

An Analysis of the Arabic Pidgin Spoken by Indian Workers  
in Saudi Arabia

by

Anwar Hobrom  
B.A., King Saud University, 1992

Submitted to the Department of Linguistics and the Faculty  
of the Graduate School of the University of Kansas in  
partial fulfillment of the requirements for the degree of  
Master of Arts.

**Redacted Signature**

---

**Redacted Signature**

---

**Redacted Signature**

---

Date submitted: May 30, 1996

## ABSTRACT

Anwar Hobrom, May 1996

University of Kansas

### **An Analysis of the Arabic Pidgin Spoken by Indian Workers in Saudi Arabia**

This thesis aims at describing and analyzing the Arabic Pidgin spoken by Indian workers in Saudi Arabia. It consists of four chapters and three appendices. Chapter One is an introduction to the study that includes various topics such as a description of the subjects, data, and Arabic. Chapter Two is a phonological account of the speech of the subjects with rules, error classification, examples, and conclusions. Three particular processes are discussed: substitution, insertion, and deletion. Chapter Three contains a discussion about some syntactic structures found in the subjects' speech as well as a morphological analysis. Three patterns are analyzed in the syntactic part: copula insertion, preposing, and agreement problems. Furthermore, an extensive morphological description is provided. Chapter Four is a conclusion which includes the results of the study and some generalizations. The first appendix contains a transcript of tape recordings of spontaneous conversations between the subjects and their Arabic-speaking interviewers. The second appendix contains the data organized in lists and tables. The third appendix is a collection of the phonetic charts of the subjects' speech.

*To my parents who taught me how to learn,*

*To my wife who stood by my side at all times,*

*And, last but not least, to the wonderful Arabic  
language.*

## Acknowledgments

My sincere thanks go to the following persons who helped me in completing this project:

Professor Michael M. T. Henderson, for serving as Chairperson of my thesis committee and guiding me all the way; Professors Fiona McLaughlin and Don Watkins, for serving as members of my thesis committee; Mr. Ibrahim Hobrom and Mr. Ahmad Hobrom, my father and brother respectively, for providing me with the data I used in this study; my wife, for assisting me in sorting the data, typing, and other tedious tasks; Mr. Hameed, Mr. Abdullah, Mr. Omar, Mr. Basuraj, Mr. Wannu, Mr. Batta, and Mr. Abdulqader, for kindly participating in this study as informants; Professor Naomi Bolotin, for providing me with important references; Mr. Salem Chaaban, for introducing me to the University of Kansas; and finally to all the nice people at the Linguistics Department at KU.

# CONTENTS

Abstract.....	i
Dedication.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
<b>Chapter One: Introduction.....</b>	<b>1</b>
1.1. Purpose of study.....	1
1.2. Organization.....	1
1.3. Data.....	2
1.4. Subjects.....	3
1.5. SLA under scrutiny.....	5
1.6. Cultural background & understanding.....	8
1.7. Feedback process.....	9
1.8. A brief description of Arabic.....	10
1.8.1. Definition of Modern Standard Arabic.....	10
1.8.2. Tense and aspect in MSA.....	11
1.8.3. The morphology of the Arabic verb.....	12
1.8.4. Word order in Arabic.....	13
1.8.5. The Arabic sound system.....	14
1.8.6. Difficulties inherent in Arabic.....	17
1.9. Foreigner Talk in Arabic.....	17
1.10. Pidginization in Saudi Arabic.....	20
<b>Chapter Two: Phonological Analysis.....</b>	<b>22</b>
2.1. Substitution.....	23
2.1.1. Vowels.....	23
2.1.2. Consonants.....	34

2.2.	Insertion.....	52
2.3.	Deletion.....	54
2.4.	Classification of phonological changes....	55
2.4.1.	Classification according to native language.....	56
2.4.2.	Classification according to length of stay.....	56
2.4.3.	Classification according to religion.....	57
2.5.	Generalizations.....	57
<b>Chapter Three: Syntactic and morphological analysis.</b>		<b>59</b>
3.1.	Introduction.....	59
3.2.	Syntactic analysis.....	61
3.2.1.	The copula insertion structure.....	62
3.2.2.	Fronting the VP-internal argument..	66
3.2.3.	Agreement problems.....	73
3.2.4.	Generalizations.....	77
3.3.	Morphological analysis.....	78
3.3.1.	Bound forms: Noun affixes.....	78
3.3.1.1.	Definite article.....	78
3.3.1.2.	Feminine ending.....	79
3.3.1.3.	Feminine pluralizing suffix.....	79
3.3.1.4.	Masculine pluralizing suffix.....	79
3.3.1.5.	Dual suffix.....	79
3.3.1.6.	Broken plural.....	79

3.3.2.	Other bound forms.....	80
3.3.2.1.	Suffix pronouns.....	80
3.3.2.2.	Verb suffixes.....	80
3.3.3.	Free forms.....	80
3.3.3.1.	Simple nouns.....	80
3.3.3.2.	Compound nouns.....	81
3.3.3.3.	Adjectives.....	81
3.3.3.4.	Independent personal pronouns.....	82
3.3.3.5.	Demonstratives.....	82
3.3.3.6.	Numerals.....	82
3.3.3.7.	Ordinals.....	83
3.3.3.8.	Interrogatives.....	83
3.3.3.9.	Negators.....	83
3.3.3.10.	Prepositions.....	83
3.3.3.11.	Adverbials.....	83
3.3.3.12.	Conjunctions.....	84
3.3.4.	Verbs.....	84
3.3.4.1.	The copula.....	84
3.3.4.2.	Tense and aspect markers..	84
3.3.4.3.	Passives.....	85
<b>Chapter Four:</b>	<b>Conclusion.....</b>	<b>86</b>
4.1.	Introduction.....	86
4.2.	Phonology.....	86
4.2.1.	Voicing vs. devoicing.....	87
4.2.2.	Continuancy vs. non-continuancy....	87
4.2.3.	Distribution vs. non-distribution..	87
4.2.4.	Non-pharyngealization.....	88

4.2.5. Raising vs. lowering.....	88
4.2.6. Delayed release vs. non-delayed release.....	88
4.2.7. Vowel insertion.....	89
4.2.8. Deletion.....	89
4.2.9. Stress.....	89
4.2.10. Notes.....	89
4.3. Syntax.....	90
4.3.1. Summary of syntactic processes.....	91
4.4. Notes on vocabulary.....	92
Bibliography.....	94
Appendix I	
Appendix II	
Appendix III	



# CHAPTER ONE

## INTRODUCTION

### *1.1. Purpose of study*

This cross-linguistic research aims at describing and analyzing the Arabic pidgin spoken by Indian workers in Saudi Arabia. The subjects have acquired Arabic as a second language spontaneously via communication with native speakers of Saudi Arabic. None of these workers has gone to special classes to learn the language. They all had to be self-dependent and develop their own language skills.

This investigation of Second Language Acquisition (henceforth SLA) by adults focuses particularly on the spoken target language. The range and type of linguistic information, therefore, are limited and can be useful in particular if analyzed phonologically and syntactically, and morphologically.

### *1.2. Organization*

Chapter One contains this introduction to the study including various topics such as a brief description of the subjects, data, and Arabic. Chapter Two is a phonological account of the speech of the subjects with rules, error classification, and conclusions. Chapter Three contains a discussion about some syntactic structures found in the subjects' speech as well as a morphological analysis.

Chapter Four is a conclusion that includes the results of the study and some generalizations. Finally, I have included a number of appendices at the end of the thesis. The first appendix contains a transcript of tape recordings of spontaneous conversations between native speakers of Arabic using "foreigner talk" and the subjects of the study. All the conversations are translated into English and transcribed phonetically. The second appendix contains the data gathered from the subjects in the shape of lists and tables, and the third is a collection of the phonetic charts of the informants' speech.

### 1.3. Data

The data analyzed in this research are taken from free conversations between the seven subjects on one hand and two speakers of Saudi Arabic on the other hand.<sup>1</sup> The taping of the conversations took place in a town in Northwestern Saudi Arabia at the subjects' workplace and in a house that belongs to one of the native speakers. The target language (TL) in this study is spoken Saudi Arabic. A translation, literal and free, is provided for the Arabic material. In the process of data collection, the approach was mainly based on neutral observation, which involves the audio-recording of interactions between native and non-native speakers of the TL, where the researcher is not present.

It should be noted that the inferences and results of

---

<sup>1</sup> Using initials, I am referring to the seven subjects of this study as: A, B, Bas, H, O, Q, and W. The initials for the two native speakers of Arabic are: Ah and I.

this study are based on the examination of a text, i.e., the recorded (transcribed) data. However, the data elicitation procedure is not considered to be representative of an informant's normal use of the TL because his attention is drawn more to the form than the function. This may result in an informant's becoming more aware of aspects of linguistic communication, which will activate his conscious control devices.

The short-encounter type of data in this study consists basically of conversations, i.e., a type of verbal interaction which is as close as possible, given the circumstances, to everyday conversations the informant would have within his social environment, and is loosely and cautiously guided by the interviewers. The informant should not feel too disturbed by the fact that he is being recorded and is talking to people from a different social environment. He should feel free to display his full competence, both with respect to verbal skills and to the subject matter.

#### **1.4. Subjects**

As a rule, foreign workers do not speak or understand the language of their new social environment when they arrive (Perdue 1984: 1); there are some exceptions, though, as in the situation of the Muslim Indian workers who mostly have at least sufficient knowledge of Arabic that allows them to read and recite the Holy Quran to fulfill their religious duties.

Another crucial factor to be considered in setting up criteria to judge the subjects' linguistic level is the period spent by every one of them in the host environment. In general, none of the subjects went to school to learn Arabic after their arrival in the target language country. Perdue (1984: 1-2) states that "in their daily lives, foreign workers acquire what is most urgently needed, and some even attain a certain level of fluency. But normally, their acquisition slows down and even stops at a level that is far removed from the language of the world they have to live in." This has social and educational consequences.

Socially, foreign workers are strongly disadvantaged by their language problems. This affects their social life including interacting with people around them, court situations, and dealing with the authorities.

From an educational point of view, changing the status quo of foreign workers would require intensive language teaching programs which are, in most cases, difficult to establish due to economic and resource reasons. Furthermore, there are attitudinal problems among SL learners that could obstruct the process of language learning.

The most important motivation that led to the selection of this type of topic for my thesis is the mere fact that almost everything a foreign worker learns is acquired through communication. The worker has a strange situation in this case: in order to communicate, he has to learn the language, and in order to learn the language, he

has to communicate. Therefore the worker in initial stages may resort to non-linguistic communicative strategies such as iconic gestures, pointing, etc. He may also use his first language skills even if he has to use expressions or structures from that language.<sup>2</sup> Another gateway for him in this phase is to use a third language known to him as well as the other party of the communication line. Not surprisingly, English is usually that neutral medium of communication.

One common characteristic among the subjects of this study is the fact that no matter how long each one of them has been living in the host country of the TL, all of them have a certain type of difficulty in making themselves clear and understood despite acquiring certain linguistic skills. The effect of interference will be noted in some cases and will be mentioned in the conclusion.

### *1.5. SLA under scrutiny*

An important feature of spontaneous SLA is that different people master the language in different ways and at different levels. Some learners reach a native-like variety; others will stick to a very limited number of vocabulary items and a few elementary syntactic constructions. Besides, between these two extremes there are various degrees of language mastery that could be ascribed to different speakers.

---

<sup>2</sup> The native languages of my subjects are: Kannada, spoken by B and Bas; Tamil, spoken by H and O; and Malayalam, spoken by A, Q, and W.

Mastering a language requires skills of various sorts--including the ability to produce and recognize certain sounds and prosodic patterns, the ability to recall lexical items, and to put them into well-organized sequences, and the ability to keep the communication lines open by making sure the speaker and listener understand each other using confirmation checks and other strategies.

In the phonological area, there are certain determining factors in acquisition that help in building cognitive and perceptual skills of the learner. These factors include the ability to break up sequences of sounds into smaller units, the ability to discriminate among sounds, and the ability to produce combinations of various sounds.

Another major difference between formal SLA teaching and spontaneous (natural) SLA is in the input to which the learner is exposed. In the former case, the input would approximately correspond to the syllabus and the teacher's own use of the TL. For the latter case, however, we need to know what varieties of the TL are spoken in the learner's environment and whether TL native speakers address the learner in the same way they address other TL native speakers--in other words, to what extent "foreigner talk" is used by native speakers.

The TL learner in such a situation is usually faced with an analytic problem of decomposing stretches of TL speech into smaller units resulting sometimes in developing formulaic utterances. In order to solve the analytic

problem, the learner cannot rely on the structure of the TL since this is exactly what he has to analyze. His decomposition may be guided by various phonological clues, such as pauses, intonation breaks, etc. which mark boundaries in the speech stream. In addition, he may apply some of his SL strategies such as looking for the verb or information that stands out in order to analyze the input addressed to him.

The native speaker's reactions strongly affect the learner's progress in acquiring the TL. Misunderstanding results from having a linguistically hostile environment in which the native speaker views the learner as incompetent or inferior. This may have a positive or negative effect on the learner, either making him linguistically more aware and consciously more prepared to learn the TL, or leading him to avoid all but inevitable linguistic contact with native speakers thus provoking early fossilization. Most of the subjects of this study have fossilized repertoires.

Having finished the analytic task, the learner, then, turns to the synthetic problem, that is, the task of arranging the items he has acquired to form meaningful utterances. In doing so, he follows grammatical, functional and more abstract principles.

Second language learners have access to Universal Grammar's principles either indirectly, through the facts of their native language, or directly in much the same way as do child first language learners (Gass 1989: 5). Since we want to characterize the competence acquired by a second

language learner, we will need formalisms. No one would think of talking about interlanguage phonology without using phonetic symbols and formal phonological rules or about interlanguage syntax without using syntactic rules.

A second language learner might gain nothing from language universals in the acquisition process. What the learner has to work with is input plus innate competence. A learner might gain some knowledge of these universals, but that knowledge certainly is not innate and is not provided in the input (Gregg 1989: 30).

#### ***1.6. Cultural background & understanding***

The learner of a new language uses assumptions and interpretative strategies acquired in his primary socialization in order to make sense of the input that he encounters. This applies to his understanding of both verbal and non-verbal events. In the early stages of acquisition the universal aspects of gesture and body language will serve as important aids for him.

One strategy used by the learner to enhance understanding is to look for important words. The learner may use some clues to help him do that. One clue is the extra-linguistic context in which the message is uttered. A spoken form can be associated with an entity by gesture: in the workplace, for example, objects which serve in the accomplishment of the work may be named with an accompanying gesture, and these name-gesture combinations will occur frequently in the early stages. If this



hypothesis turns out to be true, then we may expect some reflections of it in the informant's production, which would then consist of essentially noun-based utterances.

Another clue leading to mutual understanding is the use of formulaic expressions.<sup>3</sup> Formulaic expressions such as "excuse me", "how are you," etc. may be acquired as memorized sequences of sounds with specific intonation contours. In addition, prosody, in particular emphatic stress and tone of voice, may well serve generally as clues to the importance of words in utterances and specifically to signal new information.

### *1.7. Feedback process*

Feedback mechanisms used to check mutual comprehension between the speaker and the listener are an important device that enhances acquisition especially in the early stages. Two aspects of feedback are:

*a. Eliciting feedback:* This can be done by feedback elicitors such as tag questions and particles like "right?" and "eh?". Feedback can also be elicited non-verbally, e.g. by a head nod.

*b. Giving feedback:* Feedback can be given using particles specific to different languages. English examples are "yeah, yes, mm". Feedback is also given non-verbally.

---

<sup>3</sup> Formulaic expressions are unanalyzed wholes whose form is invariant and which are used to fulfill certain important functions in TL communication.

Moreover, feedback processes also include corrections, repeats and repairs from both speaker and hearer.

### *1.8. A brief description of Arabic*

Arabic is spoken by nearly 200 million people spread over an enormous geographical area from Morocco to the borders of Iran, from the Russian steppes to South of the Sahara. It is also the language of the Quran, the Holy Book of the world-wide Islamic religion. It is known, too, that the Arabic script or adaptation of it provides the written shape of a number of languages such as Kurdish, Sindhi, and Persian.

Arabic is not an easy language for an adult to learn. Learners of Arabic are usually faced with grammatical and phonological difficulties.

#### *1.8.1. Definition of Modern Standard Arabic*

Modern Standard Arabic is the contemporary form of Classical Arabic, a language that was codified by the Arab grammarians and philologists during the early period of Islam. Classical Arabic was basically the language of pre-Islamic literature, the Quran, and the Arabic literature written subsequent to the advent of Islam. Several factors, including the rapidly increasing sophistication of the life of the Arab nation and the changing nature of language, have led to the emergence of Modern Standard Arabic (MSA), which is used as a formal language across the Arab world.

It is noteworthy that MSA is acquired by children not at home but at school. At home the child learns a regional variety of Arabic, e.g. Saudi Arabic, Egyptian Arabic, etc. Regional and social dialects exist all over the Arab world, but all of these dialects are superseded by MSA, which is used as a lingua franca among all Arabs.

### *1.8.2. Tense and aspect in MSA*

The concepts of tense and aspect in MSA had not been clearly defined and adequately analyzed. Old and new studies of the Arabic verb and its temporal and aspectual values were conducted within the framework of the traditional methods of linguistic analysis which emphasized form rather than meaning. In fact, the tense-aspect system of MSA is a matter of semantics and morphosyntax rather than morphology, as shown in the following description.

The Arabic verb is divided into two aspects. The first, called the perfect, expresses an act that is finished and completed in relation to other acts. The second, called the imperfect, expresses an act that is unfinished and that is just commencing or in progress. Another approach of looking at the Arabic verb is to consider meaning as well as time. Thus, tense in MSA could be defined in light of the generative semanticists' concept of tense as an essential semantic category that pertains to the semantic structure of the sentence, and basically expresses time in its three universal spheres: present, past, and future. Therefore, the Arabic verb could be categorized as: past, present, and imperative.

Tense in MSA can be manifested using several means. Among these are the form of the verb alone, the form of the verb plus an auxiliary verb, the form of the verb plus a temporal adverbial, and the form of the verb plus a particle or other lexical and contextual means.

Arabic is considered to have a limited tense system, where an inflected verb has primarily aspect-marking. Inflection seems to be acquired very late in general when learning Arabic as a second language. Tense usage depends on specific discourse types or different functions. In early learner varieties, tense usually plays a minor role; its functions are partially taken over by adverbials.

### *1.8.3. The morphology of the Arabic verb*

The verbal system of MSA is very rich and flexible. Traditionally, the Arabic verb is divided into two types: basic and derived. The basic verb may consist of 3 or 4 consonants, such as [kətəbə] كتب "to write", and [tərdʒəmə] ترجم "to translate." The three-letter root is referred to as the traditional form, and the four-letter root is called the quadri-radical form. All of the other verbal forms are derived from the basic verb through the addition of one, two, or three letters.

In classical Arabic, fifteen forms could be derived from the traditional root and four forms from the quadri-radical one. In MSA, however, only ten forms are derivable from the former and three forms from the latter. The other

forms have become unproductive or archaic due to the changing nature of the language. All types of verbs are inflected according to person (first, second, third), number (singular, dual, plural), gender (masculine, feminine), and mood (indicative, jussive, subjunctive, imperative).

