərid/ | mail |
| /bərId/ | cold |
| /bIqbəl/ | I accept |
| /bqəbbIl/ | I kiss |
| /bɪkrə/ | a roll |
| /bIkrə/ | tomorrow |
| /bəʔId/ | after |

xxxx

| Phonemic Transcription | Meaning |
|---|---|
| /ttənen/ | Monday |
| /ttletə/ | Tuesday |
| /təxIt/ | a bed |
| /təxxIt/ | is was rotten |
| /tyeb/ | clothes |
| /tut/ | berries |
| /tin/ | figs |
| /təll/ | a hill |
| /tum/ | garlic |
| /təmən/ | price |
| /tmene/ | eight |
| /tmIntəʔIš̆/ | eighteen |
| /tletin/ | thirty |

xxxxx

| | |
|---|---|
| /təriq/ | way |
| /ṭwil/ | long (m) |
| /ṭwilɪ/ | long (f) |
| /ṭIfIl/ | child |
| /ṭlɤʕ/ | go out |
| /ṭer/ | bird |
| /ṭəmm/ | it covered |

| Phonemic Transcription | Meaning | Phonemic Transcription | Meaning |
|---|---|---|---|
| /tin/ | mud | /dIbb/ | a bear |
| /təll/ | he overlooked | /dhæh/ | paint |
| /tæyer/ | it is flying | xxxxxx | |
| /tær/ | it flew | /sabIt/ | Saturday |
| xxxxxx | | /sIttI/ | six |
| /deʔə/ | village | /sIttək/ | your grandmother |
| /dəll/ | he stayed | /shæɾ/ | stay up |
| /dəhIr/ | back | /sus/ | sugar sticks |
| /dIhIr/ | noon | /sIyyæɾə/ | a car |
| /dərIb/ | multiplication | /surIyyə/ | Syria |
| xxxxxx | | /sɨh/ | arms |
| /dær/ | house | /samIn/ | butter |
| /dik/ | cock | /sæʔə/ | watch |
| /dixxæn/ | smoke | /sIʔbæn/ | snake |
| /dəftəɾ/ | copybook | /sæh/ | he was touring |
| /dəɾə/ | barley | /səmək/ | fish |
| /durI/ | sparrow | /səmæk/ | your sky |
| /dəmm/ | blood | /sImɨK/ | it thickened |
| /dəll/ | he led | /sədd/ | dam |
| /din/ | relegion | /sInn/ | tooth |
| /dəkIr/ | time | /skut/ | silence |
| /dərIb/ | way | /skot/ | deep silent |
| /dæx/ | he fainted | /sIkkər/ | sugar |

| Phonemic Transcription | Meaning |
|---|---|
| /səkʰəɾ/ | he closed |
| /sIkɐɾ/ | he got drunk |
| /sIxɐɾ/ | he made fun |
| /səkʰən/ | he lived |
| /səkʰəh/ | he made live |
| /səbʕə/ | seven |
| /sIttin/ | sixty |
| /səbʕin/ | seventy |
| xxxxxx | |
| /səxrᵊ/ | a rock |
| /səhIn/ | plate |
| /sImId/ | yoke |
| /sɣær/ | young (plur.) |
| /sIbbæt/ | shoes |
| /sus/ | chicken |
| /sIbIh/ | morning |
| /snobər/ | pine trees |
| /səxIr/ | rock |
| /surᵊ/ | picture |
| /sIrmæyI/ | shoes |
| /səbIr/ | a fruit |
| /sæh/ | he shouted |
| /sæh / | he shouted |

| Phonemic Transcription | Meaning |
|---|---|
| /səhh/ | he is better |
| /sədd/ | he refused |
| /sæd/ | the letter/s/ |
| /sin/ | China |
| /sələ/ | prayer |
| /shit/ | I am sober |
| /sədiq/ | friend |
| /suf/ | wool |
| /sæbun/ | soap |
| xxxxxx | |
| /kbIrt/ | I am older |
| /kIndra/ | shoes |
| /kIbbI/ | a food |
| /kteb/ | write |
| /kIrsɪ/ | chair |
| /kleb/ | dogs |
| /kəhrəbᵊ/ | electricity |
| /kənəbæyᴵ/ | canapy |
| /kIbb æyᴵ/ | a glass |
| /kwəysI/ | good (f) |
| /kwəyyIs/ | good (m) |
| /kusə/ | squash |
| /kənzɪ/ | pull-over |

