Announcements

- 10-minute presentations on Monday of basic information on your adopted dialect as well as the most salient phonological features.

Today’s agenda

- More on coarticulation processes in Arabic as well as syllable structure and stress placement.
- Discussion of the Ayari and Ryding’s articles on the implications of diglossia for Arabic learning and teaching.

Broad Phonetic Transcription

- نحن طلاب في قسم اللغة العربية في جامعة ميدلبري.

[nahnu ˈtullaːb fiː qism ḥaːluya ḥaːl ʔarabiyya fiː ḥaːluya midilbir.]

Note: Case and mood markers not observed here.

Assimilation cont.: The َ-افتعل puzzle revisited

- Sometimes the -َ- of pattern افتعل does not appear as -َ- َ. For example:
- From the root ُ-ح -م, we derive اندح (from which we have لندح, rather than the expected نندح). Why?

[ʔiztahama] → [ʔizdahama]
(by assimilation in voicing with the first consonant of the root)

The َ-افتعل puzzle revisited

- With other roots, the افتعل surfaces as َ-via assimilation in the emphatic feature of the first consonant of the root.
- This is the case with the root ص-م-م, which means 'collision':

[ʔisˈtadama] → [ʔisˈtadama]
(by assimilation in emphaticness with the first consonant of the root)
Epenthesis

- **Epenthesis** is a process that inserts a sound in a word.
- Many Levantine Arabic speakers epenthesize an [i] vowel in a word-final consonant cluster:
  - جسر ('bridge') \[\text{جِسْر} \rightarrow \text{جِسْر}i\]
  - لبس ('clothes') \[\text{لِبْس} \rightarrow \text{لِبْس}i\]

- In Egyptian Arabic, epenthesis is used whenever three consonants are potentially next to one another within a word.
- For example:
  - قفت لك \[\text{'؟ُلت + لاك} \rightarrow \text{'؟ُلت-}i\-لآك\]
- Iraqi Arabic also prohibits three consonants in a row, but it applies epenthesis in a different way:
  - قفت لك \[\text{جُلْت + لاك} \rightarrow \text{جُل}i-\text{ت-لاك}\]

Epenthesis in loan words

- In Classical Arabic and many of today's dialects, a sequence of two initial consonants is not allowed.
- As a result, when a foreign word is borrowed into an Arabic dialect with an initial consonant cluster, a vowel is typically epenthesized to break the consonant cluster.
- These are examples from Egyptian Arabic:
  - *studio* is pronounced [ʔistudjuː]
  - *Sprite* is pronounced [ʔisberajt] or [ʔizberajt]

Syllable structure

- Sounds combine to form larger units called **syllables**.
- A syllable must contain a **nucleus** (typically a vowel) and may also contain consonants before or/and after the nucleus.
- The consonants before the nucleus vowel are called the **onset** of the syllable, whereas the consonants after the vowel are referred to as the **coda** of the syllable. The nucleus and coda are also assumed to form one unit called the **rhyme**.
Syllable structure in Classical Arabic

- For example, a word such as مصر [mısˤːr] has [iː] as nucleus, [m] as onset, and [sˤːr] as coda.

- The structure of this syllable is CVCC.

Phonotactics

- Every language has certain constraints on the form of its syllable structures. These are called phonotactic rules (or simply phonotactics).

Syllable structure in Classical Arabic

- One phonotactic constraint in Arabic is that every syllable must have an onset. This means that no syllable can start with a vowel.
- Codas are optional though. For example, the word في has an onset, but no coda, and the structure of the syllable is CVV.

Important Note: VV indicates a long vowel, not two vowels. Arabic never allows two vowels in a row.

Syllable structure in Classical Arabic

- Now, let’s consider the syllable structures in the word كتابت. How many syllables do we have here? What’s the structure of each?

  - ka: CV
  - tab: CVC
  - ta: CV

[Note: We mark the boundary between two syllables by a dot.]

Light, heavy, and superheavy syllables

- Classical Arabic thus has five syllable structures only: CV, CVC, CVV, CVCC, and CVVC.
- The five structures are typically grouped into three syllable types:
  - CV is called a light syllable.
  - CVC and CVV are called heavy syllables.
  - CVCC and CVVC are called superheavy syllables, and may only occur in word-final position (another phonotactic).
- These distinctions will be important for understanding the placement of stress in Classical Arabic as well as other dialects. For now, let’s revisit some puzzles from Arabic verb conjugation.

Note: Remember that VV does not indicate two vowels, but simply a long vowel. Arabic never allows two vowels in a row.
The puzzle of the hollow verbs

عاش
أنا عشتُ نحن عشتُ
نت عشتُ أنت عشتُ أنتِ عشتِ
لكن:
هو عاش هي عاشوا
لكن:
هن عشن (هي عاشوا)

It’s all about syllabification and phonotactics!

• Consider:
  huwa [ʔaː.ja]
  ?anta [ʔiʃ.tə], 😊
  but not [ʔaː.ja] 😊
• Similarly,
  huna [ʔiʃ.na],
  and not [ʔaː.na]
• WHY?

The puzzle of geminated verbs

أحببت
أنا أحببتُ نحن أحببنا
نانت أحببتُ أنت أحببتَ أنتِ أحببتِ
لكن:
هو أحببت هي أحببتوا
لكن:
هن أحببان (هي أحببتين)

It’s all about syllabification and phonotactics!