Usually, affixes are added to a root to indicate any of the above features. These affixes are used as markers of person, number, gender, and, mood. They are not pronouns that stand for subjects. It is true that the verb [kəsərə] كسر could be translated literally into English as "he broke" but this does not mean that the suffix [-ə] is a pronoun-subject. The suffix [-ə] expresses a cluster of concepts, viz., person, number, and gender. The actual subject of [kəsərə] كسر is a covert pronoun understood from the markers of person, number, and gender as well as from the context if the verb occurs alone without any overt subject. Otherwise the subject of [kəsərə] كسر is an overt noun or pronoun.

#### *1.8.4. Word order in Arabic*

Arabic is flexible with regard to the linear order of words in a sentence. The VSO word order is the main (canonical) order in MSA. However, other word orders are also common in the language. The SVO order is used in equational sentences, newspaper headlines, or when the subject needs to be emphasized. In addition, the VOS order occurs mainly if the object is a pronominal suffix that

cannot stand by itself and has to be attached (cliticized) to the end of the verb.

### 1.8.5. The Arabic sound system

The sound system of Arabic consists of the following consonants and vowels:

**Consonants:** The twenty-eight Arabic consonants are grouped here for convenience into two groups, i.e., those similar to English and those for which there are no English equivalents. Most Arabic sounds, however, are similar to English sounds.

#### a. Arabic consonants Similar to English consonants:

/b ب, m م, d د, n ن, f ف, s س, h ه, t ت, ʒ ج, z ز, k ك, w و, l ل, j ي, z ذ, θ ث, ʃ ش /

#### b. Arabic consonants with no English equivalent:

/r ر, ʕ ع, ʔ أ, q ق, d' ض, t' ط, h ح, s' ص, ɣ غ, ʔ ظ, x خ /<sup>4</sup>

Ferguson (1956: 16-24) discusses the existence of an "emphatic" or velarized /t/ in Classical Arabic and the modern dialects. This sound is generally regarded as an allophone of the usual /t/, not an independent phoneme. However, Ferguson argues that emphatic /t/ is a phoneme and he provides some examples in favor of his arguments.

---

<sup>4</sup> The consonants with the diacritic "ʔ" are termed pharyngealized or velarized.

**Vowels:** There are two sets of vowels in Arabic: short vowels and long vowels.

**a. Short vowels:** Short Vowels are roughly similar to English. This similarity is intended only as a general guide to pronunciation. They may differ in quality and they may behave differently under certain conditions. Unlike English which tends to obscure vowels in unstressed syllables, Arabic attaches equal significance to all similar vowels. The Arabic vowels, in general, are pronounced with more advanced tongue root (ATR) than the English vowels.

The short vowels for Modern standard Arabic are:

/ə/ as in /kətəbə/ كتب "he wrote"

/i/ as in /binti/ بنتي "my daughter"

/u/ as in /kuntu/ كنت "I was"

**b. Long vowels:** The Modern Standard Arabic long vowels are:

/æ/ as in /næʕim/ ناعم "soft"

/i/ as in /ʕarid/ عريض "wide"

/u/ as in /ʕarus/ عروس "bride"

Lengthening a vowel can change the meaning of a word. For example, /kətəbə/ كتب means "he wrote", and /kætəbə/ كاتب means "he corresponded."

c. *Diphthongs*: /aɪ/ and /aʊ/ are encountered in the literary and spoken language, although in the latter the pronunciation is apt to range from /aɪ/ (as in the English word *bite*) to /aʊ/ (as in the English word *house*) or /e/ (as in the English word *bait*) or /o/ (as in the English word *boat*).

**Stress**: In Saudi Arabic there are three phonetic degrees of stress: primary [´], secondary [˘], and weak [˘˘]. These lexical stresses are always determined by the structure of the word. The rules for the placement of lexical stress are as follows:

1. The first occurrence of VCC or VV from the end of the word receives primary stress:

a. In words including only one occurrence of VCC or VV, other vowels before or after the occurrence receiving primary stress take weak stress.

Example: [məˈdrə˘sə˘] مدرسة "school".

b. In words including more than one occurrence of VCC or VV, the first occurrence from the end of the word receives primary stress, and the second receives secondary stress. Other vowels in the word receive weak stress.

Example: [nɪ˘t˘sə˘llə˘mhə˘] نتعلمها "we learn it".

2. Words that do not include the occurrence of VCC or VV



take primary stress on the first vowel from the beginning of the word, and weak stress on the rest.

Example: [kə'tə'bə] كتب "he wrote".

#### *1.8.6. Difficulties inherent in Arabic:*

There are some problem areas inherent in the Arabic language that have been proven to cause difficulties for learners of Arabic. These problems can be summarized in the following points:

- long versus short vowels
- consonants that have no equivalent in the learner's native language.
- velarized (pharyngealized) consonants (/k', ǧ'/ ط , ظ...)
- placement of the adjective after the noun
- concepts of the root system

#### *1.9. Foreigner Talk in Arabic*

Among the "simplifying processes" identified by almost all of the researchers on Foreigner Talk (FT) are the following:

1. At the phonological level, use of:
  - a. slower rate of speech,
  - b. louder amplitude of voice, and
  - c. clear articulation with more and longer pauses at constituent boundaries, and higher frequency of

unreduced vowels and consonant clusters.

2. At the lexical level, use of:
  - a. common general vocabulary,
  - b. paraphrasing,
  - c. minimal amount of idiomatic phrases,
  - d. minimal amount of compound words,
  - e. stylistically neutral vocabulary, which is preferred to socially, regionally, or emotionally marked vocabulary, and
  - f. situational ties to concrete factors, such as refraining from using indefinite pronouns and adverbs.
  
3. At the syntactic level, use of:
  - a. shorter sentences in terms of words per sentence,
  - b. well-formed sentences,
  - c. very few unfinished sentences,
  - d. few subordinate clauses, and
  - e. more present tense, indicative mood, and active form.
  
4. At the discourse level, use of:
  - a. more expansion of the non-native speaker's previous utterance,
  - b. more confirmation checks,
  - c. more comprehension checks,
  - d. more clarification requests,
  - e. more self-repetitions,
  - f. more other-repetitions, and

g. more topic-initiation moves.

The simplifying processes associated with the FT of native speakers of Arabic when talking to non-native speakers include:

1. At the phonological level:

- a. slower rate of speech delivery,
- b. more use of primary stress in a single T-unit,<sup>5</sup>
- c. fewer phonological processes, and
- d. more use of unfilled and filled pauses.

2. At the morphological/lexical level:

- a. a lower type-token ratio,<sup>6</sup>
- b. more lexical elaboration,
- c. more use of pro-forms, and
- d. more use of foreign words.

3. At the syntactic level:

- a. a shorter mean length in words of multi-clause T-units,
- b. a longer mean length in words of single-clause T-units,

---

<sup>5</sup> A T-unit (short for terminable unit) is a minimal unit constituting a complete sentence, consisting of one independent clause and any dependent clauses connected to it; used as a measure of the structural complexity of sentences.

<sup>6</sup> The lower type-token ratio and more use of foreign words in Arabic FT are in conformity with the results of previous research on FT in other languages.

- c. a smaller number of S-nodes<sup>7</sup> per T-unit, and
- d. less use of variant word orders.

4. At the discourse level:

- a. more decomposition (clarification),
- b. more comprehension checks,
- c. more self-repetitions, and
- d. more other repetitions.

### *1.10. Pidginization in Saudi Arabic*

Saudi Arabia is host to millions of foreign workers who have jobs in a wide range of fields. A large part of this community of guest workers comes from the Indian subcontinent and is the focus of this thesis.

Everyday interaction between Indian workers and their employers or members of the environment created a situation in which these guest workers have to communicate with the native speakers of Saudi Arabic. In addition to the indigenous vernacular Saudi Arabic, many other languages and language varieties and registers play a role in this complex community. They include English, various other Arabic vernaculars, and the plethora of Indian languages used among the immigrant communities themselves including Hindi/Urdu, which has the status of a lingua franca among them (Smart 1990: 84). This situation has led to the

---

<sup>7</sup> The number of S-nodes is figured out by counting the number of verbs in a T-unit.

development of a reduced variety of Saudi Arabic known as Saudi Pidgin.

# CHAPTER TWO

## PHONOLOGICAL ANALYSIS

As I mentioned in the introduction, interference from the subjects' native languages occurs on all levels of the target language: phonological, syntactic, morphological, lexical, and semantic. However, our concern in this thesis is limited only to the first two. In this chapter we look at the phonological level.

Differences in linguistic structures play a major role in the quantitative and qualitative aspects of borrowing and interference. Languages are systems which have structures, and things incompatible with those structures cannot be borrowed. Interference increases as the differences between two language systems increase; this is due to the existence in each language of a greater number of exclusive forms in phonology, syntax, and lexicon.

It is the social context, not the structure of the languages involved, that determines the direction and the degree of interference. Both the linguistic systems of the languages involved and the social context determine the amount and types of borrowing and interference which occur.

Indeed, the degree of interference varies from speaker to speaker and from level to level. Phonetic interference, however, is, expectedly, quite prominent in all speakers. Most second language speakers are readily identifiable as

to origin by their accent. In addition, interference occurs at both the segmental and suprasegmental levels.

At the segmental level, phonological errors can be classified into three categories: substitution, insertion, and deletion.

**2.1. Substitution.** Many SA vowels and consonants are replaced with vowels from the subject's native language that share most of their features. First, we start by taking a look at the vowels.

#### **2.1.1. Vowels**

The vowel system in Modern Standard Arabic is very simple. There are only three short vowels and three long vowels. However, in Saudi Arabic, a local dialect and a variety of MSA, there are more vowels than MSA, and the distribution of the vowels is more diversified. This may be one of the reasons why the speakers in this study use different vowels from the original ones in some instances. It should be noted, however, that the alterations below of the vowels do not follow a consistent pattern. In other words, there are no certain environments in which these vowel changes occur; the distribution of the vowels is in free variation. Based on that, I did not consider the existence of particular phonological conditions for vowel changes. I think it would be sufficient just to mention the nature of the vowel change and list an example of it. However, I try to account for consonant changes as fully as

possible taking into account such factors as the native language of the speaker, etc. The data below is organized such that the change equation is mentioned first followed by an example. In these examples, we see the word as produced by a native speaker of Arabic and then how this same word is produced by one of the subjects after applying the phonological change. Now let us see what SA vowels are produced differently by our subjects.

(1a) *Centralizing*: [ɪ] → [ə]

$$\left[ \begin{array}{l} + \text{ high} \\ - \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} - \text{ high} \\ + \text{ back} \end{array} \right]$$

An example of this vowel change comes from B in:

musəɟɪl "recorder"

[ɪ] → [ə]

musəɟəl

(1b) *Lowering*: [ɪ] → [æ]

$$\left[ \begin{array}{l} + \text{ hi} \\ - \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} - \text{ hi} \\ + \text{ low} \end{array} \right]$$

This vowel change is exemplified by H in:

mæɪɪh "salty"

[ɪ] → [æ]

mælæh



(1c) *Centralizing*: [ɪ] → [ʌ]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{ hi} \\ + \text{ ATR} \\ + \text{ back} \end{bmatrix}$$

The example here is from Bas in:

ɪlʔəɾbɪʔa      "Wednesday"

[ɪ] → [ʌ]

ɪlʔəɾbʌʔ

(1d) *Lowering*: [ɪ] → [ɛ]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \quad \text{-->} \quad [ - \text{ hi} ]$$

From W we get this example:

mɪkənɪki      "mechanic"

[ɪ] → [ɛ]

mɛkænɪk

(1e) *Tensing*: [ɪ] → [i]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \quad \text{-->} \quad [ + \text{ ATR} ]$$

Bas produces one example here:

mɪtr "meter"

[ɪ] → [i]

mitər

(2a) *Tensing*: [ə] → [ʌ]

$$\left[ \begin{array}{l} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{array} \right] \rightarrow [ + \text{ ATR} ]$$

The example here comes from Bas:

gəbl "before"

[ə] → [ʌ]

gʌbl

(2b) *Raising, Backing, and Rounding*: [ə] → [ʊ]

$$\left[ \begin{array}{l} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{array} \right] \rightarrow \left[ \begin{array}{l} + \text{ hi} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{array} \right]$$

B has this example:

məʃi "walking"

[ə] → [ʊ]

mʊʃi

(2c) *Lowering and Fronting: [ə] → [æ]*

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \text{ --> } \begin{bmatrix} + \text{ low} \\ - \text{ back} \end{bmatrix}$$

Here is an example by W:

mɪkənɪki "mechanic"

[ə] → [æ]

mɛkænɪk

English influence is probably the reason for this vowel change.

(2d) *Lowering, Backing, and Rounding: [ə] → [ɒ]*

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \text{ --> } \begin{bmatrix} + \text{ low} \\ + \text{ back} \\ + \text{ round} \end{bmatrix}$$

H produces the next example of this phonological change:

tʌnəʃtʃər "twelve"

[ə] → [ɒ]

tɪnɒʃtʃər

(2e) *Lowering, Fronting, and Tensing: [ə] → [ɑ]*

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \text{ --> } \begin{bmatrix} + \text{ low} \\ - \text{ back} \\ + \text{ ATR} \end{bmatrix}$$

H again provides this example:

məkinət "machine"

[ə] → [a]

makinət

(2f) *Raising and Fronting*: [ə] → [ɪ]

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \rightarrow \begin{bmatrix} + \text{ hi} \\ - \text{ back} \end{bmatrix}$$

And H gives us the last example in this vowel change:

tʰaʊwəl "it lasted"

[ə] → [ɪ]

tʰaʊwɪl

(3a) *Raising and Rounding*: [ʌ] → [ʊ]

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ + \text{ ATR} \\ - \text{ round} \end{bmatrix} \rightarrow \begin{bmatrix} + \text{ hi} \\ + \text{ back} \\ + \text{ round} \end{bmatrix}$$

Our example here is produced by two of our speakers, W and Bas:

sʰʌbæh "morning"

[ʌ] → [ʊ]

sʰʊbəh

(3b) *Laxing*: [ʌ] → [ə]

$$\begin{bmatrix} - \text{hi} \\ - \text{low} \\ + \text{ATR} \\ - \text{round} \end{bmatrix} \quad \text{-->} \quad [ - \text{ATR} ]$$

Bas gives us this example:

s'ændug      "box"

[ʌ] → [ə]

s'ændug

(3c) *Raising and Fronting*: [ʌ] → [ɪ]

$$\begin{bmatrix} - \text{hi} \\ - \text{low} \\ + \text{ATR} \\ - \text{round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} + \text{hi} \\ - \text{back} \\ - \text{ATR} \end{bmatrix}$$

The example here is provided by B:

t'ɪləʃ      "it came up"

[ʌ] → [ɪ]

t'ɪləʃ

(4a) *Centralizing*: [æ] → [ə]

$$\begin{bmatrix} - \text{hi} \\ + \text{low} \\ - \text{back} \\ - \text{ATR} \\ - \text{round} \end{bmatrix} \quad \text{-->} \quad [ - \text{low} ]$$

O presents our instance of this vowel change:

hæða "this"

[æ] → [ə]

həða

(4b) *Backing and Rounding*: [æ] → [ɒ]

$$\begin{bmatrix} - \text{ hi} \\ + \text{ low} \\ - \text{ back} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} + \text{ back} \\ + \text{ round} \end{bmatrix}$$

Here H presents an example:

zjæðə "extra"

[æ] → [ɒ]

zjɒrə

(5a) *Centralizing*: [ʊ] → [ə]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{ hi} \\ - \text{ ATR} \\ - \text{ round} \end{bmatrix}$$

W presents this example:

tɔrmʊs "thermos"

[ʊ] → [ə]

tɔrməs

(5b) *Lowering*: [ʊ] → [o]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{bmatrix} \quad \text{-->} \quad [ - \text{ hi } ]$$

Q provides an example here:

lʊɣə          "language"

[ʊ] → [o]

loyə

(5c) *Fronting*: [ʊ] → [i]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{ back} \\ - \text{ round} \end{bmatrix}$$

O has the only example in the data here:

kʊllʊ          "all of it"

[ʊ] → [i]

kʊlli

(5d) *Shortening*: [u] → [ʊ]

$$\begin{bmatrix} + \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \\ + \text{ long} \end{bmatrix} \quad \text{-->} \quad [ - \text{ long } ]$$

This item is exemplified by W:

ʃuf "see"

[u] → [ʊ]

ʃʊf

(6a) *Centralizing*: [o] → [ə]

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{bmatrix} \rightarrow \begin{bmatrix} - \text{ ATR} \\ - \text{ round} \end{bmatrix}$$

An example by Bas is:

noʃ "kind"

[o] → [ə]

nəʃ

(6b) *Raising*: [o] → [ʊ]

$$\begin{bmatrix} - \text{ hi} \\ - \text{ low} \\ + \text{ back} \\ + \text{ ATR} \\ + \text{ round} \end{bmatrix} \rightarrow [ + \text{ hi} ]$$

We get our only example here from Q in:

xoʃ "fear"

[o] → [ʊ]

xʊʃ



(7) *Backing and Rounding*: [a] → [ɒ]

$$\begin{bmatrix} - \text{ hi} \\ + \text{ low} \\ - \text{ back} \\ + \text{ ATR} \\ - \text{ round} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} + \text{ back} \\ - \text{ ATR} \\ + \text{ round} \end{bmatrix}$$

Only one example by O occurs here:

ħəmmad "Hammad"<sup>8</sup>

[a] → [ɒ]

ħəmmɒd

(8) *Diphthongizing*: [e] → [aɪ]

This vowel is changed to a diphthong only in one example by O:

zetun "olive"

[e] → [aɪ]

zartun

The change here could be related to the fact that this particular word is pronounced either way in some Arabic dialects.

(9) [aw] → [ʊ]

The last case of vowel change occurs here in an instance provided by B:

ð'aw "light"

[aw] → [ʊ]

d'ʊ

---

<sup>8</sup> A male proper name in Arabic.

### 2.1.2. Consonants

Many SA consonants were also replaced by other consonants that share some of their features. For example, a voiced bilabial stop may be produced as a voiceless bilabial stop; or an affricate can be produced as a fricative, etc. In the following section, all the consonantal changes are listed showing the affected features of the phoneme.

(1a) *Devoicing*: [b] → [p]

$$\left[ \begin{array}{l} - \text{sonorant} \\ - \text{continuant} \\ + \text{voiced} \\ + \text{anterior} \\ - \text{coronal} \end{array} \right] \quad \text{-->} \quad [ - \text{voiced}]$$

An example of this devoicing process is produced by O:

kʊzbʊrɑ      "cilantro"

[b] → [p]

kʊspʊrɑ

The voiced bilabial stop, [b], does not exist in Tamil, O's native language; it is, therefore, replaced by its voiceless counterpart, [p], which is a phoneme in Tamil.

(1b) *Nasalization*: [b] → [m]

$$\left[ \begin{array}{l} - \text{son} \\ - \text{nasal} \\ - \text{cont} \\ + \text{ant} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} + \text{son} \\ - \text{nasal} \end{array} \right]$$

O also gives us this example of nasalization:

bəgdunɪs "parsley"

[b] → [m]

məqdunɪsja

Again, since [b] is not a phoneme in Tamil, another bilabial, [m], substitutes it.

