Linguistics in the Gulf 6

Qatar University
College of Arts and Sciences
Department of English Literature and Linguistics
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http://www.qu.edu.qa/artssciences/departments/dell–home/linguistics–gulf–conf

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Invited keynote speakers

Robert Phillipson, Professor Emeritus at the Department of Management, Society and Communication, Copenhagen Business School, Denmark. He is an author and editor of books on linguistic imperialism, language rights, language policy, and multilingual education. He will present a talk titled “Languages in public policy and global English mythology”.

Jonathan Owens, Professor of Arabic Linguistics at the Bayreuth International Graduate School of African Studies, University of Bayreuth, Germany. His research interests are in Arabic Linguistics, including spoken Arabic (sociolinguistics, dialectology, codeswitching, discourse analysis), the Arabic grammatical tradition, and the history of Arabic. He will present a talk titled “Multiple pathways: Descriptive and methodological issues in interpreting Arabic language history”.

Conference Schedule

Linguistics in the Gulf Conference 6 **Day 1: Monday, April 1, 2019**

*Auditorium **117** (QU Main Library)*

Time	Sessions	Presenters
9:00-9:05	**Welcome Speeches**	**Associate Dean for Academic Affairs' Welcome Speech** **Dr. Abdulnasser Saleh Alyafei**
9:05-9:15		**DELL Head's Opening Remarks** **Dr. Tariq Khwaileh**
9:15-10:15	**Keynote Address**	**Keynote Speaker** **Prof. Robert Phillipson** *Copenhagen Business School* **Languages in Public Policy and Global English Mythology**
10:15-10:30	**Coffee break**	
10:30-11:00	**Socio-linguistics 1** **Chair: Dr. Rizwan Ahmad**	Eiman Mustafawi (*Qatar University*) & Kassim Shaaban (*American University of Beirut*) & Tariq Khwaileh (*Qatar University*) **Perceptions and Attitudes of Qatar University Students Towards the Utility of Arabic and English**
11:00-11:30		Hadeel Alkhateeb *Qatar University* **Nourishing the English Hydra in the Gulf Cooperation Council Region: The Role of the British Council**
11:30-12:00		Amin Almuhanna & Jeanfrancois Prunet *Kuwait University* **The Evolution of Arab Names as a Marker of Social Identity**
12:00-1:00	**Lunch**	
1:00-1:30	**Phonology & Morphology** **Chair: Dr. Eiman Mustafawi**	Saleem Abdelhady *Memorial University of Newfoundland* **The Definite Prefix *ʔal* in the Jordan Valley**
1:30-2:00		Nabila Louriz *University Hassan II - Casablanca* **Syllable Structure in Loanword Adaptation**
2:00-2:30		Yousuf Al-Bader *Public Authority for Applied Education and Training* **Contrastive Focus Reduplication in Kuwaiti Arabic**
2:30-3:00	**Coffee break**	
3:00-3:30	**Language Production and Perception** **Chair: Dr. Mark Scott**	Rama Kanj *American University of Beirut* **Developing the First Lebanese Picture-Naming Test: A Preliminary Study**
3:30-4:00		Karima Ben Abbes *Qatar University* **The Acquisition of English Articles by L1 Speakers of Qatari**
4:00-4:20		Dalia Ahmad & Shahed Alkhatib & Salma Abdo & Noora AlAnsari *Qatar University* **Roots and Word Patterns in Arabic: A Morphological Priming Study**
4:20-4:40		Noora AlAnsari & Salma Abdo & Dalia Ahmad & Shahed Alkhatib *Qatar University* **Arabic Word Reading: The Role of Vowel Diacritics and Orthographic Ambiguity**
7:00	**Dinner**	

Time	Sessions	Presenters
9:00-10:00	**Keynote Address**	**Keynote Speaker** **Prof. Jonathan Owens** *University of Bayreuth* **Multiple Pathways: Descriptive and Methodological Issues in Interpreting Arabic Language History**
10:00-10:30	**Coffee break**	
10:30-11:00	**Historical Linguistics** **Chair: Dr. Vladimir Kulikov**	Belqassem Laghfiri & Mohamed Elghazi *Ibn Zohr University* **An Autosegmental Approach to Causative Verbs in Middle Moroccan Arabic**
11:00-11:30		Simone Bettega *University of Torino* **18th-20th Century Epistolaries as a Source for the Study of Omani Arabic**
11:30-12:00		Daniah Al-Aasam & Maha Lafta & Sultan Abbas *University of Kufa* **Iconicity in Al-Asmaee's Sawt Safeer Al-Bulbul: A Study of Phonosymbolism**
12:00-1:30	**Lunch**	
1:30-2:00	**Socio-linguistics 2** **Chair: Dr. Eirini Theodoropoulou**	Marta Tryzna & Shahd Al Shammari & Holly Pak *Gulf University for Science and Technology* **Language Shift in Kuwait: The Case of Arabic-English Bilinguals**
2:00-2:30		Sara Hillman *Texas A&M University at Qatar* **The Role of Arabic Language in Transnational Higher Education in Qatar**
2:30-2:45	**Coffee break**	
2:45-3:15	**Syntax** **Chair: Dr. Dhyiaa Borresly**	Atef Alsarayreh *Mutah University* **Against an Ambiguity Analysis of *n*-words in Arabic**
3:15-3:45		Osama Omari & Hadeel Mohammad & Aziz Jaber *Yarmouk University* **The Syntax of Answers to Positive Polar Questions in Jordanian Arabic**
3:45-4:15	**Translation & Discourse** **Chair: Dr. Julieta Alos**	Ashraf Fattah *Hamad Bin Khalifa University* **Concessive Connectives in Translated vs. Non-translated Arabic Texts: A Corpus-based Analysis**
4:15-4:45		Mohammed Al-Fattah *University of Amran* **Requesting Strategies in English and Yemeni Arabic: A Pragmatic Contrastive Analysis**
4:45-5:15		Dhyiaa Borresly *Qatar University* **Effects of Bilingualism and Diglossia on the Translation Process from English to Arabic**

Keynote speakers' talks

Languages in Public Policy and Global English Mythology

Robert Phillipson
Copenhagen Business School

Education policy and language policy need to be situated within wider public policy concerns. These relate to local ecologies and external pressures and needs. Plans for 'global' English were initiated in the 1930s, and articulated by Winston Churchill at Harvard in 1943, with English figuring as one dimension of plans for UK/US global dominance. In 1950 in Copenhagen, Winston Churchill spoke in a different spirit when pleading for all university studies to be rooted in academic freedom, and familiarity with the humanities and history.