| Phonemic Transcription | Meaning |
|---|---|
| /kəmənžə/ | violin |
| /kæz/ | kerosine |
| xxxxxx | |
| /qəlil/ | few |
| /qəbIr/ | grave |
| /qəmIh̲/ | corn |
| /qələm/ | pen |
| /qəmər/ | moon |
| /qəryˈ/ | village |
| /qmæš/ | cloth |
| /qIltih/ | you said it (f) |
| /qIlt/ | you said (m) |
| /qəmiṣ/ | shirt |
| /qæl/ | he said |
| /qlæl/ | few (plur.) |
| /qtIluh/ | kill him |
| /qəlb/ | heart |
| /qəbəd/ | he got paid |
| /qIṭIn/ | cotton |
| /qtəʔI/ | cut! (f) |
| xxxxxx | |
| /məʔIlqᵊ/ | a spoon |
| /məqIbrᵊ/ | a symetry |
| /məbkɛ/ | I am weeping |

| Phonemic Transcription | Meaning |
|---|---|
| /mkəbbˈ/ | a cover |
| /mIh̲t ær/ | perplexed |
| /məhIr/ | dottage |
| /məqIllək/ | I am telling you. |
| /məqIltIllək/ | didn't I tell you. |
| /mækinə / | machine |
| /mərə / | woman |
| /mərrə/ | once |
| /mIɣrɪb/ | sunset |
| /mɣərrɪb / | going westward |
| /mxərrɪb / | destroyer |
| /məsbəh̲ / | a swimming pool. |
| /məɣ / | water |
| /msefIr / | leaving (plur.) |
| /məll / | he is bored |
| /mæl / | he leaned |
| /mhəzzəb/ | polite |
| /məẓbut/ | right |
| /mInn/ | from |
| /min/ | who |
| /mIstanṣIf/ | infirmary |
| /mleʔin/ | wricked |

| Phonemic Transcription | Meaning |
|---|---|
| /mɣəym̰/ | cloudy |
| /mxəym̰/ | covering |
| /məʕIn/ | a name |
| /msæbqə/ | competition |
| /mIyyI/ | one hundred |
| xxxxxx | |
| /nIswæn/ | women |
| /næžIh/ | successful |
| /nžum/ | stars |
| /nezIl/ | going down |
| /nhær/ | day |
| /næ̣dur/ | glasses |
| /nwæ̣dir/ | glasses |
| /nhæs/ | copper |
| /nʕæs/ | get sleepy |
| /næʕIm/ | smooth |
| /næyIm/ | sleeping |
| /nəṣər/ | he helped |
| /nəẓər/ | he looked |
| /næṣIr/ | a name |
| /nəṣIr/ | victory |
| /næẓIr/ | a head master |
| xxxxxx | |

| Phonemic Transcription | Meaning |
|---|---|
| /zeytun/ | olive |
| /zɣr ir/ | small |
| /zIlIm/ | men |
| /zæhIr/ | flourishing |
| /zəhIr/ | flowers |
| /zərIʕ/ | plants |
| /zʕIlIt/ | I am angry |
| /zIʕlæn/ | I am angry |
| /zIyæd/ | a name |
| /zyædI/ | some more |
| /zIlIm/ | unjustice |
| /ẓæhIr/ | appearring |
| /ẓəhər/ | it appeared |
| /ẓənnɪt/ | she thought |
| xxxxxx | |
| /šəmIs/ | sun |
| /šmæl/ | north |
| /šəræb/ | a drink |
| /šræb/ | drink |
| /šufI/ | lock (f) |
| /šob/ | hot |
| /šərIq/ | east |
| /štret/ | I bought |

| Phonemic Transcription | Meaning |
|---|---|
| /šəʕIr/ | hair |
| /šIʕIr/ | poetry |
| /šrit/ | coil |
| /šqæqif/ | pieces |
| xxxxxx | |
| /žirænn/ | neighbours |
| /žəbəl / | mountain |
| /žwesis/ | spies |
| /žIbb/ | mantle |
| xxxxxx | |
| /ʕɪrId/ | honor |
| /ʕəsIr/ | afternoon |
| / ʕIšɪ/ | evening |
| /ʕədu / | enemy |
| /ʕælI/ | high |
| /ʕəlI/ | a name |
| /ʕəsfur/ | bird |
| /ʕərId/ | width |
| / ʕIrId/ | honor |
| /ʕədIm/ | bones |
| / ʕud/ | lute |
| /ʕənzI/ | goat |
| /ʕɪtbæn/ | rotten |
| / ʕItbæn / | blaming |