(2a) [f] → [b]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ + \text{ant} \\ - \text{cor} \\ - \text{distributed} \\ - \text{voiced} \end{bmatrix} \quad \rightarrow \quad \begin{bmatrix} - \text{cont} \\ + \text{distributed} \\ + \text{voiced} \end{bmatrix}$$

O also produces this example:

fi "there is"

[f] → [b]

bi

(2b) Voicing: [f] → [v]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ + \text{ant} \\ - \text{cor} \\ - \text{dist} \\ - \text{voiced} \end{bmatrix} \quad \rightarrow \quad [ + \text{voiced} ]$$

This example is also presented by O:

fi "there is"

[f] → [v]

vi

The voiceless labiodental fricative [f] does not exist in Tamil. However, its voiced counterpart [v] does.

(3a) [d] → [b]

$$\begin{bmatrix} - \text{son} \\ - \text{cont} \\ + \text{cor} \\ - \text{dist} \end{bmatrix} \rightarrow \begin{bmatrix} - \text{cor} \\ + \text{dist} \end{bmatrix}$$

H gives us this and the next two examples:

issʃudɪjə "Saudi Arabia"

[d] → [b]

sʊʔubɪjə

(3b) [d] → [r]

$$\begin{bmatrix} - \text{son} \\ - \text{cont} \\ + \text{cor} \\ - \text{dist} \end{bmatrix} \rightarrow \begin{bmatrix} + \text{son} \\ + \text{cont} \end{bmatrix}$$

zjæðə "extra"

[d] → [r]

zjɔrə

(3c) [d] → [r]

$$\begin{bmatrix} - \text{son} \\ - \text{cont} \\ + \text{cor} \\ - \text{dist} \end{bmatrix} \rightarrow [ + \text{son} ]$$

zjædø "extra"

[d] → [r]

zjære

In the last three consonant changes, H's native language, Tamil, does not contain [d]. Therefore, it is replaced, in some cases, by a Tamil phoneme such as [r] or [r].

(4a) [tʰ] → [t]

$\left[ \begin{array}{l} - \text{son} \\ - \text{cont} \\ + \text{ant} \\ + \text{cor} \\ + \text{pharyngealized} \\ + \text{low} \\ + \text{back} \end{array} \right]$	-->	$\left[ \begin{array}{l} - \text{pharyngealized} \\ - \text{low} \\ - \text{back} \end{array} \right]$
---	-----	--

The example here comes from W:

xærrøtʰ "turner"

[tʰ] → [t]

kærrøt

Often, pharyngealized sounds of Arabic are simplified to non-pharyngealized ones.

(5a) [θ] → [t]

$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ + \text{dist} \end{array} \right]$	-->	$\left[ \begin{array}{l} - \text{cont} \\ - \text{dist} \end{array} \right]$
--	-----	--

The first example is provided by A and B:

kɪθir "a lot"

[θ] → [t]

kətir

(5b) [θ] → [s]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ + \text{dist} \end{array} \right] \quad \text{-->} \quad [ - \text{dist} ]$$

Only Ĥ has an example here:

ɪlhədiθə "Haditha"<sup>9</sup>

[θ] → [s]

adise

(5c) [θ] → [ʃ]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ + \text{dist} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} - \text{ant} \\ + \text{hi} \end{array} \right]$$

One example only from Bas occurs here:

ɪlhədiθə "Haditha"

[θ] → [ʃ]

hədiʃə

---

<sup>9</sup> A town in Northwestern Saudi Arabia near the Jordanian borders.

(5d) [θ] → [d]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} + \text{voiced} \\ - \text{dist} \end{bmatrix}$$

One example from O is presented here:

θəɪdʒ      "ice"

[θ] → [d]

dəɪdʒ

In the last four cases of consonant change, [θ], a phoneme that does not exist in either of the native languages of the informants, is changed to another phoneme that shares some phonetic features with it.

(5e) [θ] → [tʰ]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{pharyngealized} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{cont} \\ - \text{dist} \\ + \text{pharyngealized} \end{bmatrix}$$

Again, O contributes this example:

tʰɛnʌʃ      "twelve"

[θ] → [tʰ]

tʰɛnʌʃ

This change could be due to the influence of some Arabic dialects that produce both pronunciations of the above word.

(6a) [ð] → [d]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ + \text{voiced} \\ + \text{ant} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{cont} \\ - \text{dist} \end{bmatrix}$$

This example is provided by B:

hæði            "this"

[ð] → [d]

hædi

[ð], which does not exist in Kannada is changed to [d]--a Kannada phoneme.

(6b) [ð'] → [d']

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ + \text{voiced} \\ + \text{ant} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{cont} \\ - \text{dist} \end{bmatrix}$$

B produces this example here:

ð'arb            "hitting"

[ð'] → [d']

d'arb

The second pronunciation is used in Standard Arabic and some Arabic dialects.



(6c) [ð'] → [d]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ + \text{voiced} \\ + \text{ant} \\ + \text{pharyngealized} \\ + \text{dist} \end{array} \right] \rightarrow \left[ \begin{array}{l} - \text{cont} \\ - \text{dist} \\ - \text{pharyngealized} \end{array} \right]$$

O presents this lone example:

ɪrɪjæð' "Riyadh"<sup>10</sup>

[ð'] → [d]

ɪrɪjæd

Pharyngealized phonemes are changed to non-pharyngealized ones that are phonetically similar to them.

(7a) [s] → [ʃ]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{dist} \end{array} \right] \rightarrow \left[ \begin{array}{l} - \text{ant} \\ + \text{dist} \\ + \text{hi} \end{array} \right]$$

One example is presented by Bas:

msɪktʊ "I caught it"

[s] → [ʃ]

mʃɪktʊ

---

<sup>10</sup> The Capital City of Saudi Arabia.

(7b) [s] → [z]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{dist} \end{array} \right] \rightarrow [ + \text{voiced} ]$$

Q produces this example:

sɪkkin "knife"

[s] → [z]

zɪkkin

(7c) [sʰ] → [s]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ + \text{pharyngealized} \\ - \text{dist} \end{array} \right] \rightarrow [ - \text{pharyngealized} ]$$

The example here is presented by Bas:

sʰɪbæh "morning"

[sʰ] → [s]

sɪbæh

The pharyngealized sound is simplified to its non-pharyngealized counterpart.

(8a) [z] → [s]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ + \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{dist} \end{bmatrix} \rightarrow [ - \text{voiced} ]$$

Our instance here is by Bas:

xʊbz "bread"

[z] → [s]

kʊbʊs

(8b) [z] → [ʒ]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{dist} \end{bmatrix} \rightarrow \begin{bmatrix} - \text{ant} \\ + \text{hi} \\ + \text{dist} \end{bmatrix}$$

Here is another example produced by Bas:

wəʒn "weight"

[z] → [ʒ]

wəʒn

[z] is rarely used in Kannada because it exists only in loanwords. Therefore, it is changed here to its voiceless counterpart [s] or to [ʒ].

(8c) [z] → [dʒ]

$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ + \text{ant} \\ - \text{hi} \\ - \text{delayed release} \\ - \text{dist} \end{array} \right]$	-->	$\left[ \begin{array}{l} - \text{ant} \\ + \text{delayed release} \\ + \text{dist} \\ + \text{hi} \end{array} \right]$
--	-----	--

Bas also gives us this example:

trænzit "transit"

[z] → [dʒ]

tərəndʒit

This is an English word for which some English native speakers have the second reading.

(9) [ʃ] → [s]

$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{dist} \end{array} \right]$	-->	$\left[ \begin{array}{l} + \text{ant} \\ - \text{dist} \\ - \text{hi} \end{array} \right]$
--	-----	--

A presents here one of his few examples:

ʃəʊtəz "trees"

[ʃ] → [s]

səʊtəz

Dravidian speakers do this often, having only [s].

(10) [k] → [g]

- son - cont - voiced - ant + hi + dist	-->	[ + voiced ]
--	-----	--------------

An example is presented here by Q:

mʌnki "monkey"

[k] → [g]

mʌngi

(11) [g] → [k]

- son - cont + voiced - ant + hi + dist	-->	[ - voiced ]
--	-----	--------------

This is from H:

gəbl "before"

[g] → [k]

kəbl

(12) [y] → [g]

- son + cont + voiced - ant + hi + dist	-->	[ - cont ]
--	-----	------------

Here is an example by O:

s'lyir "small"

[y] → [g]

səgir

(13a) [x] → [k]

- son + cont - voiced - ant + hi + dist	-->	[ - cont ]
--	-----	------------

B & H share this example:

xəmsə "five"

[x] → [k]

kəmsə

(13b) [x] → [g]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad \begin{bmatrix} - \text{cont} \\ + \text{voiced} \end{bmatrix}$$

One example by W occurs here:

xubz            "bread"

[x] → [g]

gubus

(13c) [x] → [ɣ]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{dist} \end{bmatrix} \quad \text{-->} \quad [ + \text{voiced} ]$$

Q gives us the example here:

xof            "fear"

[x] → [ɣ]

ɣof

(13d) [x] → [h]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ - \text{spread} \\ + \text{dist} \end{bmatrix} \quad \rightarrow \quad \begin{bmatrix} - \text{cons} \\ + \text{spread} \\ - \text{hi} \end{bmatrix}$$

O provides this example:

xəmsə "five"

[x] → [h]

həmsə

(13e) [x] → [β]

$$\begin{bmatrix} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{dist} \end{bmatrix} \quad \rightarrow \quad \begin{bmatrix} + \text{voiced} \\ - \text{dist} \\ - \text{hi} \end{bmatrix}$$

And here is another example by O:

xəmsə "five"

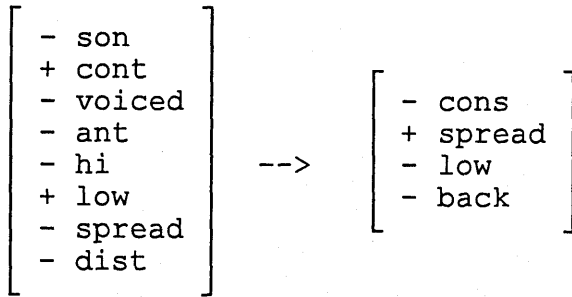
[x] → [β]

βəmsə

In the previous five changes, [x], a non-Dravidian phoneme is changed to a sound that shares some phonetic features with it.



(14a) [ħ] → [h]



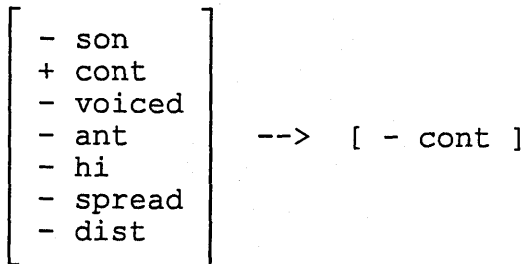
A has this example:

bəħr "sea"

[ħ] → [h]

bəhər

(14b) [ħ] → [ʔ]



The example comes from H:

ilħediθə "Haditha"

[ħ] → [ʔ]

ʔədise

(14c) [h̥] → [x]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ - \text{voiced} \\ - \text{ant} \\ - \text{hi} \\ - \text{spread} \\ - \text{dist} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} + \text{dist} \\ + \text{hi} \end{array} \right]$$

There is one instance by H here:

mə̃h̥bəs      "clasp"

[h̥] → [x]

mə̃xbəs

In the last three examples, the phoneme [h̥], which does not exist in the sound system of the Dravidian languages, is changed to some other sound.

(15) [ʃ] → [ʔ]

$$\left[ \begin{array}{l} - \text{son} \\ + \text{cont} \\ + \text{voiced} \\ - \text{ant} \\ - \text{hi} \\ - \text{spread} \\ - \text{dist} \end{array} \right] \quad \text{-->} \quad \left[ \begin{array}{l} - \text{cont} \\ - \text{voiced} \end{array} \right]$$

B presents this example:

ʃjæɪ      "children"

[ʃ] → [ʔ]

ʔəjæɪ

Dravidian languages do not contain the phoneme [ʃ]. Therefore, it is replaced by the glottal stop [ʔ].

(16) [t̥] → [t]

+ son + cont + voiced + ant - hi + lateral + velarized - back	-->	[ - velarized ]
--	-----	-----------------

Only one occurrence of this item is provided by W:

wəttʰh "I swear by God"

[t̥] → [t]

wəlla

(17a) [d̥ʒ] → [ʒ]

- son - cont + voiced - ant + hi + delayed release - dist	-->	[ - delayed release + cont ]
---	-----	---------------------------------

This is an example by Q:

ʃəɖʒər "trees"

[d̥ʒ] → [ʒ]

ʃəʒər

This kind of change is predictable because [ʒ] is an allophone of the phoneme [d̥ʒ] in some Arabic dialect.

(17b) [dʒ] → [z]

$\left[ \begin{array}{l} - \text{son} \\ - \text{cont} \\ + \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{delayed release} \\ - \text{dist} \end{array} \right]$	-->	$\left[ \begin{array}{l} + \text{ant} \\ - \text{delayed release} \\ + \text{cont} \\ - \text{hi} \end{array} \right]$
--	-----	--

And this example is by Bas:

θəldʒ "ice"

[dʒ] → [z]

təlz

[z] occurs only in loan words in Kannada. Since the above example is an Arabic word, the speaker might have dealt with it as a loanword that contained the [z] phoneme.

(17c) [dʒ] → [ʃ]

$\left[ \begin{array}{l} - \text{son} \\ - \text{cont} \\ + \text{voiced} \\ - \text{ant} \\ + \text{hi} \\ + \text{delayed release} \\ - \text{dist} \end{array} \right]$	-->	$\left[ \begin{array}{l} - \text{delayed release} \\ + \text{dist} \end{array} \right]$
--	-----	---

The final example is also by Bas:

θəllædʒə "refrigerator"

[dʒ] → [ʃ]

təllæʃə

**2.2. Insertion.** In many instances, the informants inserted a vowel between two consonants to break up a consonant

cluster that was hard to produce. The examples are as follows:

(1) Insertion of [ʊ]

The first example we have for this vowel insertion comes from B in:

hrub "running away"

INSERTION RULE

hʊrub

Another example is produced by Bas:

xʊbz "bread"

INSERTION RULE

kʊbus

(2) Insertion of [ə]

There are five examples of this process. The first one comes from A:

bəhr "sea"

INSERTION RULE

bəhər

The second instance is by Bas:

nsit "I forgot"

INSERTION RULE

nəsit

A third example is also presented by Bas:

trænzit "transit"

INSERTION RULE

tərændʒit

The fourth example is again produced by Bas:

wəðʒh "face"

INSERTION RULE

wəzəh

A final example is from W:

ʃuyl "work"

INSERTION RULE

ʃugəl

(3) Insertion of [I]

Bas produces the first example:

algrajæt "Gurayat"<sup>11</sup>

INSERTION RULE

alɣirajæt

Another example is presented by W:

lhæm "welding"

INSERTION RULE

lɪhæm

A final example comes from H:

mɪlh "salt"

INSERTION RULE

mɪlɪh

**2.3. Deletion.** There were some examples of deletion produced by the informants as follows:

(1) Deletion of the definite article [al] or [ɪl] or [l]:

---

<sup>11</sup> A City in Northwestern Saudi Arabia in which the subjects work and live.

We have two instances here. The first one is by Bas:

ɪlhədiθə "Haditha"

DELETION RULE

hədɪθə

The second example is by O:

ɪlɪʃə "night"

DELETION RULE

ɪsə

(2) Deletion of [ʌ]

Here we have one example by W:

ʃərəbi "Arabic"

DELETION RULE

ərbi

(3) Deletion of word-final sounds

The first example is from Bas:

mʊxæləfə "violation"

DELETION RULE

mʊxælə

And the last example is by W:

məʃlʊm "known"

DELETION RULE

məʃlʊ

#### *2.4. Classification of phonological changes*

Having seen this number of individual errors in the informants' speech, we can now try to classify these errors

according to three criteria: native language of the informant, length of stay in the SL environment, and religion (Muslim vs. Non-Muslim).

#### ***2.4.1. Classification according to native language***

Kannada speakers: Bas and B

Total of errors in vowel production: 11

Total of errors in consonant production: 18

Tamil speakers: O and H

Total of errors in vowel production: 14

Total of errors in consonant production: 27

Malayalam speakers: A, Q, and W

Total of errors in vowel production: 11

Total of errors in consonant production: 16

*Conclusion:* Malayalam speakers produced the least number of phonological errors, followed by Kannada speakers. Tamil speakers, on the other hand made the most errors.

#### ***2.4.2. Classification according to length of stay***

Informants who spent between three and six years in the SL environment: O, Bas, and W

Total of errors in vowel production: 15

Total of errors in consonant production: 32

Informants who spent between thirteen and fourteen years in



the SL environment: H, A, Q, and B

Total of errors in vowel production: 14

Total of errors in consonant production: 20

*Conclusion:* The informants who spent more time in the second language environment made less errors.

### **2.4.3. Classification according to religion**

Muslims: H, O, A, and Q

Total of errors in vowel production: 17

Total of errors in consonant production: 29

Non-Muslims: Bas, B, and W

Total of errors in vowel production: 15

Total of errors in consonant production: 22

*Conclusion:* The non-Muslim informants made less phonological errors than the Muslim informants. Since Muslim speakers are presumed to be more familiar with Arabic using it to fulfill their religious duties, this result entails that religion is not a crucial factor in acquiring a second language.

**2.5. Generalizations** Based on our previous observations, several generalizations can be made regarding the causes of the phonological changes made by the informants.

1. The voiceless dental fricative [θ] is one of the difficult sounds to produce for the informants; it is

often substituted by other neighboring sounds such as [t, s, d, t', ʃ].

2. Likewise, the voiced dental fricative [ð] is usually replaced by [d].
3. Pharyngealization is often lost; e.g., [t']→[t].
4. The voiced alveolar fricative [z] is not an original phoneme in Hindi and some Dravidian languages. Therefore, it is sometimes replaced by [s, ʒ, ʒ].
5. The voiceless uvular fricative [x] is often replaced by other phonemes that are usually adjacent to its place of articulation such as [k, ɣ, h, ʁ, ɡ].
6. The voiceless pharyngeal fricative [ħ] is often replaced by [h, ʔ, x].
7. The voiced pharyngeal fricative [ʕ] is often replaced by a glottal stop [ʔ].
8. A vowel is often inserted between two consonants to break up a consonant cluster such as [hr], [bz], [ħr], [ns], [tr], [ʒh], [ɣ], [gr], and [lh].
9. The definite article in all its variations ([al], [ɪ], and [l]) is often deleted due to its absence in the informants' native languages.
10. Word-final sounds are sometimes deleted especially if the word is too long.
11. The syllable structure is sometimes affected by insertion and deletion processes.
12. No significant variations have been noted in stress patterns produced by the informants. Therefore, it is assumed that stress operates as in Saudi Arabic.

# CHAPTER THREE

## SYNTACTIC AND MORPHOLOGICAL ANALYSIS

### 3.1. *Introduction*

If a speaker wishes to express an amount of complex information, he is faced with the "linearization problem", that of arranging the information in temporal order. Within the utterance, options have to be taken as to which item to place in utterance-initial position, utterance-second position, utterance-final position, etc. Utterances also have to be placed in temporal order with respect to each other. There is a distinction between the processes involved in the genesis of the ideas underlying speech (conceptualizing) and the processes involved in the choice of linguistic forms for their expression (formulating). The development of communicative intentions, selection of information from the speaker's knowledge, and linearization of this information, belong to the former.