The promotion of English follows in the wake of worldwide Europeanisation processes over the past 600 years. There has been a transition from the practices and ideology of *terra nullius* to legitimate colonisation and the concomitant dispossession of the territories of others, to global Americanisation processes, the universalisation of a *cultura nullius* in commerce, the media, academia, and domestic life. Capitalist neoliberalism is in symbiosis with the promotion of English as 'global', a *lingua nullius*, a language that should be learned by all worldwide, fraudulently presupposing that its expansion serves the interests of all inhabitants of the globe, and is disconnected from the causal factors and interests behind the expansion of the language. China and Chinese are well launched on a comparable trajectory to the way the learning and uses of English have expanded in recent decades.

Academic freedom, in research exploration and publication, and university autonomy are fundamental principles, endorsed by UNESCO. They are under threat from political and corporate pressures in many parts of the world. 'International' secondary and tertiary education are marketed as soft power, but soft power is never far from economic, political, and military power, all of which entail language use.

Global English mythology, articulated by governments and complicit academics, is indefensible when detached from local language ecologies, cultural norms, and social needs. The governments of the Nordic countries (Scandinavia and Finland) are acting to ensure the maintenance of national languages as well as competence in 'international languages. Universities and school education should ensure 'parallel' competence and thereby a healthy balance between English and national languages. This is public policy formation to satisfy local and external needs. The principles underlying this educational language policy are arguably of universal relevance.

Multiple Pathways: Descriptive and Methodological Issues in Interpreting Arabic Language History

Jonathan Owens
University of Bayreuth

Historical linguistics is one of the most fascinating branches of linguistics, not only because the history of any cultural or natural object is in and of itself interesting, but also because understanding the history of a language entails drawing on so many diverse sources, both linguistic and non-linguistic. Arguably this is nowhere so much the case as it is in Arabic. These sources include the following.

Meta-interpretation: what is Arabic? - from the perspective of the Arabic linguistic tradition

- Al-Farraʔ as reported on in Ibn Faris
- Ibn Al-Nadiym, *Al-Fihrist*
- Ibn Faris
- Suyuṭi

Linguistic data, Arabic

- Epigraphic and papyri sources
- Canonical Old Arabic, e.g. the *qiraaʔaat*
- The Arabic grammatical tradition, esp. Sibawaih
- Middle Arabic
- Contemporary sources, dialects

Comparative linguistic data

- Other Semitic languages
- Contact with other languages

This multiplicity of sources brings with it interpretative and conceptual issues which extend beyond the nature of the history of Arabic itself. These include the following.

The problem of sources and methodologies associated with them

All of these sources are complex, may involve skills and methodologies which cannot be mastered by a single individual, and may be based on media which are only partially comparable with one another. It is therefore understandable that specialists in any one of these sub-fields may claim precedence for their historical interpretation: there is a large amount of work involved in developing a coherent interpretation of a sub-corpora, and correspondingly little time for matching and confirming interpretations which have been developed from outside the sub-field.

Is historical linguistics about language change?

Since its nineteenth century origins historical linguistics was about language change. Old English developed into Modern English, Latin into Romance. Over a given time period, however, there is no automaticity that languages will change, and certainly no rules have been discovered or proposed determining rate, type, or extent of change. In nearly the same 1200 year period that Old English

was changing into a very different Modern English, Icelandic was not changing at all. If the definition of historical linguistics is language change, Icelandic has no linguistic history.

At what point can we claim a single language history?
With so many sources to integrate across different chronologies, media, intellectual traditions and cultural defaults, the background question needs to be asked at what point one can speak of *the* history of Arabic. Ascertaining a proto-language is by the definition of the comparative method the ideal of historical linguistics. It can only be attained, however, if all relevant sources are given due voice, and integrated into a holistic account.

In this talk I will address these issues via a set of variegated case studies, illustrating each of the categories in the historical typology

a) Ibn al-Nadiym's conception of Arabic history vs. Siyuṭi
b) Sibawaih and Old Arabic
c) Epigraphy and reconstruction
d) Arabic dialects and reconstruction
e) Old and Middle Aramaic and pre- and early Islamic Arabic

The different case studies are associated with different methodological issues and approaches: the interpretation of literary texts, philological analysis of often defective texts, multivariate analysis drawn from sociolinguistic practice, historical reconstruction.

The study of Arabic language history is an interpretive and methodological challenge whose importance in general linguistics has yet to be recognized.