• Consider:
  huwa [ʔa.hab.ba]
  ?anta [ʔah.bab.tə] 😊
  but not [ʔa.habb.tə] 😊
• WHY?

A new puzzle: CLA vs. EA

• In both Classical Arabic and Egyptian Arabic, the word for ‘book’ is كتاب [kita:b]
• But the word ‘their book’ is pronounced differently in both dialects.
  CLA: kita:b + a + hum → [kita:bahum]
  EA: kita:b + hum → [kitabhum]
• WHY?

A new puzzle: CLA vs. EA

• Let’s syllabify every pronunciation and see if we can make sense of the contrast.
  CLA: [kī.ta.ba.hum]
  EA: [kī.ta.bhum]
• Remember superheavy syllables can only occur in word-final position. Since [ta:b] is superheavy, EA salvages the problem by shortening the long vowel.
• This is called the Closed Syllable Shortening rule. It happens in Egyptian and several other Arabic dialects.
A new puzzle: CLA vs. EA

- Now guess how "كتَبكم" is pronounced in both dialects.
  CLA: kita:b + a + kum → [ki.ta:.ba.kum]
  EA: kita:b + kum → [ki.ta:.b.kum] → [kitabkum]

The plot thickens

- Now explain why "كتَبكم" is pronounced with a long vowel in both dialects.
  CLA: kita:b + a + ka → [ki.ta:.ba.ca]
  EA: kita:b + a + k → [ki.ta:.bak]

Closed Syllable Shortening

- Egyptian Arabic avoids the occurrence of a potential superheavy syllable word-medially by shortening the long vowel of that syllable:
  - [a:] becomes [a],
  - [u:] and [o:] become [u], and
  - [i:] and [e:] become [i].

Stress

- Stress refers to the perceived prominence of a particular syllable relative to the syllables around it.
- In essence, stress is the combined effect of pitch, loudness, and length.

Stress in Arabic

- In Arabic dialects, stress placement is predictable (with a few exception words, as you should expect), and it does not cause any difference in meaning.
- Stress placement in Arabic dialects is sensitive to syllable structure.
- We focus here on stress placement in Egyptian Arabic.

- In some languages, stress placement is predictable, e.g., in Czech stress almost always falls on the first syllable, whereas in Welsh stress falls on the penultimate (= next to last) syllable.
- In other languages, like English and Russian, stress is unpredictable and has to be learned for every word. In such languages stress placement may also create a difference in meaning: `export` could be [ɪkˈspɔːrt] or [ɛksˈpɔːrt]
  `present` could be [ˈprɛzənt] or [ˈprɛzənt]
Stress in Arabic

- Refer to the handout exercise on stress placement in Egyptian Arabic.

Stress placement algorithm in EA

- Stress placement algorithm in (Cairene) Egyptian:
  1. Stress a final superheavy syllable, if available.
  2. Otherwise, stress a penultimate heavy syllable, if available.
  3. Otherwise, stress is on the penultimate or the antepenultimate, whichever is separated by an even number of syllables from the closest preceding heavy syllable if there is one (case A), or the beginning of the word if there are none (case B), where zero separation is counted as even.

Applying the algorithm: Step 1

- (Note: The IPA symbol to mark stress is ˈ.)
- Stress is on a final superheavy syllable.
  
Muslim ([mus.li.ˈmi:n])
كتبت ([ka.ˈtabt])
عفريت ([ʕaf.ˈrit])

Applying the algorithm: Step 2

- Stress is on a penultimate heavy syllable.
  
بيتك ([ˈbe:ta.k])
بنتك ([ˈbin.tak])
مدرسة ([mu.ˈdar.ri])

Applying the algorithm: Step 3

- Stress is on the penultimate or the antepenultimate, whichever is separated by an even number of syllables from the closest preceding heavy syllable if there is one (case A), or the beginning of the word if there are none (case B), where zero separation is counted as even.
- Penultimate stress:
  
مدرسة ([mu.ˈdar.ri.sa]) (case A)
كتبه ([ka.ta.ˈbi.tuh]) (case B)
- Antepenultimate stress:
  
انقطعت ([ʔin.ʔa.ta.ʕit]) (case A)
درست ([ˈda.ra.sit]) (case B)

Stress in Classical Arabic

- See homework assignment.
### Ayari’s article
- According to Ayari, diglossia in the Arab world has a negative effect on literacy. This negative effect is compounded by other factors such as politics, attitude, and bilingualism. Explain. What solutions does Ayari put forth? In your opinion, are they feasible? Why? Why not?

### Ryding’s article
- How is the scope of Ryding’s article different from that of Ayari’s? What is FSA as defined in the article? What are its linguistic features? Do you think FSA is a viable speech variety for learning Arabic as a foreign language? Does it make Arabic learning more complex? Less complex? Why? Why not?

### Learning Arabic
- Looking at both articles from the perspective of a learner of Arabic as a foreign language as well as the perspective of a native speaker of a vernacular Arabic dialect who has to learn MSA in school, do you think the problems they cite in the realm of Arabic literacy and instruction are indeed serious? Why? Why not? How different is that situation from the situation in countries you are familiar with, e.g., English-speaking countries such as the US?

### Next class agenda
- The phonology of the Arabic dialects.
- Prepare a short presentation on your adopted dialect with focus on its most salient phonological features:
  - \([q] \quad [dʒ] \quad [ð] \quad [ðˤ]\)
  - القاف – الجيم – الدال/الظاء
  - Syllable structure, particularly with regard to the number of consonants in a row that can occur initially in a syllable.