In a given language, the linguistic devices available to indicate the thematic structure of an utterance, and the relative freedom of use of these devices, are by definition specific to that language. These phenomena constitute a large part of the analytic problem the learner is faced with in acquiring a specific language, and have to be inferred from the input.

There are three devices for signaling the thematic structure of utterances: word order, anaphoric linkage, and stress/intonation.

**Word order:** Not all rules are created equal. Even if two languages share similar topicalization rules or have comparable pronoun systems, this does not mean that their speakers attach the same weight to these phenomena in production and comprehension. Semantic factors can lead speakers of each language to use a rule.

**Anaphoric linkage:** Once a referent has been introduced into a discourse by a speaker,<sup>12</sup> it may be taken up again in subsequent utterances by a more economical marker, for example a noun preceded by a definite article, a pronoun, or no form at all.

**Stress/intonation:** This device can, in some languages, serve to indicate which elements in an utterance are more prominent, or noteworthy.<sup>13</sup>

If we consider the learner's early utterances, we notice that they are, in some intuitive sense, syntactically elementary, for example, a two-word utterance will be produced using either general principles such as going from given to new information, or grammatical devices

---

<sup>12</sup> A typical example is an indefinite NP.

<sup>13</sup> Typically, those elements represent new information.

used for structuring information in SL utterances.<sup>14</sup> Whatever the semantic field, the learner's limited vocabulary will often not allow him to get his message across by precise lexical means. Consequently, he has to resort to what is termed "lexical gap fillers".

The size of the vocabulary and the degree of differentiation is clearly related to the area in which language contact takes place, and its relevance to the speaker. The content of language contact situations and their relevance to the learner shape the content of the lexicon. The areas "work", "home", and "social relations" seem to be the most prominent fields where everyday language contact takes place in a continuous manner.

### 3.2. Syntactic analysis

In this chapter, I will examine three syntactic problems which occur in structures produced by the subjects very frequently comparing them to the corresponding native speaker's structures.

The first structure involves the insertion of a copula between the external argument of the VP and the VP itself. This copula, the word *fi*,<sup>15</sup> is inserted unnecessarily even in very simple sentences. The use of *fi* as a copula is so developed that one must be tempted to consider two

---

<sup>14</sup> These two possibilities are not mutually exclusive.

<sup>15</sup> The word *fi* literally means *existential there is/are*.

implications that are evident from the examples given below:

- Linguistic tension exists between the target language, Saudi Arabic which has no existential/attributive copula in the present tense, and the assumed substrate languages (Urdu, etc.) which do.
- Given that the copula is frequently used with verbal forms, are those forms really perceived as actually having true verbal force? (Smart 1990: 101).

The second structure involves the process of fronting the internal argument of the VP to the [Spec, IP] position. This is very common among most of the subjects and other speakers of this variety of Arabic.

The third syntactic problem involves agreement. It is usually difficult for the speakers to produce the right set of agreement features that connects the verb to the subject.

### ***3.2.1. The copula insertion structure***

This type of insertion is present in a variety of structures. We examine a few of them here. The first structure is the negated sentence. Consider (1a) produced by B:

(1a) ana ma fi t'Affi

I not there is turn off-*imperative*

"I did not turn off..."

The TL version of (1a) is (1b):

(1b) ana ma t'Affet

The copula *fi* shows up in (1a) although it does not exist at all in (1b). Another thing that is noteworthy is the empty position of the internal argument of the VP. Despite the fact that the verb "turn off" takes two arguments, only the external argument, i.e. the subject of the sentence "I", is there. The direct object of the verb is missing. My interpretation is that the person supplying this example implied turning off the recorder because that is what the context was about.

Our next example (2a) shows a simple sentence composed of a subject, a verb, and an adverbial adjunct. This example is taken from the input by the speaker Bas:

(2a) ana fi fʊgl hnæk

I there is work there

"I work there"

The TL version of (2a) is (2b):

(2b) ana aftəyil hnæk

The insertion of the copula in (2a) provokes the introduction of a NP instead of a VP.

The third type of sentences which the insertion of the copula affects is the sentences that contain genitive phrases. The following example (3a), which is produced by H illustrates this point:

(3a) bələd ana fi            mədros  
town I    there is Madras  
"My (home) town is Madras"

The TL version of (3a) is (3b):

(3b) bələdi mədros

First of all, the genitive phrase *my town* in (3a) is expressed as *town I*. As a result, the genitive phrase is divided structurally into two separated DP's instead of being one DP.

Secondly, although Arabic allows verbless (equational) sentences, the input of the speakers contained such sentences as (3a) with a copula. However, the I' node is kept even in verbless sentences because it contains inflectional information such as tense, person, gender, and number.

Our next speaker, W, also produces sentences of this type. (4a) illustrates:

(4a) ana fi            məkænik  
I    there is mechanic  
"I am a mechanic"

The TL version of (4a) is (4b):



(4b) ana mīkəniki

The lack of the copula in Arabic may account for the use of *fi* in the place of the copula in the English equivalent.<sup>16</sup> As in previous examples, the copula intervenes between the external argument of the sentence and its predicate (complement).

(5a) is another example from W about *fi* in simple subject-verb sentences:

(5a) ana fi            nəsit  
I    there is forgot-I  
"I forgot"

The native speaker's version of (5a) is (5b):

(5b) nsit

The overuse of the *fi*-insertion structure extends to the simplest, most basic types of sentences. In this example, *fi* is inserted between the emphatic first external argument of the VP and the VP itself. As is clear from (5b), the copula is excessive and does not exist in the TL structure.

Our last example, (6a), comes from the speaker Q:

(6a) ana fi            xof  
I    there is fear  
"I am afraid"

---

<sup>16</sup> Compare (4a) and (4b).

The TL version of (6a) is (6b):

(6b) ana xæjɾf

As we saw in (2a), the insertion of the copula immediately after the external argument of the sentence (the subject) causes the emergence of the wrong complement. The TL version, (6b), contains that appropriate DP complement.

To sum up, in all the above cases the copula is inserted between the external argument and the VP. In some cases, as in (2) and (6), this process has the extra effect of switching the complement of the IP from a VP to a DP.

**Conclusion:** Since the informants' native languages (Tamil, Kannada, and Malayalam) generally require a copula between the subject and object, we can justify the overuse of *fi* as a copula in the speakers' pidgin. Furthermore, Hindi/Urdu, the lingua franca for our informants, also requires a copula. The speakers use *fi* in this position because they feel that there is a gap between the subject and object which needs to be filled.

### 3.2.2. *Fronting the VP-internal argument (Preposing)*

A lot of the speakers produce sentences in which the VP-internal argument is topicalized or moved up to the beginning of the sentence. Examples of this phenomenon are taken from several speakers as will be seen below.

Our first example (7a) comes from O:

(7a) sēmək ana fi jımsık  
fish I there is catch-3rd person masculine singular  
"I catch fish"

The TL versions of (7a) is (7b):

(7b) ana amsık sēmək

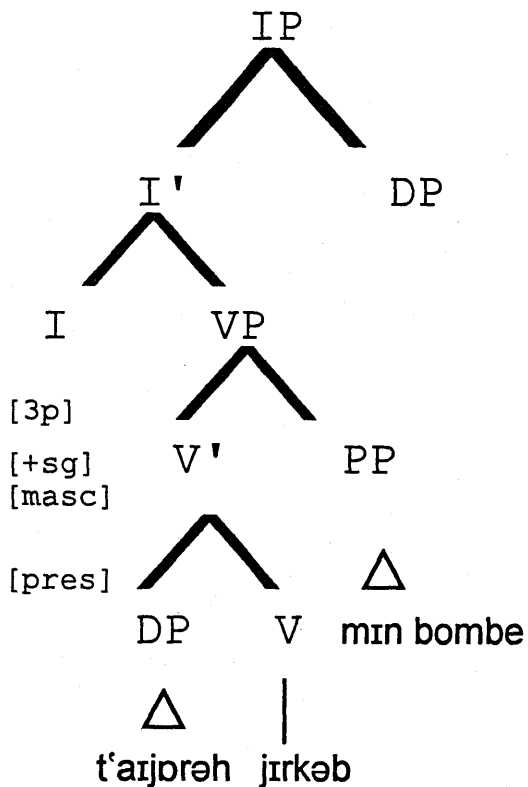
As is clear from this example, the VP-internal argument (the direct object) is fronted and placed prior to the external argument (the subject). In addition, notice that the copula that we talked about earlier shows up here again in the same position it usually occupies, i.e. between the external argument and the VP.

(8a) is our next example from H:

(8a) f'ajpərəh jırkəb mın bombe  
plane ride-3rd person masculine singular from Bombay  
"I took the plane from Bombay"

The tree diagram for (8a) is (8b):

(8b)

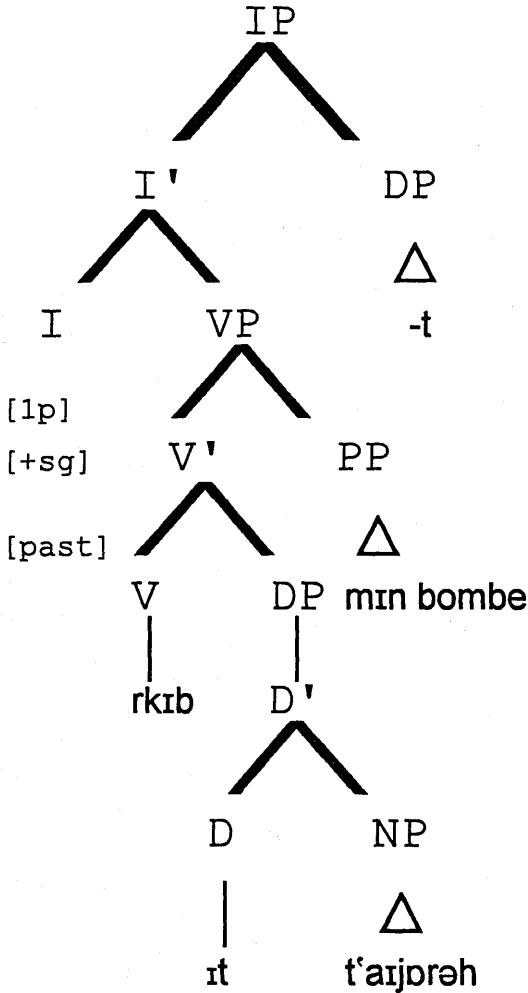


The equivalent TL version of (8a) is (8c):

(8c) rkɪbt itt'arjorəh min bombe

And the D-structure for this TL version is (8d):

(8d)



As in the previous example, the VP-internal argument is moved ahead of the external argument. The potential reason behind this NP-movement is the freedom Arabic allows in word order. However, this flexibility seems to be used in an exaggerated manner by some learners of Arabic. Another cause comes from first language interference since the native languages of the informants are verb-final.

More examples of this type of movement are illustrated in (9a) and (10a) below. (9a) comes from W and (10a) from Q.

(9a) zet awwəl fi            ʃuf

oil first there is see-*imperative, masculine singular*  
"I see (check) the oil first"

The TL versions of (9a) is (9b):

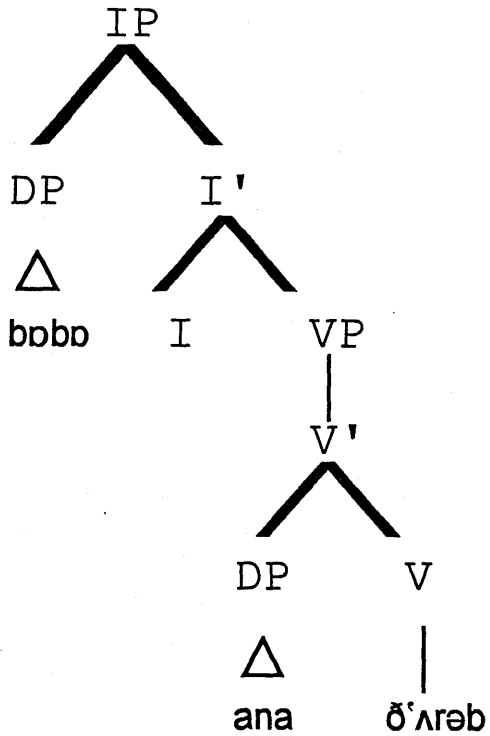
(9b) awwəl aʃuf izzet

Now consider (10):

(10a) bobbo ana ɔʔarəb

dad I hit-3rd person masculine singular  
"Dad hit me"

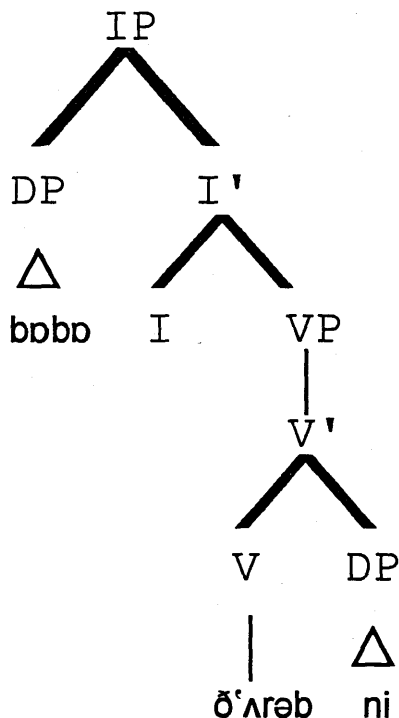
(10b)



Now look at the equivalent native sentences:

(10c) bobo ð'arəbni

(10d)



In this last example, the VP-internal argument should be, as in (10c), a cliticized form attached to the verb itself. What the speaker did instead was use the non-clitic pronominal form of the direct object and isolate it from and put it ahead of the verb.

**Conclusion:** The canonical word order of the informants' native languages (Tamil, Kannada, and Malayalam) is generally SOV. All these languages require verb-final sentences. This fact explains the informants' tendency to front the object before the verb in their version of Arabic. In addition, the flexibility of word order in Arabic could cause difficulties for some learners.



### 3.2.3. Agreement problems

Some of the examples we are considering here contain agreement problems. These problems usually involve a mismatch between the subject and the verb. Only rarely do the speakers manage to use the appropriate complex agreement features of Arabic.

Arabic has one of the most sophisticated agreement systems among the world's languages. The verb in Arabic should agree with the subject in number, gender, and person. In addition, the verb form bears the tense, and a cliticized subject may be attached to it. The problems facing our speakers vary from having the suitable set of agreement features for the verb to getting the correct tense, etc. Our first example, (11a), comes from Bas:

(11a) ana jɔdʒi

I come-3rd person masculine singular

"I came"

The sentence (11a) violates person agreement. The verb is inflected for third person despite the subject's being first person. In addition, the speaker uses present tense although the context requires past tense. To fully recognize these remarks, take a look at the same sentence produced by a native speaker of SA using the appropriate tense and agreement features. Here is (11b):

(11b) ana dʒit

The reason for having two DP's as external arguments is that the first one, [ana], is emphatic; the actual subject of the sentence is the clitic [-t] that is attached at the end of the verb.

Our next example is from B. It was presented earlier as (1). It is repeated here as (12) for convenience.

- (12) ana ma fi            t'Affi  
I not there is turn off-*imperative*  
"I did not turn off..."

The agreement features which are supplied incorrectly here are tense and person. Also, the clitic subject is not attached to the verb.

The next example is also repeated. It was presented initially as (7). It is reproduced here as (13).

- (13) səmək ana fi            jımsık  
fish I there is catch-*3rd person masculine singular*  
"I catch fish"

It is clear that the verb does not agree with the subject in person. The verb is inflected for third person whereas the subject is first person.

The next example is taken from the data solicited from Bas. He produced the following sentence (14a):

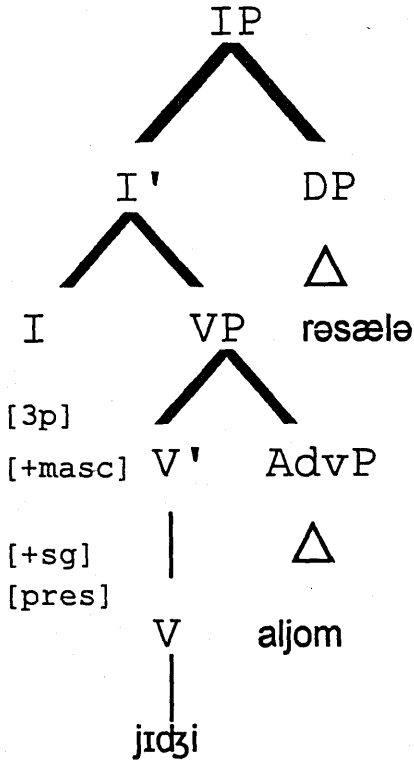
(14a) jɪɔʒi

aljom rəsælə

come-3rd person masculine singular today letter  
"A letter came today"

The tree structure of (14a) is (14b):

(14b)

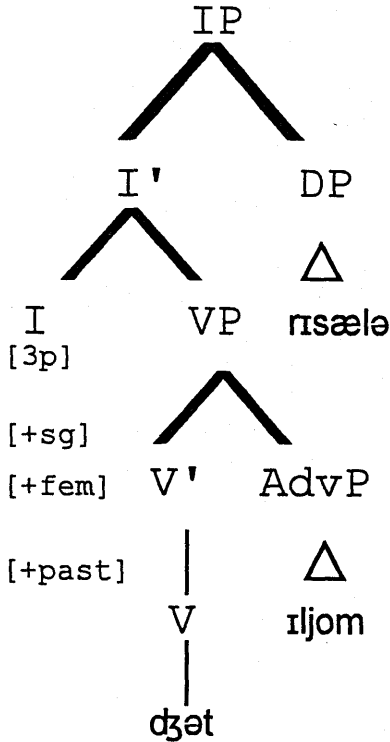


Again, if we look carefully at the agreement features in (14b), we can see that there is a gender agreement problem. The verb is inflected for third person masculine whereas the subject is third person feminine. Furthermore, the tense used by the speaker is present rather than past as the context requires. Now consider the equivalent sentence produced by a native speaker of SA:

(14c) dʒət iljom rɪsælə

And notice also the tree structure of (14c):

(14d)



Our last example about agreement problems comes from H. It was introduced initially as (8a) and is repeated here as (15).

(15) tʻaɪjɔrəh jɪrkəb

mɪn bombe

plane ride-3rd person masculine singular from Bombay

"I took the plane from Bombay"

As before, the tense used is present but the one that fits the context is past. Moreover, the verb is inflected for third person instead of first person.

**Conclusion:** It is difficult for the informants to learn the sophisticated inflection system of Arabic which is a morphologically rich language. One of the strategies used by the informants is the simplification of the agreement requirements between the subject and verb. Arabic requires agreement in person, number, and gender. However, the informants use only one verb form: the third person masculine singular in the present tense with almost any kind of subject because it is the least marked form.