Presentation abstracts

Perceptions and Attitudes of Qatari University Students Towards the Utility of Arabic and English

Eiman Mustafawi, Kassim Shaaban, Tariq Khwaileh
Qatar University, American University of Beirut

This study investigates the linguistic attitudes and perceptions of students at Qatar University regarding the languages that help define the education and communication activities in the classroom, the street, and the workplace in Qatar, namely, Arabic and English. Eight hundred sixty-one (n = 861) students completed a 51-item questionnaire that assessed their attitudes towards the utility of each of the two languages and their perceptions of the domains of use of these languages in Qatari society. The questionnaire was divided into the following 13 categories: Media Language Preference (MLP); Value of English and Arabic (VEA); Arabic in school and Society (ASS); Medium of Instruction (MOI); Role of Al-Jazeera Network (JN); Communication in Professional fields PC); English as Cultural Identity (ECI); Availability of Textbooks in Arabic AB); English in Society and Work ESW); Workplace Language (LIW); Arabic in Employment (AE); Status of Arabic (SA); and Language in Identity (LI). The results of the study show that students perceived English as more useful than Arabic, in the domains of science and technology, banking and business, medicine and health sciences, and secondary and tertiary education. Arabic, on the other hand was perceived as more useful than English in religious activities, national identity construction, self-expression, individual identity construction, cultural activities, entertainment, and elementary and primary education. Results of the correlational analysis showed that Gender had significant correlations with MLP, MOI, PC, and LI; Nationality, Specialization, and Number of Languages Spoken had significant correlations with MLP and MOI. Furthermore, the results showed that 8 of the categories (MLP, VEA, ASS, MOI, JN, PC, ECI, and LI) were significant in the sense that their outcomes are trustworthy.

Nourishing the English Hydra in the Gulf Cooperation Council Region: The Role of the British Council

Hadeel Alkhateeb
Qatar University

Although the interlocking of the British Council with wider political and economic activities and interests is well documented in some parts of the world (Phillipson, 2016; Pennycook, 2017; Rapatahana & Bunce, 2012), precious little has been written on how the British Council is constructing the reality of English as an unstoppable juggernaut in the Arab world. This paper scrutinizes the ways through which the British Council is nourishing the 'English Hydra' in the six member states of the Gulf Cooperation Council (GCC): Qatar, Kuwait, Oman, Bahrain, United Arab Emirates, and Saudi Arabia. This issue will be explored through visual social semiotics analysis of 32 videos published on the British Council websites in the GCC member states. This paper concludes that the analyzed videos could be seen as a prime site for creating powerful kinds of discursive impact. As such, they are being deployed to nourish the discourses of English Language Teaching (ELT) in the region.

The Evolution of Arab Names as a Marker of Social Identity

Amin Almuhanna, Jeanfrancois Prunet
Kuwait University

Kneip (2016) and Mironova & Alhamad (2017) observe that militants fighting for the Islamic State in Syria use names starting with a *kunya* (*ʔabu*/*ʔumm* X 'father/mother of X,' or teknonym). In Mosul, Iraq, kunyas were even recorded in the birth certificates of newborn boys. These names are followed by a *nisba* (relational adjective) ending in the feminine suffix *–a* for females, as in *umm dujaana britaniyya*. Such naming practices are not followed in any contemporary Arab country, but Islamic State names attempt to revive the name formula of the classical period (600-1500 CE).

Classical names consisted of five ordered name components:

kunya (teknonym) + *ism* (given name) + *nasab* (*bin*/*bint* X 'son/daughter of X,' or patronym/metronym) + *nisba* (relational adjective) + *laqab* (nickname)

The *nasab* could optionally be expanded recursively to acknowledge a line of male ancestors (*bin* X *bin* Y *bin* Z).

The Kuwait civil registry was founded in 1960 and changed the name formula to:

ism (given name) + *nasab* (patronym/not matronym) + surname

The *ism* is the same as in the classical five-component formula. The *nasab* can still be extended recursively but it no longer starts with the *bin*/*bint* 'son/daughter of' prefix. The surname is a new element. We will show that diachronically Kuwaiti surnames come from one of the five classical name components.

We then turn to a synchronic analysis of surnames. We first look at their statistical distribution. We then examine the definite article /l-/ from phonological and sociolinguistic perspectives. We argue that this prefix correlates with Kuwaiti social identity. We also show that many surnames share the same root but differ in patterns or affixes, e.g., *bu ħamad*, *ʔaħmad*, *ħamaada*, *il-maħmuudiy*, *il-ħammaad*, *il-ħamdaan*, *li-ħmeedaan*. Some patterns are frequent, such as the diminutive pattern and the default hypocoristic pattern. Triconsonantal surnames selecting the diminutive pattern include *ħseen*, *bu greesʿ*, and *li-bdeewiy* while quadriconsonantal ones include *xreebitʿ*, *li-mzeeʕil*, and *li-msʿeebiiħ*. Some triconsonantal surnames selecting the default hypocoristic pattern are *bu xaðʿðʿuur*, *il-gannuur*, and *id-dabbuus* while quadriconsonantal ones are *bu dastuur*, *is-sanʕuusiy*, and *il-xanfuur*. We will also see that the suffixes *–a* and *–aan* are frequent. We will ask where they come from etymologically since Modern Standard Arabic and Kuwaiti Arabic have overlapping but not identical sets of homophonous *–aan* suffixes. Meaning considerations are etymological since we consider, as do authors such as Vaxelaire (2005) and Coates (2009), that proper names have no synchronic connotational meaning.

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The Definite Prefix *ʔal* in the Jordan Valley

Saleem Abdelhady
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This study investigates the variable use of the definite prefix (ʔal) in the Arabic spoken in Ghawareneh, a community in the Jordan Valley, Jordan. In Standard Arabic (SA), the definite prefix undergoes assimilation only before coronal ("Sun") sounds; in Ghawareneh Arabic (GA), assimilation is variably possible before all sounds, including non-coronals ("Moon letters"). This peculiar linguistic phenomenon is embedded within a complex social structure that incorporates several tribal roots and communities, including Suqour (Bedouin origin), Ghawareneh (rural farming origin), and others. The interaction of Ghawareneh with other communities that follow the SA assimilation rules, and the closeness of the Jordan Valley to urban centers, leave a question toward the sociolinguistic status of the definite prefix in that region. In this study, I analyze this phenomenon from a sociolinguistic perspective. Data is collected by informal interviews. The speech sample consists of the naturally occurring speech of sixteen speakers (2 genders X 2 education levels X 2 age groups X 2 speakers per cell), stratified by age, gender, and level of education. The analysis shows that age, gender and level of education and the semantic content of words can lead to the use of one variant over the other.