| Phonemic Transcription | Meaning |
|---|---|
| / Idd / | count |
| / lid / | holiday |
| / dd/ | he counted |
| / d/ | he returned |
| / yun/ | eyes |
| / n / | about |
| / d s/ | beans |
| / m m/ | my uncles |
| / sr/ | ten |
| / Isrin/ | twenty |
| xxxx | |
| /hs n/ | horse |
| /h y r/ | perplexed |
| /hInt / | corn |
| /hm t / | my mother in low |
| /hsed / | cut the corn |
| /hsed/ | enoy |
| /h zz r / | a man working in stone. |
| /hz r/ | stones |
| /h did/ | iron |
| /hm r/ | a donkey |
| /h mId/ | sour |
| /h mId / | a name |

| Phonemic Transcription | Meaning |
|---|---|
| /h̲iwæn/ | animal |
| /h̲Immos/ | peas |
| /h̲ərr / | hot |
| /h̲Irr / | free |
| /h̲ətəb/ | wood |
| /hitæn/ | walls |
| /h̲rem/ | blanket |
| /h̲əbIl/ | rope |
| /həšiš / | grass |
| xxxxxx | |
| /hərəb/ | ran away |
| /hərrəb/ | he smuggled |
| /hInIt / | you (m) |
| /hIntɛ/ | you (f) |
| xxxxxx | |
| /xæšuqº/ | a spoon |
| /xədrə/ | green |
| /xel / | horses |
| /xyul/ | horses |
| /xæruf/ | lamb |
| /xox/ | peaches |
| /xəyyᵀ/ | my brother |
| /xəšəb / | wood |
| /xIbIz/ | bread |

| Phonemic Transcription | Meaning |
|---|---|
| /xəbər/ | news |
| /xəff/ | it is lighter |
| /xæf/ | he is afraid |
| /xəllI/ | let |
| /xælᴱ/ | my uncle |
| /xIšrn/ | stiff |
| /xəmsI/ | five |
| /xəmsin/ | fifty |
| xxxxxx | |
| /ɣənᵀ/ | rich (m) |
| /ɣImᵀ/ | he fainted |
| /ɣənnᵀ/ | sing |
| /ɣənɪyyI/ | rich (f) |
| /ɣInnIyyI/ | a song |
| /ɣərIb/ | west |
| /ɣərib/ | stranger |
| /ɣIrfI/ | a room |
| /ɣem/ | clouds |
| /ɣen/ | the sound /ɣ/ |
| /ɣæmIq/ | dark |
| /ɣæyIb/ | absent |
| /ɣæz / | gas |
| xxxx | |
| /fIrræʔə/ | an axe |

| Phonemic Transcription | Meaning |
|---|---|
| /fæs/ | an axe |
| /fIrIx/ | a chicken |
| /fəhIs/ | exam. |
| /ftur/ | breakfast |
| /fIddə/ | silver |
| /fIllæh/ | a villager |
| /fIzz / | get up |
| /fəzz / | he got up |
| /fəžž / | stiff |
| /ful/ | beans |
| /fætɪh/ | light |
| xxxxxx | |
| /lʔ əhəd/ | Sunday |
| /ləymun/ | lemons |
| /læmunᵉ/ | they blamed me |
| /ləʔ / | no |
| /llædqɪyyI/ | Lattakia |
| /ləfə/ | he came around |
| /ləffᵊ/ | he overlooked it |
| /luɣə/ | language |
| xxxxxx | |
| /rže1/ | men |
| /rdit/ | I accepted |

| Phonemic Transcription | Meaning |
|---|---|
| /rəfəʕ/ | he lifted |
| /rəffəʕ/ | he promoted |
| /rfiqɛ/ | my friend |
| /rih/ | wind |
| /rəʕId/ | thunder |
| /ruh/ | go |
| /rIzz/ | rice |
| /riš / | feather |
| /wəsiʕᵊ/ | wide (f) |
| /wəsəx/ | dirt |
| /wəssəx/ | he made dirty |
| /wərqə/ | a paper |
| /wəʕI / | sobriety |
| /wəʕʕI/ | make sober |
| /w ætI/ | low |
| /wərId / | flowers |
| /wIhdɪ/ | unity |
| /wəzz/ | geeze |
| /whəqqIrrəb/ | By God |
| /wəhIduʕIšrin/ | twenty one |
| /yæ lətif/ | O God! |

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