#### 3.2.4. Generalizations

Having seen the discussion above, the following observations can be made:

1. The insertion of the copula, *fi*, in the subjects' pidgin is found throughout their inventory of syntactic structures. The structures of which we have examples include:
  - a. sentences with negation structures,
  - b. sentences with a subject, verb, and adverbial adjunct,
  - c. sentences with genitive phrases,
  - d. equational sentences, and
  - e. sentences with simple structures (subject and verb).

2. The placement of the object ahead of the verb is due to interference from the informants' first languages (Tamil, Kannada, and Malayalam) whose canonical word order is generally SOV. Furthermore, the diversified word orders in Arabic could cause confusion for learners.
3. Arabic has a rich morphological system which requires agreement between the subject and the verb in person, number, and gender. In order to simplify things, the informants use one verb form with a fixed set of agreement features, namely, the third person masculine singular form.

### **3.3. Morphological analysis**

In this section I present an extensive morphological account of the Saudi Arabic Pidgin of the informants. The description will include bound forms as well as free forms, verb types, inflectional affixes, etc. Before we start this morphological survey, I would like to point out that the method of analysis I am using is, to a great extent, based on the model of organization presented in Smart (1990).

#### **3.3.1. Bound forms: Noun affixes**

**3.3.1.1. Definite article.** The definite article is generally found only in formulaic utterances such as [alḥəmdulilʕəh] "thank God" and in adverbial expressions that

incorporate it such as [alhin] "now." Otherwise, the definite article is deleted in most cases. This can be due to the lack of the definite article in the informants' native tongues.

**3.3.1.2. Feminine ending.** This suffix takes several forms in Arabic which are [-ə, -əh, -A]. Nevertheless, it is preserved in all its forms in the subjects' speech, e.g. [mərrA] "one time."

**3.3.1.3. Feminine pluralizing suffix [-æt].** A number of examples in the data, e.g. [issæʃæt] "the gauges", prove that this suffix is correctly used by the speakers.

**3.3.1.4. Masculine pluralizing suffix [-in].** No examples of this ending are available in the data. However, I would assume one of two possibilities. The first and more predictable one is the correct usage by the subjects, based on their performance in the previous item; the second one is using a numeral plus the singular form of the noun.

**3.3.1.5. Dual suffix [-en].** The informants supplied the correct form productively in all the occurrences of this ending. For example, they produced [jomen] "two days" and [ʃəhren] "two months" instead of the numeral plus the singular form of the noun.

**3.3.1.6. Broken plural.** This method of noun pluralization, achieved by modification of the internal structure of the

word with prefixes and suffixes in some cases, can be applied by convention to Arabic nouns of any signification (Smart 1990: 93). All forms in the data are correctly provided by the speakers. Examples are: [awlæd] "children" and [mawæsir] "pipes."

### **3.3.2. Other bound forms**

**3.3.2.1. Suffix pronouns.** These Arabic pronouns can be attached to nouns (indicating possession), verbs (functioning as subjects or objects), prepositions (as objects), and other particles. All the suffix pronouns supplied by the informants are correct. Examples include [kullu] "all of it," [məʃək] "with you," and [wəs'əlna] "we arrived."

**3.3.2.2. Verb affixes.** These are the forms added on the verb to indicate the subject. No examples are available from the data in this category. However, we have seen before that the third person singular masculine form in the present tense is dominantly used with any kind of subject in the informants' pidgin. In addition, there are two occurrences of the first person plural form in the present tense in the data. They are [nbis] "we sell" and [ndʒibʊ] "we bring it."

### **3.3.3. Free forms**

**3.3.3.1. Simple nouns.** The nouns produced by our informants take the form they have in the target language.



3.3.3.2. **Compound nouns.** This term refers to NP's that consist of more than one noun as in the English NP "car repair." Compound nouns are common in Arabic; nouns that comprise a compound noun are put together by means of a process called "Idhafa إضافة." Many examples are found in the data that represent *idhafa* structures, e.g. [mojə surb] "drinking water" and [jom ilsəbt] "Saturday." On the other hand, some examples show English influence on switching the order of the two nouns in the *idhafa* structure. An example of that is [adisə dʒumrək] "Haditha Customs." The correct structure in Arabic for that is [dʒumrək ilhədiθə] جمرک الحديثة.

3.3.3.3. **Adjectives.** Adjectives in all forms of vernacular Arabic agree with their nouns in definiteness as well as in number and gender.<sup>17</sup> When used descriptively, they follow the noun (Smart 1990: 95). In the data the definite article is not used on the noun nor on the adjective that modifies it. Moreover, adjectives retain the masculine singular form in most cases, e.g. [bələd tæni] "another town" and [f'arjorəh səgir] "small plane."<sup>18</sup> One example exists in the data where an adjective is replaced by a noun incorrectly. And another example shows an adjective preceding its noun. Only one form of comparative adjectives occurs in the data, namely [aktər] "more." This is no proof, however, that this formation is productive.

---

<sup>17</sup> Agreement in definition is indicated by the prefixing of the definite article.

<sup>18</sup> The nouns *town* and *plane* are feminine in Arabic.

3.3.3.4. Independent personal pronouns. Of the ten such pronouns in Saudi Arabic, only two occur in the data: [ana] أنا "I" and [hūwwə] هو "he." The use of these pronouns is restricted to stating the subject of verbless equational sentences as in [ana ʕəbdulqədir] "I am Abdulqader," and optionally stating the subject of verbs, usually when some degree of emphasis is needed as in [hūwwə məjdʒi] "he does not come." A common incorrect use of the independent personal pronouns is using them as possessive pronouns as in [bələd ana] "my town."

3.3.3.5. Demonstratives. In the Saudi Pidgin demonstratives are overused due to the influence of the speakers' first languages which use demonstratives to convey the force of a definite article. Overuse of demonstratives is also a well-known feature in pidgin development. The informants' input in the data shows a tendency to use the singular masculine form [hæðə] هذا "this" as the usual form for all genders and numbers, with some occurrences of the singular feminine form, [hæði] هذي "this" in some cases as well.

3.3.3.6. Numerals. The number "one" is expressed by the Arabic word [wæħɪd] واحد, which is used as a general numeral for both genders. Positionally, it is more frequently preposed than postposed, e.g. [wæħɪd sənə] "one year." For other numerals, the subjects used the number with the singular form of the noun for all numbers, although in Arabic the plural noun is used with numbers from three to ten. For example, the data included such examples as [tenen

wələd] "two boy" and [tələtə səfə] "three hour."

**3.3.3.7. Ordinals.** Only two forms of ordinals are used: [awwəl] "first" which is also used as an adverbial, and [təni] "second."

**3.3.3.8. Interrogatives.** Several interrogatives are used correctly, e.g. [eʃ] "what," [wən] "where," [kəm] "how much/how many," [kef] "how," and [ləʃ] "why."

**3.3.3.9. Negators.** [ma] "not" is the typical negation marker in the informants' speech. It mainly negates verbs as in [həwwə ma jɪdʒi] "he does not come." It is also used prior to the copula to negate the whole sentence. The negator for nouns and adjectives is [mɪʃ] and its variations [mʊʃ], and [mo].

**3.3.3.10. Prepositions.** Prepositions are rarely used in this pidgin and are usually deleted. Few examples in the data include [ʃɪnd] "at," [mɪn] "from," and [məʃ] "with."

**3.3.3.11. Adverbials.** Many examples of adverbials occur in the data; they range from adverbs of time to adverbs of sentences. The most frequent adverbials are: [ɪsɪsə] "not yet," [ala ʔul] "straight ahead," [awwəl] "first," [as'lən] "originally," [bəʃd] "after," [kəbl] "before," [kətɪr] "a lot," [ʃwajə] "a little," [təht] "down," [fɔg] "up," [bərrəh] "outside," and [dʒəwwə] "inside."

**3.3.3.12. Conjunctions.** Only two conjunctions are available from the data. The first one is [wə] "and" which is sometimes deleted where it should be used, especially when conjoining sentences. The other one is [ləkin] "but" which is used to connect sentences and is borrowed from Arabic into some Dravidian languages.

### **3.3.4. Verbs**

As Smart (1990: 98) notes, it is tempting to derive pidgin verbs from target language imperatives. The data contain some examples about this feature. For example, the imperative verb [ruħ] "go" is used invariably in all kinds of contexts with different aspects. Moreover, the third person singular masculine imperfect form, e.g. [jimʃi] "he walks", is another invariable form used with most subjects and aspects.

**3.3.4.1. The copula [fi].** The word [fi] is clearly derived from the Saudi Arabic existential exponent meaning "there is/are" in which sense it is also used in the subjects' speech. However, there are additional uses for [fi] in this pidgin; it is used as a copula in a number of structures as we saw earlier in this chapter.

**3.3.4.2. Tense and aspect markers.** Words such as [xəloʃ] "finished" and [bəʃden] "later" are frequently used to indicate tense and/or aspect especially because the verbs produced by the speakers usually lack the appropriate

aspect and tense inflectional affixes.

**3.3.4.3. Passives.** Passives are often composed of the word [fi] plus a noun or an adjective such as [fi mæʃlum] "it is known."

# CHAPTER FOUR

## CONCLUSION

### *4.1. Introduction*

This has been a cross-sectional study. Its characteristics are (1) having a number of speakers, (2) the data are collected in one session, (3) descriptive detail, and (4) analysis of data.

In this chapter, I conclude this study by providing my insights about the processes found in the data as well as other remarks about the subjects' performance in general. Let us start with phonology.

### *4.2. Phonology*

As is surely the case with all pidgins used in contact with native speakers of the target language, there are really two phonological systems in play: that of the native speaker, who may possibly modify his normal pronunciation in order to ease intelligibility; and that of the pidgin speaker, whose success in accurately imitating the sounds of the target language may only be partial. This is perhaps particularly marked in Arabic-based pidgins and creoles as quite a few of the Arabic phonemes are notoriously difficult to produce and consequently much reduction takes place (Smart 1990: 86).

The most common phonological processes that were found

in the subjects' performance are mentioned in this section. It is worth mentioning that there are no certain environments in which these processes take place.

#### **4.2.1. Voicing vs. Devoicing**

In many instances, a voiceless sound gets voiced. This is clear where [s] is changed to [z], for instance. Other examples are: [k] → [g], [x] → [ɣ], etc.

On the other hand, a voiced sound may get devoiced. Examples are: [z] → [s], [g] → [k], etc.

#### **4.2.2. Continuancy vs. Non-continuancy**

In most cases, continuants are changed to non-continuants. These are some examples: [θ] → [t], [ð] → [d], [ɣ] → [g], [x] → [k], etc.

In fewer cases, non-continuants are observed to have been changed to continuants. Examples are: [dʒ] → [ʒ] and [dʒ] → [z].

#### **4.2.3. Distribution vs. Non-distribution**

Many items in the data included the change from a distributed sound to a non-distributed one. Here is an example: [θ] → [s].

The reverse of the above case, i.e. distribution, has considerably fewer examples such as [s] → [ʃ], [z] → [ʒ], and [h] → [x].

#### **4.2.4. Non-pharyngealization**

Arabic contains a lot of pharyngealized phonemes which characterize it. One pharyngealized phoneme, [dʕ] ض, is among the unique sounds in the world languages. Pharyngealized sounds are often changed to non-pharyngealized ones by our speakers. Examples include: [tʕ] → [t] and [sʕ] → [s].

#### **4.2.5. Raising vs. Lowering**

Raising in consonants is not as significant as in vowels. Nevertheless, some instances of consonant raising are reported here:

[θ] → [ʃ], [s] → [ʃ], [z] → [ʒ], and [h] → [x].

Examples of the less frequent consonant lowering are:

[ʃ] → [s], [x] → [β], and [dʒ] → [z].

#### **4.2.6. Delayed Release vs. Non-delayed Release**

There is only one affricate in Arabic, that is [dʒ]. It alternates with the phoneme [ʒ] in free variation in a lot of Arabic dialects. However, in SA, [dʒ] is the unmarked phone, while [ʒ] is the marked one. Our speakers deal with



this lone affricate in different ways. Sometimes, they produce it correctly. In other cases, they change it into a non-affricate. In other words, its release is not delayed. Three affricate changes have been found in our data as follows: [dʒ] → [ʒ], [dʒ] → [ʝ], and [dʒ] → [z].

#### **4.2.7. Vowel Insertion**

A vowel is often inserted between two consonants to break up a consonant cluster such as [hr], [bz], [ʰr], [ns], [tr], [dʒh], [ʝ], [gr], and [lh].

#### **4.2.8. Deletion**

The definite article in all its variations ([al], [ɪl], and [l]) is often deleted due to its absence in the informants' native languages. In addition, word-final sounds are sometimes deleted especially if the word is too long.

#### **4.2.9. Stress**

No significant variations have been noted in stress patterns produced by the informants. Therefore, it is assumed that stress operates as in Saudi Arabic.

#### **4.2.10. Notes**

1. From our findings about the consonantal substitutions

in the speakers' data, we can conclude that there are marked processes and unmarked ones. The markedness judgment I am using is drawn from the frequency of the process among the individuals who produced the data. The unmarked processes are devoicing, non-continuancy, non-distribution, non-pharyngealization, raising, and non-delayed release.

2. The sounds [p] and [v] are not Arabic phonemes, but they are used by the speakers in the pronunciation of English words.

#### 4.3. Syntax

Interference is strong on the syntactic level, as it is on the phonological level. All the subjects in this study learned SA in real-life situations. They have not had any formal training or attended any language class. Their model of SA grammar is based on their native language and on generalizations made here and there to account for some constructions that do not occur in their native tongue.

The canonical word order of Saudi Arabic is generally considered to be SVO, with apparent vestiges of a VSO pattern showing up in subordination (Rutherford 1989: 169). These two canonical word orders in Arabic, SVO and VSO, are often violated in the speech of the subjects. Other word orders, e.g. OVS and OSV, are also reported in their sentences. Moreover, there is a lot of paraphrasing and circumlocution, and continuous attempts to restrict surface

structures to the smallest number possible (Daher 1988: 33).

Arabic is considered to be a VSO language. Although it exhibits a rather free word order, the basic (unmarked) word order is believed to be VSO. The unmarkedness or neutrality of the VSO word order is also supported by the fact that this order is the only one that appears in discourse-initial sentences. The unmarkedness of the VSO order is further evidenced in its being the one with the greater syntactic distribution (Bakir 1980: 6-8).

#### ***4.3.1. Summary of Syntactic Processes***

To sum up what we have noticed so far regarding syntactic structures found in the subjects' data, we will recap the three structures mentioned and state their motivations and effects.

##### ***(i) Copula insertion***

**Motivation:** Imaginary gap between the external argument and the VP to be filled by a copula due to L1 interference.

**Effects:** Producing the wrong DP instead of the correct DP or VP as complement to IP.

##### ***(ii) VP-internal argument movement***

**Motivation:** Misuse of the flexibility Arabic allows in word order and L1 interference.

**Effects:** Inappropriate, non-canonical word order.

### (iii) Agreement problems

**Motivation:** Confusion about agreement rules between the verb and its subject.

**Effects:** Inappropriate agreement features.

### 4.4. Notes on vocabulary

1. In addition to Arabic words, the informants used some expressions from English: *acid, baby, boat, brake buffalo, butter, cancel, cassette, clutch, dynamo, feet, filter, gear, handle, license, membrane, monkey net, north, plate, power, put, radio, same, stool, supermarket, temperature, to, and valve.*
2. The subjects who had spent less time in the second language environment used English words more frequently.
3. The data included some formulaic utterances such as the typical Islamic greeting [assələmu ʔələkum] السلام عليكم "Peace be upon you" as well as the expressions [ɪnfəʔəttæh] إن شاء الله "God willing" and [alhəmdulillæh] الحمد لله "thank God."
4. The data included some examples of reduplication as a means for emphasis, e.g. [sem sem] "identical," [sawa sawa] "together" and [la la] "no no."
5. Informants did not use vocabulary items from their

first languages because of the fact that these languages are unknown to the TL speakers.

## BIBLIOGRAPHY

- Asfoor, Majid A. 1982. *Difficulties English Speakers Encounter in Arabic Phonology*. University of San Francisco Dissertation.
- Bakir, Murtadha Jawad. 1980. *Aspects of Clause Structure in Arabic: A Study in Word Order Variation in Literary Arabic*. University of Michigan Dissertation.
- Bickerton, Derek. 1982. *Learning without Experience the Creole Way*. (in Obler, Loraine K. and Lise Menn ed. *Exceptional Language and Linguistics*). New York: Academic.
- Bresnan, John. 1982. ed. *The Mental Representation of Grammatical Relations*. Cambridge: The MIT Press.
- Bright, William. 1958. *An Outline of Colloquial Kannada*. Mysore City: The Wesley Press.
- Broeder, Peter. 1991. *Talking About People: A Multiple Case Study on Adult Language Acquisition*. Amsterdam: Swets & Zeitlinger B.V.
- Daher, Nazih Y. 1992. *A Lebanese Dialect in Cleveland: Language Attrition in Progress*. (in Rouchdy, Aleya ed. *The Arabic Language in America*. Detroit: Wayne State University Press.
- Eckman, Fred R.; Diane Highland; Peter W. Lee; Jean Mileham; and Rita Rutkowski Weber. 1995. ed. *Second Language Acquisition: Theory and Pedagogy*. Mahwah: Lawrence Erlbaum Associates, Publishers.
- Fehri, Abdelkader Fassi. 1993. *Sous-specification, accord et pronoms en arabe*. *Revue Québécoise de Linguistique*, 1992, 22:1, 117-44..
- Ferguson, Charles. 1956. *The Emphatic l in Arabic*. *Language* 32: 16-24.
- Gass, Susan M. and Larry Selinker. 1994. *Second Language Acquisition: An Introductory Course*. Hillsdale: Lawrence Erlbaum Associates, Publishers.
- Gass, Susan; Carolyn Madden; Dennis Preston; and Larry Selinker. 1989. ed. *Variation in Second Language Acquisition: Discourse and Pragmatics*. Clevedon: Multilingual Matters LTD.

Gregg, Kevin R. 1989. *Second Language Acquisition Theory: The Case for a Generative Perspective*. (in Gass, Susan M. and Jacquelyn Schachter. ed. *Linguistic Perspectives on Second Language Acquisition*.) New York: Cambridge University Press.

Hymes, Dell. 1971. ed. *Pidginization and Creolization of Languages*. London: Cambridge University Press.

Jothimuthu, P. 1963. *A Guide to Tamil by the Direct Method*. Madras: The Christian Literature Society.

Kachru, Yamuna. 1981. ed. *Studies in the Linguistic Sciences*, Volume 11, Number 2. Urbana: Department of Linguistics, University of Illinois.

Kara, Rawhia. 1976. *The Problems Encountered by English Speakers in Learning Arabic*. University of California at Berkeley Dissertation.

Koerner, E. F. K. and R. E. Asher. 1995. ed. *Concise History of the Language Sciences From the Sumerians to the Cognitivists*. Cambridge: Pergamon.

Levelt, Willem J. M. 1982. *Linearization in Describing Spatial Networks* (in Peters, Stanley and Esa Saarinen ed. *Processes, Beliefs, and Questions: Essays on Formal Semantics of Natural Language and Natural Language Processing*. Dordrecht: Reidel.

McGregor, R. S. 1972. *Outline of Hindi Grammar*. London: Oxford University Press.

Mohammad, Mahmoud Dawood. 1983. *The Semantics of Tense and Aspect in English and Modern Standard Arabic*. University of Michigan Dissertation.