Syllable Structure in Loanword Adaptation

Nabila Louriz
University Hassan II - Casablanca

The present paper tackles phonological adaptations of loanwords in Moroccan Arabic (MA). Particularly, it examines irregularities manifested in the adaptation of syllables without onset and provides a unified account to the phenomenon. Data sets are taken from three donor languages: Berber, French and Spanish.

Literature shows diverging accounts concerning phonological borrowing. While some researchers claim that adaptations take place in phonology (Paradis & Lacharité, 1997, 2009) others argue that they are perceptually motivated (Peperkamp et.al, 2008). Other scholars show that both phonetics and phonology play a role (Boersma and Hamann, 2009; Kenstowicz, 2013). Regardless of the approach adopted, several works defend the claim that foreign phonological structures are adapted by insertion, and that deletion takes place only in special cases.

The three donor languages considered in this study are different from one another in several respects. However, one common feature is that they all allow syllables without onset, whereas MA does not. Foreign words starting in a vowel must satisfy the onset requirement in MA. Ill-formed syllables are either equipped with an onset or deleted altogether. The first case is found in borrowings from French and Spanish (but not Berber). For instance, Fr. /alymet/-> MA [zalamit] ‘matches’, Fr. /ardwaz/ -> [lardwaz] ‘slate’, Sp. /enʧufe/ -> MA [linʧufi] ‘plug’; these show not only satisfaction of the onset requirement, but also asymmetry in the consonants occupying the onset position. The second scenario where the initial onsetless syllable is not present in MA adaptations is found in the three donor languages. Examples include Fr. /elastik/->[lastik] ‘rubber’. Br. /ataras/-> [taras] ‘trouble’, Sp. /armarjo/ -> [marijju] ‘closet’. Several questions are raised: why is there irregularity in adaptation within and across the donor languages? Why is adaptation by insertion a possibility in French and Spanish but not in Berber? What controls the borrower’s preference to one onset or another?

This study will show that neither insertion nor deletion play a role in these adaptations. The asymmetry is subject to such factors as the nature of the input, frequency of collocation, the way the foreign words are borrowed, in general, and from the three donor languages, in particular, to name but a few. I will show that these factors influence the way MA phonology deals with the ill-formed syllables of the donor languages. Finally, I will adopt the framework of Optimality Theory (Prince and Smolensky, 1993) to show how the seeming irregularities are generated by one grammar.

Contrastive Focus Reduplication in Kuwaiti Arabic

Yousuf Al-Bader
Public Authority for Applied Education and Training

This study examines a lexical construction in Kuwaiti Arabic – known as the double construction (Dray, 1987), contrastive focus reduplication (Ghomeshi et al., 2004), identical constituent compounding (Hohenhaus, 2004), or lexical clone (Horn, 2018) – which refers to the copying of words or phrases such as *tišrab čāy ḥalīb willa ČĀY–čāy?* "Would you like to drink tea with milk, or TEA–tea?" [it denotes specifically black tea as opposed to the creamy, fragrant *chai karak*], or *burǧ bīza waḷḷa nitfa. NITFA– nitfa!* "The Tower of Pisa is really tiny. TINY–tiny!" The primary aim of this ongoing study is to explore the lexical semantics of this construction in the dialect, showing the number of different meanings it allows, and elucidating the permissible lexical units that can be reduplicated. I argue that the reduplication of a lexical item or phrase is extremely productive in modern Arabic dialects, and it can be applied to a range of grammatical and lexical categories. The study of reduplication in Kuwaiti Arabic is motivated by several factors. First, this phenomenon has attracted very little attention from the Arabic language and dialects scholarly community. Second, this study contributes not only to research on the prosody and grammar of the dialect, but also to a theory of semantics, which will enhance our understanding of lexical reduplication and repetition in the dialect and show the transition zone between them. In terms of the data, more than 200 examples were gathered from natural speech, recorded from a genre of talk known locally as *suwālif* 'everyday spontaneous conversation' and taken from native Kuwaiti speakers of both genders in their 20s and 70s. I have also recorded this lexical construction used by native speakers of other Arabic dialects, and by speakers of the so-called Gulf Pidgin Arabic from South Asia.

References

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Developing the First Lebanese Picture-Naming Test: A Preliminary Study

Rama Kanj
American University of Beirut

Naming ability is a significant predictor of cognitive performance and it plays an essential role in neuropsychological and academic evaluations. At present, there are no standardized tests that are culturally and linguistically appropriate to assess naming ability in Lebanese children. Practitioners in Lebanon still rely on naming tests developed in Western countries, which may threaten the validity of the test results and lead to erroneous conclusions. One solution is to develop a picture-naming test that is culturally suitable for Lebanese children. The purpose of the study is threefold. First, obtain the first Lebanese database of psycholinguistic variables for a set of 219 picture words based on eight experts' ratings of cultural familiarity, name agreement, word frequency and age of acquisition. Second, based on the ratings, develop and pilot the first draft of the picture-naming test for typically developing Lebanese children between the ages of 3 and 9 years enrolled in private and public schools in Beirut. Finally, implement modifications to the test based on test item parameters and results derived from the piloting phase. The test construction method adopts a dual-focus approach for test development in order to develop items in Arabic, English and French simultaneously and reduce linguistic and cultural biases. The first-draft picture-naming test was piloted on 74 Lebanese children between the ages of 3- 0 and 9-11 enrolled in private and public school in Beirut. Results were analyzed at the sample level and the item level. Further test revisions are suggested, and future directions are outlined.

The acquisition of English articles by L1 speakers of Qatari Arabic

Karima Ben Abbes
Qatar University

It has been widely observed that when native speakers (NSs) of languages which have no articles ([-ART]) learn L2s which have them ([+ART]), tend to diverge systematically from target use (Ionin et al, 2004; Sarko, 2008; Snape, 2006). Ionin and colleagues have argued that this is because articles universally realise just one of two sets of semantic features: [±Def(initeness)] or [±Spec(ificity)], but not both. Learners of [+ART] L2s need to fix the appropriate value of this Article Choice Parameter (ACP). When speakers of a [-ART] L1 learn a [+ART] L2, they 'fluctuate' between the two values (the Fluctuation Hypothesis).

By contrast, speakers of [+ART] L1s learning [+ART] L2s have shown no fluctuation between definiteness and specificity (Hawkins et al, 2006; Ionin et al, 2008). Such behaviour is consistent with a Full Transfer/Full Access (to Universal Grammar) account. Where an L1 has properties that are instantiated in an L2 (such as the [±Def] setting), these will be transferred into the L2 grammar. Where an L1 does not have such properties, the L2 grammar will develop within the UG options (i.e. the ACP). It is this which gives rise to the difference between speakers of [-ART] and [+ART] L1s when learning [+ART] L2s.

In relation to this claim, the Arabic dialects raise an interesting question. They typically have an overt definite article, but no phonologically overt indefinite article. Will L1 speakers of such dialects not fluctuate in their use of the definite article, but fluctuate in their use of the indefinite article in L2 English? Sarko (2008) has argued that L1 speakers of Syrian Arabic do not fluctuate in their acquisition of the English indefinite article, but transfer their L1 properties: a Full Transfer account.

The present study investigates English article choices by Qatari Arabic (QA) speakers. QA, similar to other Arabic dialects, has a phonologically overt definite article *al* which is a bound morpheme, prefixed and attached to the noun it defines. However, while English marks indefinite singular nouns with *a*/*an*, indefinite singular nouns in QA are bare. The choices of English articles by three groups (15 beginners, 13 of intermediate and 12 of advanced proficiency) are analysed to determine whether development is similar to that of the participants studied by Sarko, and whether Sarko's Full Transfer account is supported or an alternative account needs to be considered.

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Roots and Word Patterns in Arabic: A Morphological Priming Study

Dalia Ahmad, Shahed Alkhatib, Salma Abdo, & Noora AlAnsari
Qatar University

Efforts to elucidate the role of consonantal roots and vocalic word patterns in lexical representation, access, and retrieval have included a number of priming experiments. Such work has been conducted in Standard Arabic (Boudelaa & Marslen-Wilson 2004, 2005; Mahfoudhi 2007), Moroccan (Schluter 2013), Tunisian (Boudelaa & Marslen-Wilson 2013), Emirati (Al-Kaabi 2015), and Maltese (Twist 2006; Ussishkin et al. 2015). Results have been inconsistent and do not provide robust evidence for the cognitive-psychological reality or independent morphemic status of the alleged abstract root and word pattern morphemes (see Idrissi 2018 for a review). This lack of clear results remains of serious concern to readers of the priming literature, calling for carefully designed experiments to explore these issues.

In the present study we conducted two lexical decision experiments using masked priming. In the first, we explored priming related to consonantal roots. Targets were preceded by primes of five types: identical to target, shared root, shared phonology (same three root consonants as the target's root but in a different order), shared semantics (related meaning but morphologically distinct form, as in "doctor-nurse"), and an unrelated control condition. The second experiment explored priming related to vocalic word patterns. Targets were broken plurals preceded by primes of five types: identical to target, broken plural with the same vocalic pattern as the target (e.g. *rijaal* "men"- *rifaaq* "friends"), "different broken pattern" (broken plural with a different vocalic pattern), sound plural, and an unrelated control condition.

For root priming, we found a number of significant effects; in particular, primes with the same root as the target showed priming that was of equal strength to the priming provided by primes with related semantics but unrelated morphology. In contrast, other than the identity condition, *none* of the conditions in the vocalic word pattern priming experiment yielded significant priming.

These results have several implications. Because shared roots led to the same amount of priming as shared semantics without shared roots, word roots might not have a status independent of meaning; earlier priming results for roots may simply have been due to shared semantics. Therefore, our findings cast doubt on the central role of roots as an independent unit in lexical representation. The absence of priming effects for vocalic patterns supports the overall picture emerging from previous studies, in which word patterns have not systematically exhibited priming effects.

Arabic Word Reading: The Role of Vowel Diacritics and Orthographic Ambiguity

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In written Arabic, the small diacritics indicating short vowels are typically omitted. Thus, readers may have to choose from a number of orthographically ambiguous words. For example, the word-form written with the three root consonants *r-k-b* has multiple readings, including [rakib] 'to ride,' [rukib] 'to be ridden,' and [rukab] 'knees.' The cognitive representation of diacritics and their role in the recognition of written words has drawn significant attention (e.g. Bourisly et al, 2013; Mountaj et al, 2015; Hermana et al, 2015). However, the contribution of vowel diacritics to the processing of orthographically ambiguous word-forms presented in isolation has not been thoroughly investigated.

In the first of two experiments, participants performed a lexical decision task. Stimuli were 40 pseudo-words and 40 real words; 20 words were orthographically ambiguous and 20 were non-ambiguous. Each stimulus was presented with or without diacritics with a 50% probability. The presence of vowel diacritics significantly slowed response times (RTs), consistent with findings from previous studies suggesting that the presence of diacritics results in a visual crowding effect. Diacritics did not facilitate access to ambiguous words, suggesting that when faced with orthographic ambiguity, readers tend to fall back on the default reading.

Our second experiment incorporated orthographic priming into another lexical decision task. Target stimuli were shown without diacritics but were otherwise the same as in part one. Each target was preceded by a prime shown on-screen for 100 ms. Primes were of four kinds -- identical to target (also without diacritics), target accompanied by "default" diacritics (the most common reading of an ambiguous word, or the only reading of a non-ambiguous word), target accompanied by "rare" diacritics (a less-frequent reading of an ambiguous word), and an unrelated control condition.