Mohanan, K. P. 1982. *Lexical Phonology*. Bloomington: The Indiana University Linguistics Club.

Pei, Mario A. 1946. *The world's Chief Languages*. New York: S. F. Vanni.

Perdue, Clive; Wolfgang Klein; Angelika Becker; Rainer Dietrich; Gus Extra; Christine de Heredia; Michele Mittner; Sven Stromqvist; Margaret Simonot; and Jens Allwood. 1984. ed. *Second Language Acquisition by Adult Immigrants: A Field Manual; European Science Foundation Project*. Rowley: Newbury House.

Philipose, Skaria C. 1984. *A Contrastive Study of Case in English and Malayalam*. Frankfurt: Peter Lang.

Pridham, B. R. 1988. ed. *The Arab Gulf and the Arab World*. New York: Croom Helm.

Rammuny, Raji M. A. 1966. *An Analysis of the Differences in the Prosodies of General American English and Colloquial Jordanian Arabic and their Effect on Second Language Acquisition*. University of Michigan Dissertation.

Rutherford, William. 1989. *Interlanguage and Pragmatic Word Order* (in Gass, Susan M. and Jacquelyn Schachter. ed. *Linguistic Perspectives on Second Language Acquisition*.) New York: Cambridge University Press.

Schiffman, Harold F. 1983. *A Reference Grammar of spoken Kannada*. Seattle: University of Washington Press.

Smart, J. R. 1990. *Pidginization in Gulf Arabic: A First Report*. *Anthropological Linguistics*, Spring 1990, V. 32, No. 1-2: 83-118.

Southworth, Franklin C. 1971. *The Student's Hindi-Urdu Reference Manual*. Tucson: The University of Arizona Press.

Sridhar, S.N. 1990. *Kannada*. London: Routledge.

Thomason, Sarah Grey and Terrence Kaufman. 1988. *Language Contact, Creolization, and Genetic Linguistics*. Berkeley: University of California Press.

Tweissi, Adel I. 1987. *Language Simplification in Foreigner Talk and Second Language Development*. University of Michigan Dissertation.



## **APPENDIX I**

### **THE TRANSCRIPT OF CONVERSATIONS**

I & H

H: **həðæ        makinət    marjə**  
this (is) machine water  
"This is a water machine."

I: Yeah.

H: **makinət    marjə    təhlɪjə**  
machine water desalination  
"A water desalination machine."

I: Yeah. You want to turn on one or two?

H: **ʃəyɪl        wæhəd bəʃd    ʃwarjə    ɪtnen**  
turn on one    after a while two  
"I'll turn on one, and after a while two."

I: Oh, after a while. How many years have you been working here?

H: **ana fi                ʃəyl alhəmdɔ:lɪlæh ɪtnɔ:ʃər sənə**  
I    there is work thank God    twelve year  
"I have been working for 12 years, thank God."

I: God bless. You have children?

H: **alhəmdɔ:lɪlæh fi                mawɔ:ɡud**  
thank God    there is available  
"I have, thank God."

I: What children do you have?

H: **awlæd        tenen wələd    tenen bɪnt**  
children two boy    two girl  
"Children, two boys; two girls."

I: What's the boy's name?

H: **wæhɪd ɪsmæh                ʃəbdɪrrəhmæn**  
one    his name (is) Abdurrahman  
"One is called Abdurrahman."

I: Good.

- H: **wɪ tæni xəlil**  
and another Khalil<sup>19</sup>  
"And the other is Khalil."
- I: Huh, huh. Good. This doesn't work. Finish. Turn off, turn off so that we can speak. These... what are these machines? Number what and what there?
- H: **nəʃəm**  
yes  
"Yes."
- I: You have a number here. Every one has a number.
- H: **fi**  
there is  
"There is."
- I: Yeah.
- H: **hæða tneɪn hæða wæhəd itneɪn hæða**  
This (is) two this (is) one two this (is)  
"This is Number Two. This is Number One; this is Number Two."
- I: Yeah.
- H: **ɑwweɪl wæhəd bæʃden ʃəyɪl θəleθə fi wæhəd itneɪn wəggəf**  
first one then turn on three there is one two stop  
"First, Number One. Then, I'll turn on Number Three, then Number One, Number Two, and Stop."
- I: Good. OK. Turn off the machines so that we can talk. Yeah.
- H: **hæða moʒə fi zjɔrə ʃəʃni kəmsə mɪtr**  
this water there is extra that is five meter  
"There is five meters of extra water, that is to say."
- I: Five meters extra.

---

<sup>19</sup> A person's name.

H: **kəmsə mɪtr**  
five meter  
"Five meters."

I: Yeah.

H: **bəs mərten tæni mærra**  
only twice second time  
"Only twice for the second time."

I: Fresh? Five meters fresh?

H: **ɦɪlɔ nəʃəm**  
fresh yes  
"Fresh, yes."

I: and salty?

H: **məlæh mælɪh mɪtrɛn**  
salty salty two meters  
"Salty, two meters salty."

I: Two meters salty. OK.

H: **as'lən leʃ fi ləhælo fi ʃɔrb mɔʃkɪlə jəʃni ma ʒɪnfɪs'ɪl ləhælo**  
originally why there is by itself there is drinking  
problem that is it does not separate by itself  
"Originally, why is it there by itself? You can't  
drink it by itself. That is, it does not separate by  
itself."

I: It doesn't separate by itself.

H: **lə?hæða leʃ fi ʃəsən fi alɦɪn mærra tæni mærra mɔkærrər jəʃni**  
no this (is) why there is because there is now one  
time second time purified that is  
"No, why is that? Because it has been purified for the  
second time, that is."

I: Yeah.

H: **fəfi awwəl mærra mɔkærrər ma ʒɪnfəʃ ʒɪʃrəb**  
there is first time purified not good he drinks  
"The first time it is purified, it is not drinkable."

I: Uh.

H: **kəmsə mɪtr moʒə zjædə moʒə mɪlɪh**  
five meter water extra water salt  
"The extra five meters of water are salty."

I: Yeah, brings up salt water with it.

H: **mɪlɪh**  
salt  
"Salt."

I: But isn't there a valve to separate?

H: **fi vɔlv bəs hæðə fi pʊt məmbræn zjærə asæn fi kəlæm zjædə**  
there is (a) valve but this there is put membrane  
extra beause there is talking extra  
"There is a valve. But we put this extra membrane."

I: Right. But now this technician is out of town. Ray left two and a half months ago.

H: **mʊs mʊskɪl bəʃdn fi kəm wæhɪd fi ʃæmɪl dʒədɪd**  
not problem then there is how many one there is  
worker new  
"No problem. So, how many new workers are there?"

I: Yeah.

H: **səkkɪr fi ma ma fi dʒɪdɪd**  
close there is not not there is new  
"It's closed. There isn't a new one."

I: Yeah.

H: **mʊmkɪn ʃʊf maɪʒə kwɑɪjɪs**  
possible see water good  
"Could you see if the water is good?"

I: God willing. OK. Can you do this, or is it necessary that he comes?

H: **mʊmkɪn ma fi mʊʃkɪlə ma fi mʊʃkɪlə**  
possible not there is problem not there is problem  
"Possible. No problem, no problem."

I: OK. Good. What do you want from Abu Usama, Abdurrahman?<sup>20</sup>

H: **ana kollo tæni bæš fi tælttu rbæʕu mæxbæs**  
I all of it again but there is three quarters clasp  
"I have everything. I just need a three-quarter-inch clasp."

I: Clasp three quarters.

H: **tæltæ rbo**  
three quarters  
"Three quarters."

I: Quantity three?

H: **arwə**  
yeah  
"Yeah."

I: And two half-inch?

H: **iθnen nuš inj**  
two half-inch  
"Two half-inch."

I: Yeah.

H: **bæʕd ma jidʒi injættah fi wen fi moʒə fi tæni sækro ʕæwiz marjə**  
**zjædə aktər**  
after it comes God willing there is where there is  
water there is again close it you need water extra  
more  
"After it comes, God willing. Close water now. There  
is more water if you need."

I: That is, there is no treatment to it?

H: **arwə**  
yeah  
"Yeah."

I: Good, good.

---

<sup>20</sup> A person's name.

- H: **ma fi sæʒə ʃismʊ hæda zjædə səkrʊ ʒəlarjə**  
not there is hour what's its name this extra close it  
on me  
"There isn't an hour. What's its name this extra  
water, close it up."
- I: It gets over the limit.
- H: **jæh**  
yeah  
"Yeah."
- I: Uh. Good. That is, you know what the problem is and  
you can solve it, that is?
- H: **ɪnfætʰlɰ ma fi mʊʃkɪlə ɪnfætʰlɰ**  
God willing not there is problem God willing  
"God willing, there's no problem, God willing."
- I: Because Ray is not available. You are available.
- H: **mɪs mɪʃkɪlə**  
not problem  
"No problem."
- I: Hmm. OK. What is this? Explain to us about these  
gauges!
- H: **ɪssæʃæt wæhɪd fi ʒəʃni tɪmbrefʊr ʒəʃni wæhɪd fi fɪltr mæ**  
the gauges one there is that is temperature that is  
one there is filter water  
"The gauges, one for the temperature; one for the  
water filter."
- I: One compressor, one filter.
- H: **ləʔ tɪmbrefʊr ʒəʃni ʒəsæn fi mæʔ fɪltr ʒəʃni kəm ʒɪt'ləʃ mʊʒə**  
no temperature that is beause there is water filter  
that is how much comes up water  
"No, that's temperature, to measure the water level in  
the filter."
- I: Temperature.

H: **ah tɪmprætʃər**  
Uh temperature  
"Uh. Temperature."

I: Temperature. Uh.

H: **fi kəm ʃɪt'ləʃ moʒə fi məʃlʊm ʒəʃni**  
there is how much comes up water there is known that  
is  
"To know how much water there is."

I: Yeah.

H: **fi termo kef ʃɔɪl**  
there is thermo how work  
"There is a thermo to know how it works."

I: Yeah.

H: **kef ʃɪt'ləʃ fɪltər moʒə zjɔrə nəʒɪs' moʒə fi məʃlʊm ʒələh**  
how comes up filter water extra less water there is  
known on it  
"We can know from the filter if there is more or less  
water."

I: Excellent. Ok. This, what is the name of this?

H: **məməʊrən məməʊrən həðə**  
membrane membrane this  
"This is a membrane."

I: Hmm. Now how many of you are here at the station?

H: **məhət'ə ʃɪndi ɑrbaʃə**  
station I have four  
"I have four at the station."

I: Four?

H: **nəʃəm**  
yes  
"Yes."

I: Good. Yeah. what is this?



- H: **hæða ma dainəm dawa jəʎni**  
this (is) not dynamo liquid that is  
"This is a liquid for the dynamo."
- I: For what and what?
- H: **dainəmo jəʎni**  
dynamo that is  
"The dynamo, that is."
- I: Dynamo?
- H: **ai nəʎəm**  
yes  
"Yes."
- I: One for the acid and one for the chlorine?
- H: **wəhɪd asid wəhɪd klor wəhɪd soɟəm kərbonet**  
one acid one chlorine one sodium carbonate  
"One for the acid; one for the chlorine; one for the  
sodium carbonate."
- I: Sodium carbonate. Yeah.
- H: **wəhɪd soɟəm kərbonet**  
one sodium carbonate  
"One for the sodium carbonate."
- I: Yeah.
- H: **soɟəm kərbonet**  
sodium carbonate  
"Sodium carbonate."
- I: Yeah.
- H: **wəhɪd pi ɪʃ**  
one P. H.  
"One P.H."
- I: Ok. Who are your workers now there?

- H: **fi mærxəbbə fi ana mawɟud**  
 there is Maryabba<sup>21</sup> there is I available  
 "There is Maryabba and me."
- I: Maryabba Singodan?
- H: **arwə mærxəbə sɪŋɟobaron sɪŋorən**  
 yeah Maryabba Sinjobaran Singoran<sup>22</sup>  
 "Yeah, Maryabba Sinjobaran Singoran."
- I: And what else is there?
- H: **wfi ʕəbdɒtʰlɪh bəs ʃɔŋl ʃwarjə**  
 and there is Abdullah<sup>23</sup> but work a little bit  
 "And there is Abdullah but he is working right now."
- I: Abdullah. And there is Brishah.<sup>24</sup>
- H: **brɪʃəh fi sawwæg**  
 Brishah there is driver  
 "And there is Brishah, the driver."
- I: Brishah is Thai?
- H: **taɪləndi nəʃəm**  
 Thai yes  
 "Thai, yes."
- I: Hmm. Good. Tell us the first time you left India!
- H: **awwəl mərrɪ tʰələʃ mɪn əl**  
 first time left from the  
 "The first time I left the..."
- I: Yeah.

---

<sup>21</sup> A person's name.

<sup>22</sup> A person's name.

<sup>23</sup> A person's name.

<sup>24</sup> A person's name.

- H: **awwəl mærra jidzi hnæ kəbl jəʎni arbat'ʌʃ sənə**  
 first time comes here before that is fourteen year  
 "I came here for the first time fourteen years ago."
- I: Yeah.
- H: **jidzi min sʊʔubijə wəs'əlna adis adisə dʒumrək**  
 comes from Saudi Arabia we arrived Hadith Haditha  
 customs  
 "We came to Saudi Arabia and arrived at the Haditha  
 customs."
- I: Huh. That is, you came by car?
- H: **dʒumrək dʒumrək jəʎni dʒumrək fi ʃʊyl məktəb jəʎni**  
 customs customs that is customs there is work office  
 that is  
 "Customs, customs, that is, customs. I worked at an  
 office."
- I: Customs clearance office?
- H: **təylis'bəʎd ma fi təklis' fi bəʎden sənə fi fi sʊppərmərkɪt ʃʊyl bəʎd**  
**sʊppərmərkɪt xələs' ɪnʃəʔətʌh alhəmdɔɪlləh alhin fi hədʒi**  
**məʎ hədʒi ma fi mʊʃkɪlə alhəmdɔɪlləh**  
 clearance after not there is clearance there is then  
 (one) year there is there is supermarket work after  
 supermarket finish God willing thank God now there  
 is Hajji with Hajji there is no problem thank God  
 "Clearance. After clearance, I worked at a  
 supermarket. Then with Hajji. No problem, thank God."
- I: Water desalination station.
- H: **məhət'ʌt təhlɪjə**  
 station water desalination  
 "Treatment station."
- I: Hmm. OK. You came from India by plane?
- H: **nəʎəm nəʎəm t'ajrəh**  
 yes yes plane  
 "Yes, yes, plane."
- I: Tell us how the plane left India, where it landed!

H: **t'ajjorəh alhəmdulillah kwarijs t'ajjorəh jirkəb min bombe**  
plane thank God good plane get on from Bombay  
"Good plane, thank God. I took a plane from Bombay."

I: Bombay, yeah.

H: **wis'il d'əhrən**  
arrive Dhahran<sup>25</sup>  
"I arrived in Dhahran."

I: How many hours?

H: **təlætə səfə**  
three hour  
"Three hours."

I: Three hour.

H: **bəʔden wəs'əl d'əhrən wrijd' nəs' səfə**  
then arrived Dhahran and Riyadh half hour  
"Then I arrived in Riyadh from Dhahran in half an hour."

H: **wrijd'to gərajæt təlætə səfə bəs t'ajjorəh səgir jəʔni ʔəsən**  
**t'awwəl ʔirawjə**  
and Riyadh to Gurayat three hour but plane small that  
is that's why lasted a while  
"And from Riyadh to Gurayat in three hours, but it was  
a small plane. That's why the flight lasted for a  
while."

I: Eh. Three hour. Who was with you?

H: **kən fi kollə sədig fi kətir jidzi məʔ ʔomməlna ʔəʔrə wəʔid jidzi**  
**kətir**  
there was all of it friend there are many come with  
our workers ten one comes many  
"I came with many of our workers, about ten."

I: Many friends.

---

<sup>25</sup> A city in Eastern Saudi Arabia.

H: **sawa sawa kətir jɪdʒi sawa sawa jɪdʒi ʃəʃrə wəhəd wəhəd**  
together together many come together together come ten  
one one  
"As many as ten came together, one by one."

I: Yeah, and then? You came the... from Riyadh to Gurayat  
by plane?

H: **aiwə**  
yeah  
"Yeah."

I: Was it hot or cold?

H: **wətʰlɪh ana kæn bɑrd**  
by God I it was cold  
"I swear it was cold."

I: Cold?

H: **bɑrd kətir alhin ma fi bɑrd alhin fi hər kwajɪs**  
cold a lot now not there is cold now there is heat  
good  
"It's not very cold now. It's warm and good."

I: OK. Back home is it cold or hot?

H: **bərd ʃɪnna fi ma fi hər bɑrd ma fi fi hər fi mət'ɑr**  
cold at our place there is not there is heat cold not  
there is there is heat there is rain  
"Back home, it's not cold; it's hot and rainy."

I: What is the name of your home town there?

H: **bələd ana fi mədros**  
town I there is Madras  
"My home town is Madras."

I: Madras. Are there mountains or plains there?

H: **la fi ma fi dʒɪbəl jəʃni fi ʃædi jəʃni**  
no there is not there are mountains that is there is  
regular that is  
"No, there aren't mountains. It's regular."

- I: What did you ask Abu Usama?
- H: **absæm t'ʌlæbt ana fi kimæwɨjæt**  
Abu Usama I asked I there are chemicals  
"I asked Abu Usama about chemicals."
- I: Yeah.
- H: **fi klørin**  
there is chlorine  
"There is chlorine."
- I: Chlorine.
- H: **wʔæsid**  
and acid  
"And acid."
- I: Yeah.
- H: **pi ɪʃ**  
P. H.  
"P.H."
- I: Yeah.
- H: **bʌrd' fi ʃwɑɪ plæstik moʒə**  
also there is a little bit plastic water  
"There are also some plastic water containers."
- I: Uh-huh. The pipes arrived?
- H: **næʒəm wɨs'ɪlɔ mawæsir næʒəm**  
yes they arrived pipes yes  
"Yes, yes, the pipes arrived."
- I: Pipes arrived. The pipe, it arrived. OK. How much acid do you want?
- H: **asid kæmsin hæbbə kæmsin tənək**  
acid fifty piece fifty tank  
"Fifty tanks of acid."
- I: Is this good for the battery, the acid?

H: **la bæt'brjə ma jɪnfəʃ bæt'brjə fi kətɪr hæðə hæðə fi paʊər kətɪr  
paʊər hæðə**

no battery not good battery there is a lot this this  
there is power a lot power this

"No, this isn't good for the battery. The battery has  
too much power."

I: Uh. Power strong. This is powerful.

H: **ʃədɪd**  
strong  
"Strong."

A & I

I: Yeah, and how many times did you marry?

A: **mərɾɾ wəhɪd**  
time one  
"One time."

I: You are married twice? You can't? Huh. Speak!

A: **wəhɪd**  
one  
"One."

I: OK. Is there agriculture at your home town there? Is there agriculture?

A: **fi zɪræʃə fi**  
there is agriculture there is  
"There is agriculture."

I: What do they grow?

A: **dʒozɪlhɪnd fi dʒozɪlhɪnd fi**  
coconut there is coconut there is  
"There is coconut."

I: Yeah.