For unambiguous word targets, the voweled and unvoweled primes imparted a similar and significant facilitatory effect on subjects' RTs. However, for ambiguous word targets, primes bearing the "rare" diacritic pattern facilitated target recognition to a weaker degree than for the "default" primes. Moreover, ambiguous words were accessed faster than unambiguous ones, presumably by virtue of the bigger size of their orthographic family.

These results show that although they influence the speed at which a given word is recognized, vowel diacritics cannot be considered mere visual noise. They do contribute to lexical retrieval, but this contribution is modulated by the size of a word's orthographic neighborhood.

Autosegmental Approach to Causative verbs in Middle Moroccan Arabic

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Middle Moroccan Arabic (MMA) is a variety used by the elite in Morocco. Due to the impact of L1 on Standard Arabic, this variety is linguistically characterized by mixing both the dialectal and standard features of Arabic. The main objective of this paper is to account for the difference between the colloquial and standard forms of causative verbs in MMA. Causative verbs in Standard Arabic use the glottal stop to encode causativity as in *ʔaktaba* (to make someone write); instead, in Moroccan Arabic, causative verbs are morphologically derived by geminating the second radical as in *kəttab*. In this paper, the authors assume that this variation is attributed to the historical development of Arabic in the sense that it has two variants of expressing causativity: kattaba and ʔaktaba. Using Autosegmental approach (Goldsmith 1976, 1993, McCarthy 1979), they will demonstrate that the Moroccan Arabic *kəttab* is developed out of the SA ʔaktab due to the deletion of the glottal stop; this deletion is not an instance of sound change unique to New Arabic; rather, it dates back to the old division between Tamīm speakers who preserve the glottal stop and Ḥijāz speakers who drop it.

18th-20th Century Epistolaries as a Source for the Study of Omani Arabic

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The aim of this presentation is to illustrate the type of Arabic employed in a corpus of written documents (mostly consisting of personal correspondences) composed in Oman between the late 18th and the early 20th centuries. These letters are currently preserved in the archives of the Omani National Records and Archives Authority in Muscat, where the present author has had the chance to examine them. Around 30 letters have been analyzed as part of this study. As is well known, texts composed in so-called Middle Arabic (the definition is not unproblematic; see Lentin 2007 for a discussion), are often characterized by marked dialectal influences that can be revealing of the author's linguistic habits. The scope of the present research is to investigate the typologically "dialectal" elements that appear in the corpus, in order to shed some light on certain characteristics of the Omani dialect bundle and their evolution over time. The varieties of Arabic currently spoken within the territory of the Sultanate of Oman have long been known for showing a number of unusual characteristics (Holes 1989), and they strongly differ even from the geographically contiguous Gulf varieties (for which a study similar to the present one, based on a corpus of letters written by several Gulf rulers between the late 19th and early 20th century, already exists: see Holes 2008). In particular, certain uncommon features which had been reported for Omani Arabic at the turn of the last century (Reinhardt 1894) appear today to be either receding or entirely absent (these include, but are not limited to, the *ha-* future/intentive marker, the *bu* relative pronoun, and the *-š* suffixed negative marker). The study of written texts dating back more than 200 years could provide us with precious insights concerning the status and historical development of these and other characteristics.

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Iconicity in Al-Asmaee's Sawt Safeer Al-Bulbul: A Study of Phonosymbolism

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Ideophones are often described as vivid representations of ideas in sounds. They are the representation of meanings through the use of common phonetic form(s). One way to talk about this type of correlation between sounds and real world objects is by means of phonological iconicity, which enwraps most discussions of iconicity in language. According to type, it has been denominated differently, persistently termed onomatopoeia, phonaesthesia, phonetic or phonetic motivation, and sound symbolism or phonosymbolism. This paper investigates a special category of ideophones called sound symbolism that denote properties such as sound, shape, size, distance, motion, color, and affective states. It outlines the main characteristics of sound symbolic forms in Arabic in the light of what has been said about other languages while investigating the special phonotactic patterns; reduplicative and adverbial nature; and semantic and pragmatic functions of these forms in this language. Apparently, Arabic exploits the full set of combinatory possibilities made available on the phonological and morphosyntactic level. Thus embedding a potentially large stock of sound symbolic expressions and constructions constructed along two dimensions. The first dealing with consonants (usually two) with a particular type of sound, whereas the second restricts to vowels, which may be related to pitch, size, or frequency. Hence, a combinatory mechanism of fixed consonants and harmonic vowels is explicit. In light of the analysis conducted, the paper concludes that sound symbolic forms in Arabic fall into the lexical category of nouns and verbs.

Language Shift in Kuwait: The Case of Arabic-English Bilinguals

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Native Arabic speakers typically live in a state of diglossia, with the vernacular as their L1 and Modern Standard Arabic (MSA) as the prestige variety, the official language, and a traditional vehicle for literacy and education. In recent years, however, English has been gaining ground as the dominant language in various contexts, particularly in higher education in the GCC. Recent studies in Qatar and the UAE observe a gradual erosion of MSA status in higher education due to the steady encroachment of English. The present study examines the status of Arabic in relation to English in a bilingual sample (N=488) of university students in Kuwait across various language domains such as education, reading, using media, praying, talking with friends and with family. The results reveal a generational shift in the use of Arabic at home, with grandparents remaining high (93%), followed by parents (65%), and siblings (48%), accompanied by a steady rise of bilingualism in conversations with parents (28%) and siblings (43%). Arabic-English bilingualism was found to predominate in interactions with friends (62%), on social media (69%), at university (71%), at work (68%), and when counting (55%) or thinking (49%). The use of Arabic remains high in the context of prayer (87%), joking (53%) or swearing (43%). The use of English predominates when watching movies (65%) as well as reading books (47%), online material (47%), or product labels (46%). Thus, the study corroborates recently observed trends in the region demonstrating bilingualism across personal, social, educational and professional domains in Kuwait, with English gradually becoming a dominant language of literacy.

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The role of Arabic Language in Transnational Higher Education in Qatar

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Over the last decade, there has been rapid growth of international branch campuses (IBCs) in the Arab states of the Gulf, which solely offer English-medium degree programs in countries where Arabic is the official language. These campuses typically include a majority of bi- and multilingual instructors and students from Arabic-speaking countries. While there has been a lot of recent work published on transnational higher education in the Gulf, little is known about language choices and uses in these internationalized academic settings. In order to address this gap, this study examines teachers' ideologies and pedagogical practices with regards to use of Arabic at an American IBC offering engineering degrees in Qatar; in addition, it examines the role of Arabic in the linguistic landscape (LL) of this IBC. 22 bi- and multilingual faculty members and lab instructors from different academic disciplines completed a survey about use of Arabic in their teaching practices and a purposeful sampling of these instructors were video-recorded teaching their courses and then interviewed using stimulated-recall techniques. The role of Arabic vis-à-vis English in campus signage around this IBC was also examined. The results show that while instructors may report minimal use of Arabic in classrooms at this IBC due to different ideological tensions, in practice instructors still use Arabic for various pedagogical purposes, both inside and outside of the classroom space. Furthermore, despite being an English-medium university, Arabic indeed holds a special position in the LL of the university. The study sheds light on the complexities of the linguistic ecology of transnational universities and offers pedagogical implications as well as fruitful directions for future research.

Against an Ambiguity Analysis of n-words in Arabic

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Some Arabic varieties exhibit n-words that require the presence of a negative marker postverbally but not preverbally such as walaa-phrases in Egyptian Arabic (EA) (1).

(1) a. *(maa)-šuf-t-i-š walaa waaħid
NEG-saw-1SG-EV-NEG no one
'I didn't see anyone.'

b. walaa waaħid (*maa)-gih
no one NEG-came.3SGM
'Nobody came.'

Ouali and Soltan (2014) propose that walaa in EA is ambiguous between [uNEG] walaa and [iNEG] walaa. They argue that [iNEG] walaa is not allowed postverbally (2), as this violates the semantic condition of negation being interpreted only when it takes scope over TP (Zanuttini, 1991; Ladusaw, 1992; Herburger, 2001). They further argue that [uNEG] walaa is not allowed preverbally as in (4) due to an economy condition that prefers interpretable features over uninterpretable features in the syntactic derivation.

(2) *šuf-t walaa waaħid.
saw-1SG no one
Intended: 'I saw nobody.'

(3) walaa waaħid maa-gaa-š.
no one neg-came.3SGM-NEG
'Nobody didn't come.'
#'Nobody came.'

The current study shows that this ambiguity analysis of n-words is not on the right track as it predicts [iNEG] walaa to be acceptable in (4) and (5) below. In both (4) and (5), sentential negation is marked above TP predicting [iNEG] walaa to be acceptable postverbally and the sentences to be acceptable with a double negation reading, contrary to fact.

(4) (maa)-šuf-t-i-š walaa waaħid.
NEG-saw-1SG-EV-NEG no one
'I didn't see anyone.'
#'I didn't see no one.'

(5) walaa Taalib gaawib ʕalaa walaa suʔaal.
no student answered.3SGM on no question
'No student answered any question.'
#'No student answered no question.'

The study proposes an alternative account that takes n-words like walaa-phrases in EA to be uniformly [uNEG] phrases that need to enter an Agree relation with the [iNEG] feature of a sentential negative marker that can be either overt or covert.

The Syntax of Answers to Positive Polar Questions in Jordanian Arabic

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Responses to polar questions have recently received much attention in the semantic (e.g., Farkas & Roelofsen, 2012; Krifka, 2013) as well as syntactic (e.g., Merchant 2004; Kramer & Rawlins, 2011; Holmberg, 2016) literature. The present study provides a syntactic analysis of answers to positive/neutral polar questions in Jordanian Arabic (JA). JA is particularly relevant here because its system allows for a variety of answering expressions for this type of questions. For example, an answer (affirmative or negative) to a question such as (1) could be in the form of a particle (1a), an echo of the finite verb of the question (1b), or an adverb (1c).

(1) iʤa Sami ?
came.3sg.M Sami
'Did Sami come?'

a. a:, (iʤa (Sami)) /laʔ,(ma iʤa (Sami))
Yes, (came.3sg.M (Sami)) /No, (not came.3sg.M (Sami))

b. iʤa (Sami). /ma iʤa (Sami).
came.3sg.M /not came.3sg.M

c. momken (a:) /momken (laʔ)
'maybe (yes)' /'maybe (No)'

Following Holmberg's (2016) model, the present paper demonstrates that these expressions in JA are full sentences derived by ellipses. We assume that a yes-no question has an unvalued, free polarity variable [±Pol] that needs to be assigned a value. Pol originates within TP but moves to the C-domain in order to assign a sentential scope to the disjunction encoded by the polarity variable (i.e., affirmative or negative answers). Thus, valuing the feature of Pol triggers copying the TP of the question, including the PolP, and merging an answer particle (either *a:* 'yes' or *laʔ* 'no') in spec-Foc. The particle, which necessarily has a valued polarity features ([+Pol] or [–Pol]), values the feature of Pol. Then, the TP gets deleted at the PF component as it is identical to the TP of the question; consequently, only the focused particle is pronounced (1a). However, when the answer is in the form of an echo verb (1b), the valuation of Pol feature is performed by a valued abstract polarity feature [+/–Pol] that is externally merged in spec-Foc. The verb in this case moves to Foc via T and Pol. This feature, as suggested by Holmberg, has an empty phonological matrix; therefore, it copies the phonological matrix of the next head down the tree (i.e., the verb). The subject of the clause may be dropped, and the VP is deleted at PF under identity with that of the question. Negative verbs will go under the same process. However, the negative polarity feature merged in Foc in this case has a phonological matrix spelled out as *ma* 'not'. As for adverbial answers, we adopt the structure in (2) in which the adverb merges in Spec-Pol, functioning as a modifier to the polarity head. In this case, the whole complex polarity phrase assigns the value to the head Pol, and the particle following the adverb is the spell-out of the affirmative or negative Pol feature.