A: **fi kæʃju**  
there is cashew  
"There is cashew."

I: Cashew. cajo. Yeah, yeah.

A: **kæʃju**  
cashew  
"Cashew."

I: Good. Cashew.

A: **fi sədʒər**  
there are trees  
"There are trees."

I: Tea, is there tea?



- A: **la ma fi ana bələd ma fi bələd tæni**  
no not there is I town not there is town another  
"No, there isn't in my home town. There is in another town."
- I: Coffee, isn't there?
- A: **ma fi**  
not there is  
"There isn't."
- I: Is there flowing water, a river?
- A: **fi marjə fi bəhr fi**  
there is water there is sea there is  
"There is water. There is a sea."
- I: OK. Good. Now...
- A: **bəs fi kəmæn ana fi bələd**  
but there is also I there is town  
"But there is also in my home town."
- I: Yeah.
- A: **fi mədinə kəbir**  
there is city big  
"There is a big city."
- I: Yeah.
- A: **fi dʒənbo mədinə fi bəhər kəbir**  
there is next to it city there is sea big  
"There is a sea near the city next to it."
- I: Eh. Eh. OK. Do you sail in the sea? Sail in the sea?
- A: **bəhr lə?**  
sea no  
"Sea, no."
- I: Yeah, good. You, what do you work? Drive a car?
- A: **i sug sarjærə**  
yeah drive car  
"Yeah, I drive a car."

I: What do you know to drive? What kind of car do you drive?

A: **awwəl fi mərsidıs fi**  
first there is Mercedes there is  
"First, a Mercedes."

I: The Mercedes.

A: **gəllæb**  
dump truck  
"The dump truck."

I: Yeah, the Ford, the Chevy.

A: **ɪlford ɪlford**  
the Ford the Ford  
"The Ford, the Ford."

I: You drive all of them?

A: **kəllə sug**  
all of it drive  
"I drive all of them."

I: God. And your children drive like you?

A: **ma fi jɔdʒi hɪna hɪna sawwæg**  
not there is he comes here here driver  
"I came here as a driver."

I: Is it hot here?

A: **hɪna fi hər**  
here there is heat?  
"It's hot here."

I: There is heat. These days there is heat?

A: **hər kətɪr hər kətɪr**  
heat a lot heat a lot  
"Very hot, very hot."

I: Yeah, heat.

I & O

I: Hello, Omar.<sup>26</sup> Salamu Alaikum.<sup>27</sup>

O: **sələmü səleküm**  
Salamu Alaikum  
"Salamu Alaikum."

I: How are you?

O: **alḥəmdülillāh ana fi kələm sümər həda**  
thank God I (am) there is speech Omar this  
"Thank God. This is me, Omar, speaking."

I: Uh. What is your name?

O: **sümər xəñ**  
Omar Khan<sup>28</sup>  
"Omar Khan."

I: Omar what?

O: **sümər xəñ səbdülməjdjid sümər xəñ ana**  
Omar Khan Abdulmajeed<sup>29</sup> Omar Khan I (am)  
"Omar Khan Abdulmajeed. I am Omar Khan."

I: In India, what is the name of your home town?

O: **indja mədrəs həda mədrəs**  
India Madras this (is) Madras  
"In India, Madras."

I: What else is there? What work is there? Ice factory?

O: **ana sügöl həda təldz həda**  
I (am) work this ice this  
"I work with ice."

---

<sup>26</sup> A person's name.

<sup>27</sup> An Islamic greeting.

<sup>28</sup> A person's name.

<sup>29</sup> A person's name.

- I: Ice.
- O: **fi nəfər fi jıdʒi təldʒ ana fi beʃ nəfər fi jıdʒi alhın fi beʃ təldʒ həda wəhıd wʃıʃrın**  
 there is person there is come ice I (am) there is sale person there is come now there is sale ice this twenty-one  
 "I sell ice to any person who comes. I just sold to twenty-one people."
- I: Yeah.
- O: **kwajıs həda sɔʒl**  
 good this work  
 "The work is good."
- I: Twenty-one what?
- O: **wəhıd wʃıʃrın həda**  
 twenty-one this  
 "This is twenty-one."
- I: Today you sold 21?
- O: **aiwə wəhıd wʃıʃrın həda**  
 yeah twenty-one this  
 "Yeah, this is twenty-one."
- I: Each one, how many riyals?<sup>30</sup>
- O: **wəhıd ʃəsərə rjæl**  
 one ten riyal  
 "Ten riyals each."
- I: Ten riyals. OK. How many hours do you operate?
- O: **ma fi kətır həda fi nəfər arbəlʃ ʃıʃrın səʃə fi sɔʒl həda**  
 not there is a lot this there is person twenty-four hour there is work this  
 "There is someone on duty twenty-four hours a day."
- I: Yeah.

---

<sup>30</sup> The currency in Saudi Arabia.

O: **fi nəfər fi jıdži fi kələm ana fi ana ruh fi nom nəfər fi jıdži kələm**

there is person there is come there is speech I there is I go there is sleep person there is come speech  
"When a person tells me, I go ahead and sell him and then sleep."

I: Don't hurry. Don't hurry. Slowly, slowly, yeah.

O: **ana nom wərəlbət fi nəfər fi jıdži bıllel s'əbəh fi məyrıb ısa fi jıdži ala t'ul fi beş tələz ana ma bi dələz vi mawdžud kəl jom həda dələz**

I (am) sleep behind the house there is person there is come at night morning there is evening night there is come on right away there is sale ice I (am) not there is ice there is available every day this ice  
"I sleep behind the house. If a person comes at night, in the morning, or evening, I come right away and sell him ice. There is always ice available everyday."

I: Good. That is, any time, any hour a person comes there is ice available.

O: **mawdžud həda wəms həda xəms həda wəhıd wısrın wəms**  
available this five this five this twenty-one and five  
"There are twenty-one available and also five."

I: What agriculture is there? What do you have there in your country?

O: **fen**  
where  
"Where?"

I: What agriculture in India, that is?

O: **ındja**  
India  
"India."

I: What is there? Coconut?

O: **indja kwajjis hæda indja kwajjis alhæmdolillæh ana søgl fi bot bot**

India good this India good thank God I am work there is boat boat  
"Work is good in India, thank God. I used to work on a boat."

I: Boat.

O: **bøhr bøhr**  
sea sea  
"Sea, sea."

I: Sea.

O: **ana søgl bøhr hæda indja sømek ana fi jimsik hæda kætir hæda ana**

I am work sea this India fish I am there is catch this many this me  
"I used to catch a lot of fish in the sea."

I: Uh, fisherman.

O: **sømek hæda sjæd ana axo**  
fish this fishing I am brother  
"My brother and I were fishermen."

I: Good.

O: **køllø fi ruh køllø fi flus fi jøgib ana momo bobo køllø fi kwajjis hæda indja**

all of it there is go all of it there is money there is bring I mom dad all there is good this India  
"I used to go, make money, and give it to my mom and dad in India."

I: Good.

O: **fi ana fi mædæm fi momo fi bobo fi mædæm fi bebi fi tælætø bebi tælætø bebi fi ana**

there is there is wife there is mom there is dad there is wife there is baby there are three baby three baby there is I  
"There is me, my wife, mom, dad, and three babies."

I: Are these big fish?

O: **kəbir səgir kəllə hæda**

big small all of it this

"Big; small; all kinds."

I: Are there big fish?

O: **səmək kəbir səgir kəllə kəllə fi mawdʒud**

fish big small all of it all of it there is available

"Big fish; small fish; all kinds are available."

I: Is there a problem with big fish? Is there?

O: **ma fi mʊʃkɪlə ana jɪmsɪk hæda fi ana ɪmsɪk kəllə fi ɪmsɪk hæda nɛt**

not there is problem I catches this there is I catches all of it there is catch this net

"There is no problem. I catch all that fish with a net."

I: Net.

O: **nɛt ana nɛt hæda fi ruh ana bɪləl ɪt'nʌʃʃ fi ruh sɔbæh asra asra wɒs' fi jɪdʒi dʒɔmə fi ruh asra tæni dʒɔmə fi jɪdʒi kɒlli fi nom hæda bɔt**

net I net this there is go I at night twelve there is go morning 10:00 10:30 there is come week there is go next week there is come all there is sleep this boat

"Net. I go at midnight. I go at 10:00 or 10:30 in the morning and come back the next week and sleep on the boat."

I: Boat all sleep?

O: **nom hæda bɔt wæhɪd dʒɔmə fi nom ana bɔt tæni wæhɪd dʒɔmə kɒls' bɛʃden fi jɪdʒi**

sleep this boat one week there is sleep I boat next one week finish then there is come

"I sleep on the boat for one week and come back the next week."

I: Good.

O: **kəllə nəfər ma fi ruh ana wæhɪd nəfər fi ruh**

all of it person not there is go I am one person there is go

"Not everyone goes. I am one of the people who go."

I: Good. How old are you?

O: **ma fi ruh fi nsættah hamsə sənə bəʃden fi ruh**  
not there is go there is God willing five year then  
there is go  
"I'm not leaving. I'll stay for five years and then  
go."

I: How old are you?

O: **fen**  
where  
"Where?"

I: How many years? Age age? Your age? You how old?

O: **indja**  
India  
"India."

I: You, how many years?

O: **hina ana**  
here I  
"Here? Me?"

I: Thirty years?

O: **itnen təlætin**  
thirty-two  
"Thirty-two."

I: Thirty-two.

O: **itnen təlætin təlætə bebi fi**  
thirty-two three baby there is  
"Thirty-two. I have three babies."

I: Three baby. Is there a wife?

O: **mədæm fi**  
wife there is  
"There is a wife."

I: Good. What's baby's name?



- O: **fi hæda dōbōnisa ali bobo ana sini hæmmōd**  
 there is this Dubunisa<sup>31</sup> Ali Baba<sup>32</sup> I Sini Hammad<sup>33</sup>  
 "I have Dubunisa, Ali Baba, and Sini Hammad."
- I: Ali Baba.
- O: **ali bobo ana**  
 Ali Baba I  
 "I have Ali Baba."
- I: So, how did you come from India? By plane? Speak! What is this when you came here first?
- O: **awwəl fi jɪdʒi ana səʔudɪja awwəl fi jɪdʒi dæmmæm ana d'əhræn  
 ʃoʒl hæda**  
 first there is comes I Saudi Arabia first there is  
 comes Dammam<sup>34</sup> I Dhahran work this  
 "The first time I came to Saudi Arabia, I arrived in  
 Dammam and worked in Dhahran."
- I: From where? From Madras Bombay comes?
- O: **la tironədoyro kerla**  
 no Tironadogro<sup>35</sup> Kerala.<sup>36</sup>  
 "No, Tironadogro, Kerala."
- I: Kerala.
- O: **kerla ana jɪdʒi ala t'ul fi ɡorajæt**  
 Kerala I he comes right away there is Gurayat  
 "I came from Kerala right away to Gurayat."
- I: Plane where? Riyadh?

---

<sup>31</sup> A person's name.

<sup>32</sup> A person's name.

<sup>33</sup> A person's name.

<sup>34</sup> A city in Eastern Saudi Arabia.

<sup>35</sup> A region in India.

<sup>36</sup> A region in India.

O: **ah d'əhræn d'əhræn bæʃden fi jɪdʒi rɪjæd bæʃden fi jɪdʒi lɡʊrɑɪjæt  
sɔɡl kɔwɑɪjɪs əlhəmdɔlɪllæh bobo kɔlhɔm kwɑɪjɪs əlhəmdɔlɪllæh  
ana fi ruh bobo ana fi sawa sawa fi ruh məzrəʃə fi jɪdʒi kwɑɪjɪs hæda  
məzrəʃə kɔllɔ əlhəmdɔlɪllæh**

uh Dhahran Dhahran then there is comes Riyadh then  
there is comes Gurayat work good thank God dad all of  
them good thank God I there is go dad I there is  
together together there is go farm there is comes good  
this farm all of it good thank God

"Uh, Dhahran. Then I came to Riyadh then to Gurayat.  
My job is good, thank God. My dad and everybody is  
good, thank God. I go to the farm with my dad. The  
farm is good, thank God."

I: What is there at the farm?

O: **hæda kɔllɔ fi kɔspɔra kɔspɔra bændɔra məqdɔnɪsja fɪfɪl ʃənəb  
ʃənəb rɔmmæn əljɔm rɔmmæn kətɪr ənəb rɔmmæn kətɪr kɔllɔ ɣələs'  
hæda**

this all of it there is cilantro cilantro tomato  
parsley pepper grapes grapes pommegrante today  
pommegrante a lot grapes pommegrante a lot all of it  
finish this

"There are all kinds: cilantro, tomato, parsley,  
pepper, grapes, pommegrante. Today there is a lot of  
grapes and pommegrante."

I: Dates?

O: **təmr təmr fi bəs ma fi kətɪr**  
dates dates there is but not there is a lot  
"Dates, there is but not a lot."

I: Now a lot?

O: **kətɪr bæʃden fi ma zɑɪtun kɔllɔ fi məwɔdʒud fi ɑnəb fi fi həmæm fi**  
a lot then there is not olives all of it there is  
available there is a rabbit there is there is pigeons  
there is  
"A lot. Then there is olive all over. There are  
rabbits and pigeons."

I & Bas

I: Who are you?

Bas: **ana bəsuroz ana**  
I (am) Basuraj<sup>37</sup> I  
"I am Basuraj."

I: How many years have you been here?

Bas: **ana təlætə sənə hina jøyl**  
I three year here work  
"I have been working here for three years."

I: Yeah. What is your full name?

Bas: **ana ismək bəsawərædz bødjəppa gullor**  
I your name (is) Basuraj Budyappa Gullar<sup>38</sup>  
"My name is Basuraj Budyappa Gullar."

I: Uh, Basuraj.

Bas: **bødjəppa gullor**  
Budyappa Gullar  
"Budyappa Gullar."

I: Gullar.

Bas: **arwə**  
yeah  
"Yeah."

I: Yeah. What's Batta's<sup>39</sup> relationship to you?

Bas: **bət'ə ana aku**  
Batta I (am) his brother  
"I'm Batta's brother."

I: His brother.

---

<sup>37</sup> A person's name.

<sup>38</sup> A person's name.

<sup>39</sup> A person's name.

Bas: **ar nəʕəm**

yes  
"Yes."

I: Good. Do you have a wife and children?

Bas: **arwə kollo fi**  
yeah all of it there is  
"Yeah, I have it all."

I: Speak here. I ask you questions, you speak Arabic.

Bas: **sələmō ʕələkōm ana ɪsmək bəsawərædʒ ana fi ʃɔɟl hnæk mʊʔəssəs  
ana hina ʃɔɟl tələtə sənnə bobo fi kwarijs kollo fi kwarijs hnæk  
nʃætta ana kollo fi kwarijs**

Salamu Alaikum I am your name is Basuraj I am there is  
work there establishment I am here work three year  
dad there is good all of it there is good there God  
willing I am all of it there is good

"Salamu Alaikum. My name is Basuraj. I have been  
working here at the establishment for three years. Dad  
is good. Everybody is good there. I am good."

I: Where did you go?

Bas: **la ana ruh təhlizə**  
no I go desalination  
"I go to the water desalination station."

I: To the water desalination station?

Bas: **ainə**  
yes  
"Yes."

I: What's the matter?

Bas: **mojə suf mojə ma fi ana**  
water see water not there is I  
"I saw if there was water."

I: See water. Yeah, yeah. You brought water for the  
house.

Bas: **mɪnʃæn sʊrb**            **bet**  
for        drinking house  
"Drinking water for the house."

I:     Yeah, drinking water for the house.

Bas: **nəʃəm**  
yes  
"Yes."

I:     What's with you and the police?

Bas: **hæda lohə**    **ma fi**            **məzbut' wəra**  
this plate not there is right    rear  
"The rear license plate was not right."

I:     Plate?

Bas: **aɪ nəʃəm trelle**    **sawweto** **ɔʒədɪd** **jəʃni**        **s'ændug**  
yes        trailer did it new    that is box  
"Yes, the box we did on the new trailer."

I:     Yeah.

Bas: **ma aʃ'tet ana nəsit lohə wəra mʃɪktə mʊrur bəs aʃ'tɪk mʊkælə**  
not I did I forgot plate rear caught it police but I  
give you a ticket  
"I forgot to put the rear license plate. The police  
caught me and gave me a ticket."

I:     Yeah. The matter is finished?

Bas: **xələs' mʊkæləf**  
finish tiket  
"The ticket is done."

I:     Huh? Cancel?

Bas: **kænsɪl**  
cancel  
"Cancel."

I:     OK. How is the work?

Bas: **amdolla kwarijs kollo**  
thank God good all of it  
"Good, thank God."

I: Good.

Bas: **kwarijs sugl**  
good work  
"The work is good."

I: Do you take this car to the farm? How?

Bas: **waddi fi dʒib fi zɪbl bəs waddi jəʎni hnæk wəggəf trelə sil rəs  
ana jɪdʒi wəggəf trelə məʎək sil rəs ana jɪdʒi**  
take there is bring there is manure but take that is  
there park trailer remove head I comes park trailer  
with you remove head I comes  
"I took manure, parked the trailer, removed the head,  
and came back."

I: Return head, that is?

Bas: **rɔdʒɪʃ rəs**  
return head  
"I returned the head."

I: Leave the trailer there?

Bas: **kəlli trelə hnæk**  
leave trailer there  
"I left the trailer there."

I: How many days?

Bas: **məmkin jom jomen**  
maybe day two days  
"Maybe one or two days."

I: Yeah.

Bas: **nəʎəm**  
yes  
"Yes."

I: Then you go?

Bas: **bəʃden truh nɪʒibə**  
then you go we bring it  
"Then we go and bring it back."

I: Doesn't it come?

Bas: **la hɔwwə ma jɪʒi**  
no it not comes  
"No, it doesn't come."

I: You go?

Bas: **ana truh bəs**  
I you go only  
"I go only."

I: Yeah. OK. You sell ice where? In Haditha or where?

Bas: **ruh fi hədijə ana jom ɪlsəbt ruh ʃəla tʻul bəs**  
go there is Haditha I Saturday go always only  
"I always go to Haditha on Saturday."

I: Only saturday?

Bas: **jom ɪlsəbt**  
Saturday  
"Saturday."

I: Sunday?

Bas: **jom ɪlsəbt jom ɪlʔəhəd fi ruh ərbʌʃ jom ʃəla tʻul**  
Saturday Sunday there is go four day always  
"Saturday, Sunday; four days a week always."

I: Speak! What Saturday?

Bas: **jom ɪlsəbt fi ruh jom ɪlhəd jom ɪlɪtnen jəʃni jom ɪltələtə om ɪlʔərbʌʃ bəs**  
Saturday there is go Sunday Monday that is Tuesday  
Wednesday only  
"I go Saturday, Sunday, Monday, Tuesday, Wednesday  
only."

I: And then?

Bas: **bəʃden jomen fi beʃ hɪna jom ɪlkəmis jom ɪdʒʊmʃə**  
then two days there is sale here Thursday Friday  
"Then there is sale here on Thursday and Friday."

I: Yeah. Sale here.

Bas: **bəʃ hɪna bəs**  
sale here only  
"Sale here only."

I: No sale in Haditha?

Bas: **ma fi beʃ**  
not there is sale  
"There is no sale."