(2) [FocP[Pol[momken[+/–Pol]] [±Pol]TP[~~aʤa Sami~~]]

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Concessive Connectives in Translated vs. Non-translated Arabic Texts: A Corpus-based Analysis

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This study seeks to contribute to addressing a gap in theory-driven corpus-based research focused on the so-called translation specific features (TSF) in Arabic translated texts. It provides a contrastive Systemic Functional Linguistics (SFL)-informed analysis of concessive/contrastive connective markers in a selected comparable corpus made up of translated and non-translated Arabic texts. Since the nineties, corpus-based translation research has traditionally focused on authentic parallel corpora composed of source texts and their corresponding target texts. Largely informed by corpus linguistics, this area of research has been mainly driven by an interest in the linguistic features that distinguish translated texts in general from non-translated texts, regardless of the source or target language. Deploying the techniques of corpus linguistics, researchers engaged in this area of descriptive translation studies have observed certain features or tendencies which seem to be distinctive of the language of translation *per se*, as opposed to non-translated texts in the same language, regardless of the language pair involved.

The use of comparable corpora was suggested by Baker (1995) as a resource for investigating TSF, where a comparable corpus consists of two separate collections of texts in the same language, one of which is composed of original texts in the language in question while the other consists of translations in that language from a given source language or languages. The characteristic and novel feature of the present study, however, is the fact that it is based on a comparable corpus of Arabic translated and non-translated texts written by the same authors in more or less the same domain and register. The aim of this exploratory study is to identify and seek to explain salient differences in the use of a particular logico-semantic category of conjunctive devices in the texts involved. Concordance output for those conjunctive markers is subjected to a close qualitative and quantitative analysis in pursuit of any consistent or recurrent differences between the texts.

Based on a comparison of concordance data from the compiled comparable corpus, the study will highlight some interesting patterns of difference as well as 'explicitating' and 'upgrading' tendencies between the two components of the corpus. Viewed from a systemic functional perspective (Halliday and Matthiessen 2014), such patterns and tendencies do not seem to be triggered by the source texts involved or dictated by contrastive linguistic requirements, or indeed attributable to the individual translator's translational behaviour or style, given the unique feature of this comparable corpus.

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Requesting Strategies in English and Yemeni Arabic: A Pragmatic Contrastive Analysis

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This paper attempts empirically to investigate and describe the ways in which English and Yemeni Arab speakers realize requests with special reference to politeness strategies as patterned by Blum-Kulka (1989). The main objective of this paper is to make a pragmatic contrastive analysis of the strategies of requests and politeness phenomenon in the production of request speech act by Yemeni Arab and English native speakers. It also attempts to explore and identify the nature of politeness strategies in both English and Yemeni Arabic focusing on the request speech act as a measuring tool in the light of Brown and Levinson's theory (1978). Furthermore, it attempts to systemize the various strategies used for the purpose of requesting from the pragmatic point of view. Since it is a study to outline the type and extent of use of requesting strategies in English and Yemeni Arabic, it sheds light on the sociocultural attitudes and values of these two communities. It is based on the analysis of the elicited responses of 330 Yemeni Arab subjects and 20 native speakers of English. The data are collected by a written questionnaire based on that of Blum-Kulka (1982). The questionnaire is obtained with 1400 requestive speech acts and each of the valid responses is analyzed separately to identify the type of strategy used. Descriptive data such as frequencies, percentages and means are given. The prime findings of the study reveal that Yemeni Arab speakers intend to use the conventional direct strategies with constant tendency to use mood derivable request strategy accompanying with politeness markers; whereas, the native speakers of English favor the conventional indirect strategies at a high significant statistical level.

Effects of Bilingualism and Diglossia on the Translation Process from English to Arabic

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This paper presents an investigation into the translation process from English to Arabic by bilingual "natural" translators, i.e. untrained bilinguals, and MA Translation Studies students. The study relies on empirical research involving participants from the previously mentioned cohorts. The participants were recruited in Kuwait. The research addresses the translation process by adopting tools from the discipline of Translation Studies, but it also draws from Bilingualism Studies in understanding the complexity of the state of bilingualism and its manifestation. It is often assumed that being bilingual is immediately associated with the ability to translate. To observe and compare the process of translation the research employs two main research tools: think-aloud protocols and retrospective interviews. The main aims of the research are to examine the translation process and to understand better participants' perceptions of translation. The secondary set of aims includes examining how bilingualism, diglossia and biculturalism influence translation and the role of translator, and inform the strategies used in the translation task.

This research employs two key terms. The concept of *natural* translation is borrowed from Harris and Sherwood (1978), who use the term to mean translation performed by a child or an adult who has had no formal training in translation. The second key term is *bilingualism*. A key criterion in identifying "natural" translators is the co-presence of bilingualism. Hamers and Blanc (1989) explained bilingualism as the condition in which one linguistic community has two languages constantly in contact, resulting in a situation where these two languages are used in the same interaction and where many individuals of this community are bilinguals.

The participants learnt *ammiyya* Arabic at home, while *fusha* Arabic and English were learnt at school. Diglossia is a prominent feature of the linguistic landscape, and its effects on the translation process were indeed observable during the task and the resulting product. The effects of diglossia ranged from a stop over during the translation process to producing sentences that follow the *ammiyya* syntactic structure but use vocabulary from *fusha.* It is noteworthy that the participants sensed that the resulting text did not read naturally. Natural translators stated that this could be attributed to the fact that using *fusha* is unnatural to them; trainee translators in general attributed the unnaturalness of the product to the specific nature of the text.