I: Why?

Bas: **jəʃni jom ɪlkəmis ma fi jəʃmɪl saɪjərə**  
that is Thursday not there is he works car  
"Trucks don't run on Thursday, that is."

I: No cars?

Bas: **tərəndʒit ma jɪdʒi bəs ana ma fi ruh jom ɪdʒʊmə ma fi beʃ məzbutʃ**  
transit not comes but I not there is go Friday not  
there is sale good  
"Transit does not come. I don't go on Friday. Sales  
are not good."



Bas & Ah

Ah: Basuraj, Basuraj.

Bas: **nəfəm**  
yes  
"Yes."

Ah: You go to Haditha?

Bas: **nəfəm ruh hədiʃə**  
yes go Haditha  
"Yes, I go to Haditha."

Ah: Where do you go?

Bas: **ruh ana jom ɪlsəbt**  
go I Saturday  
"I go on Saturday."

Ah: Where?

Bas: **adiʃə**  
Haditha  
"Haditha."

Ah: Haditha?

Bas: **nəfəm**  
yes  
"Yes."

Ah: Or Haditha?

Bas: **la hədiʃə**  
no Haditha  
"No, Haditha."

Ah: What do you do?

Bas: **la nbɪʃ təlz bəs**  
no we sell ice only  
"I sell ice only."

Ah: Huh?

Bas: **biʃ təlz**  
sell ice  
"Sell ice."

Ah: Sell ice?

Bas: **i nəʃəm**  
yes  
"Yes."

Ah: How much do you sell? What is this bag? What's its name?

Bas: **hæda gæləb**  
this (is) mould  
"This is a mould."

Ah: Mould?

Bas: **nəʃəm**  
yes  
"Yes."

Ah: How long is it?

Bas: **tʻul fi wəhəd mitər**  
length there is one meter  
"There is one meter in length."

Ah: Weight?

Bas: **wəʒn hæda arbətʻʌʃər kilo**  
weight this fourteen kilo  
"The weight is fourteen kilos."

Ah: What?

Bas: **arbʌʃtʻʌʃ kilo**  
fourteen kilo  
"Fourteen kilos."

Ah: What fourteen?

Bas: **kilo kilo bəs**  
kilo kilo only  
"Kilos, kilos, only."

Ah: Weight?

Bas: **wəzn nəʕəm**  
weight yes  
"Weight, yes."

Ah: Weight?

Bas: **nəʕəm**  
yes  
"Yes."

Ah: Fourteen kilos?

Bas: **nəʕəm**  
yes  
"Yes."

Ah: OK. You sell all of it completely or half of it?

Bas: **la kəllə kəmiɪ biʕ bəs**  
no all of it complete sell only  
"No, sell all of it complete only."

Ah: You don't sell half?

Bas: **mərra fi biʕ nəs'**  
time there is sell half  
"One time I sold a half."

Ah: Half? How much do you sell the half for?

Bas: **nəs' fi biʕ kəmsə rjæl**  
half there is sell five riyal  
"I sell the half for five riyals."

Ah: Five riyals. And the mould? All of it?

Bas: **biʕ ʕəsərɬ rjæl**  
sell ten riyal  
"I sell for ten riyals."

Ah: Ten riyals.

Bas: **nəfəm**  
yes  
"Yes."

Ah: Good. OK. How much do you carry in the car? How many moulds?

Bas: **kəl jom sil mærra isrin wæhɪdʊ isrin**  
every day carry time twenty twenty-one  
"Every day I carry twenty, twenty-one at a time."

Ah: Twenty what?

Bas: **nəfəm**  
yes  
"Yes."

Ah: Twenty-one?

Bas: **wæhɪdʊ isrin**  
twenty-one  
"Twenty-one."

Ah: Does anything return with you?

Bas: **ɡʌbl ma jɪrdʒəʃ əlɦɪn fɪ jɪrdʒəʃ bəs əlɦɪn məwsəm fɪ bərd**  
before not returns now there is returns but now season  
there is cold  
"Nothing returned before. Now some returns, but now is  
the cold season."

Ah: Season finished?

Bas: **nəfəm kəʊps' əlɦɪn kəllo**  
yes finish now all of it  
"Yes, finished- all of it."

Ah: Yeah. What kind of car do you have?

Bas: **nəʃ mərtʃɪdɪs**  
kind Mercedes  
"A Mercedes."

Ah: No, what car, tha is?

Bas: **sarjærø tøllæjə**  
car refrigerator  
"Refrigerator truck."

Ah: Refrigerator?

Bas: **nəʃəm**  
yes  
"Yes."

Ah: You put bread in it?

Bas: **la mo høtt'ø købuz bəs høttø təlʒ**  
no not put it bread only put it ice  
"No, I don't put bread in it; I only put ice."

Ah: Huh? Bread?

Bas: **høttø təlʒ bəs ma høttø købuz**  
put it ice only not put it bread  
"I put ice only, not bread."

Ah: You eat bread and ice together?

Bas: **la ma**  
no not  
"No, not."

Ah: Huh?

Bas: **akl ma abbi mojə surb sawa sawa təlʒ bəs**  
eating not fill water drinking together together ice  
only  
"No eating. I fill drinking water for ice only."

Ah: OK. You are where now?

Bas: **ana girarjæt al girarjæt**  
I Gurayat Gurayat  
"I am in Gurayat."

Ah: Where is Gurayat located in the Kingdom?

Bas: **ana jrdʒi min indi**  
I he comes from Indian  
"I come from India."

Ah: In the north?

Bas: **t'ajbrə**  
plane  
"Plane."

Ah: Area, area? Fly north?

Bas: **norθ i**  
north yeah  
"North, yeah."

Ah: North?

Bas: **ʃəmæl**  
north  
"North."

Ah: Speak! What do you do when you get up?

Bas: **sʊbəh sʊbəh**  
morning morning  
"Morning, morning."

Ah: You sleep at night, get up in the morning? What time?

Bas: **mʊmkin sæfə sɒbʃə sæfə sɪttə nʊs' sæfə tɒmæni kɪdə**  
maybe 7:00 6:30 8:00 like this  
"Maybe 7:00, 6:30, 8:00-- something like that."

Ah: Yeah.

Bas: **nəʃəm**  
yes  
"Yes."

Ah: Get up and do what?

Bas: **awwəl fi gəsil kɒllə**  
first there is washing all of it  
"First, I wash everything."

Ah: wash what?

Bas: **gəssɪl bəs rɒs jəʃni**  
wash only head that is  
"Wash my head only, that is."

Ah: Face?

Bas: **wəzəh**  
face  
"Face."

Ah: Your face.

Bas: **wəzhək**  
your face  
"Your face."

Ah: Yes.

Bas: **ma sɪsmə hæðə**  
not what's its name this  
"Not what's its name-- this."

Ah: Tooth brush?

Bas: **fʊrʃə nəʃəm**  
brush yes  
"Brush, yes."

Ah: Did you receive a letter?

Bas: **jɪdʒi əljəm rəsələ**  
comes today letter  
"A letter came today."

Ah: You see many letters?

Bas: **əljəm jɪdʒi bəs ma fi ʃəhɾen ma fi rɪsələ**  
today comes only not there is two months not there is  
letter  
"Today's letter is the first one in two months."

Ah: Two months, there is no letter?

Bas: **ma fi rɪsələ**  
not there is letter  
"No letter."

Ah: You are happy or upset today?

Bas: **məbsut' həda**  
happy this  
"Happy."

Ah: Huh?

Bas: **məbsut' ana məbsut'**  
happy I (am) happy  
"Happy. I am happy."

Ah: Because there is a letter?

Bas: **ʔəʃæn fi rɪsələ aljom**  
because there is letter today  
"Because there is a letter today."

Ah: From whom?

Bas: **mɪn mədæm**  
from wife  
"From my wife."



W & Ah

W: **unni krifnæn**  
Unni Krishnan<sup>40</sup>  
"Unni Krishnan."

Ah: How many years have you been here in Gurayat?

W: **alhin sittø sənø jəfni**  
now six year that is  
"Six years now."

Ah: Where?

W: **kəraɾjæt**  
Gurayat  
"Gurayat."

Ah: Gurayat?

W: **nəfəm**  
yes  
"Yes."

Ah: Wannī.

W: **arwə**  
yeah  
"Yeah."

Ah: What is this?

W: **hæda tərmos**  
this (is) thermos  
"This is a thermos."

Ah: And this?

W: **hæda stul**  
this (is) stool  
"This is a stool."

Ah: In Arabic?

---

<sup>40</sup> A person's name.

W: **arbi ma fi mæslum hæda**  
Arabic not there is known this  
"I don't know in Arabic."

Ah: Huh?

W: **tawlə**  
table  
"Table."

Ah: Table. And this you're sitting on?

W: **körsi**  
chair  
"Chair."

Ah: This is a chair.

W: **arwə**  
yeah  
"Yeah."

Ah: And this? A cord?

W: **silk hæða**  
cord this (is)  
"This is a cord."

Ah: What cord?

W: **silk көһрлба hæda**  
cord electricity this (is)  
"This is an electrical cord."

Ah: Or a welding cord?

W: **lə? silk көһрлба hæda**  
no cord electricity this (is)  
"No, this is an electrical cord."

Ah: Say "welding bar"

W: **silk lıhæm tæni hæda ma**  
bar welding another this (is) not  
"A welding bar is something else."

Ah: Bar. A welding bar.

W: **sik lɪhæm fi tæni hæda**  
bar welding there is another this (is)  
"A welding bar is something else."

Ah: A welding bar. What does a welding bar mean?

W: **sik jəʃni hədid hæda sawa sawa**  
bar that is iron this (is) together together  
"An iron bar."

Ah: Iron?

W: **hədid**  
iron  
"Iron."

Ah: Or wood?

W: **kəʃəb ləʔ ma fi**  
wood no not there is  
"No, not wood."

Ah: Not wood?

W: **mɪʃ kəʃəb**  
not wood  
"Not wood."

Ah: Eh. You work as a ...?

W: **ləʔ ana fi mɛkænɪk**  
no I (am) there is mechanic  
"I am a mechanic."

Ah: You speak well. You are not a turner?

W: **hæda kərɒt bətt'ʌ fi kərɒt**  
this turner Batta there is turner  
"This is a turner. Batta is a turner."

Ah: Batta is a turner. Is it cold or hot now?

W: **hær jəʎni bərd ʃwaɪjə ʃwaɪjə jɪdʒi**  
hot that is cold a little bit a little bit comes  
"Hot. A little bit of cold is coming."

Ah: Will you speak about the weather? How is the weather now? How is the weather? Cold?

W: **jəʎni alhin kwaɪjɪs mawsɪm mawsɪm**  
that is now good season season  
"It's good now. Seasonable."

Ah: Is there wind?

W: **hawə məsbət alhin sawa sawa**  
wind good now together together  
"The wind is good now."

Ah: Wind. There isn't a lot of wind.

W: **lə?**  
no  
"No."

Ah: Trees, trees.

W: **sədʒər sədʒər**  
trees trees  
"Trees, trees."

Ah: A tree?

W: **sədʒərə**  
tree  
"A tree."

Ah: How did you come? Walking?

W: **lə? sɑɪjərə jɪdʒi sɑɪjərə**  
no car he comes car  
"No, I came by car."

Ah: With whom?

W: **məʃ bətt'ʌ sawa sawa**  
with Batta together together  
"With Batta together."

Ah: With Batta together together?

W: **nəfəm**  
yes  
"Yes."

Ah: Or by yourself?

W: **lə?**  
no  
"No."

Ah: All of you came in one car?

W: **la itnen saɪjærə**  
no two car  
"No, two cars."

Ah: Huh?

W: **tneɪn saɪjærə**  
two car  
"Two cars."

Ah: Is Batta's car big?

W: **lə?**  
no  
"No."

Ah: What color is Batta's car?

W: **bətt'ʌ saɪjærə əbjʌd'**  
Batta car white  
"Batta's car is white."

Ah: Batta's car color?

W: **lon saɪjærə bətt'ʌ əbjʌd' hædə**  
color car Batta white this  
"Batta's car color is white."

Ah: White?

W: **aiwə**  
yeah  
"Yeah."

Ah: Wannī, how long have you been in the Kingdom? six years?

W: **sittə sənə kəɒs hæði**  
six year finished this  
"Six years are gone."

Ah: Finished now?

W: **kəɒs**  
finished  
"Finished."

Ah: What is this?

W: **mʊsədʒɪl**  
recorder  
"A recorder."

Ah: What else is there with it?

W: **rɒdʒo**  
radio  
"A radio."

Ah: A radio?

W: **rɒdʒo**  
radio  
"A radio."

Ah: And this? What is this?

W: **hæða hændl**  
this (is) handle  
"This is a handle."

Ah: In Arabic?

W: **bɪʃərəbi id hæda**  
in Arabic hand this  
"In Arabic, hand."

Ah: Eh, hand.

W: **id**  
hand  
"Hand."

Ah: And this?

W: **hæda silk**  
this (is) cord  
"This is a cord."

Ah: And inside, what is there?

W: **kassit**  
cassette  
"A cassette."

Ah: Say "here there is"!

W: **ʃerit' dʒɔwwə ʃerit' hæda**  
cassette inside cassette this  
"There is a cassette inside."

Ah: On or...?

W: **ʃɔgəl ʃɔgəl hædi**  
on on this  
"On, this is on."

Ah: Off?

W: **mətʃi**  
off  
"Off."

Ah: Off or...?

W: **la la ʃɔyəl ʃɔyəl**  
no no on on  
"No, no. On, on."

Ah: Off? Not off?

W: **la miʃ məʃi**  
no not off  
"No, not off."

Ah: OK. What do you eat for dinner?

W: **lɪssə ma fi asə**  
not yet not there is dinner  
"I haven't had dinner yet."

Ah: No, that is...

W: **dəʒədʒ ɡʊbʊs bɪleɪ**  
chicken bread at night  
"I eat chicken and bread at night."

Ah: At night? Bread?

W: **ɡʊbʊs dəʒədʒ**  
bread chicken  
"Bread and chicken."

Ah: And rice?

W: **rʊs d'ʊnr bəs**  
rice noon only  
"Rice at noon only."

Ah: And the morning?

W: **sʊbəh fʊt'ʊr kʊbʊs**  
morning breakfast bread  
"In the morning, the breakfast is bread."

Ah: Cheese?

W: **dʒɪbnə**  
cheese  
"Cheese."

Ah: Yeah.

W: **dəʒədʒ**  
chicken  
"Chicken."



Ah: Oil?

W: **bard'ə**  
egg  
"An egg."

Ah: Oil?

W: **bed'**  
eggs  
"Eggs."

Ah: Oil?

W: **ah zet zeto**  
uh oil oli...  
"Uh. Oil and olive."

Ah: Olive?

W: **zetun**  
olive  
"Olive."

Ah: Sour cream?

W: **ləbnə fi**  
sour cream there is  
"There is sour cream."

Ah: There is sour cream?

W: **arwə**  
yeah  
"Yeah."

Ah: Cream?

W: **gɪft'ə**  
cream  
"Cream."

Ah: What?

W: **aiwə aiwə aiwə hæda fi aki**  
yeah yeah yeah this there is eating  
"Yeah, yeah, yeah, this is for eating."

Ah: Say "cream"!

W: **gɪst'ə**  
cream  
"Cream."

Ah: OK. In India, do they milk and yogurt a lot?

W: **fi kətir**  
there is a lot  
"A lot."

Ah: Is there a lot?

W: **ləbən fi həlib kətir**  
yogurt there is milk a lot  
"There is a lot of milk."

Ah: Cow milk or goat milk?

W: **bəkər fi**  
cow there is  
"Cow."

Ah: Butter?

W: **dʒɪbnə fi**  
cheese there is  
"There is cheese."

Ah: Butter?

W: **zɪbdə**  
butter  
"Butter."

Ah: You know what "zibda" is?

W: **zɪbdə la ma fi**  
"zibda" no not there is  
"No, I don't know zibda."

Ah: Butter, that is.

W: **bəʃər aiwə zibdə**  
butter yeah "zibda"  
"Butter, yeah. *Zibda*."

Ah: This is "zibda".

W: **aiwə bəʃər**  
yeah butter  
"Yeah, butter."

Ah: This is what's its name? This "jamous"?

W: **dʒæmus**  
"jamous"  
"*Jamous*."

Ah: What is "jamous"?

W: **bʌflo**  
buffalo  
"Buffalo."

Ah: Huh? like cows?

W: **zai bəkər**  
like cows  
"Like cows."

Ah: Is buffalo the same kind or another kind?

W: **nɒʃ tæni hæðə**  
kind another this  
"This is another kind."

Ah: Not the same as cows?

W: **la bəgər ma fi sem sem**  
no cows not there is same same  
"No, not the same as cows."

Ah: OK. When did you come from India?

W: **ɟɔɟi alhin sɪttə sənə**  
he comes now six year  
"I came six years ago."

Ah: No, I mean from vacation.

W: **ɪɟæsə alhin**  
vacation now  
"Vacation now."

Ah: Yeah.

W: **arb kəm sə səhr kəɔs**  
four five month finished  
"Four or five months ago."

Ah: Five months finished?

W: **arwə**  
yeah  
"Yeah."

Ah: You have babies?

W: **fi bebi**  
there is baby  
"I have babies."

Ah: How many?

W: **tneɪn**  
two  
"Two."

Ah: Wannɪ, you have a license?

W: **fi rɔxs'ə hɪndi**  
there is license Indian  
"I have an Indian license."

Ah: What license is this? A driving license?

W: **rɔxs'ə lesən səw wæk arwə**  
"rukhsa" license driver yeah  
"A driver's license, yeah."

Ah: What? You are a driver?

W: **la ana mikəniki bəs fi røks'ə fi mawɔɟud**  
no I (am) mechanic but there is license there is  
available  
"No, I am a mechanic but I have a license."

Ah: OK. This is a car.

W: **sarjærə kəbir hæda**  
car big this  
"This is a big car."

Ah: OK. You ride a car and go. Come on!

I: What do you do?

W: **awwəl ʃɔf mɔftə fi ʃɔgəl bəɟdn fi gir**  
first see key there is start then there is gear  
"First, I start the car with the key and then move the  
gear."

Ah: There is no oil, no problem?

W: **la zet awwəl fi ʃɔf bəɟden fi ruh sarjærə**  
no oil first there is see then there is go car  
"No, first I check the oil and then move the car."

Ah: Then?

W: **set moɟə ser kavɾæt brekæt awwəl fi ʃɔf bəɟden fi ɪmʃi sarjærə**  
oil water belt tires brakes first there is see then  
there is go car  
"First, I check oil, water, belts, tires, and brakes  
and then move the car."

Ah: Yeah, start!

W: **ʃɔgəl bəɟden fi awwəl gir awwəl gir tæni ɟɪɟsəs kləɟ**  
start then there is first gear first gear second he  
steps on clutch  
"Start and then move the gear into first position then  
second position by stepping on the clutch."

Ah: What do you do?

W: **bəʎden jɪʎʎəs sɔʎʎə bənsin sawwi arwə bəʎden fi jimʎi swarjə  
swarjə ʃɔʎ brek məzbut' wəlla ma fi məzbut'**  
then he steps speed gasoline do yeah then there is he  
goes slowly slowly see brake good or not there is good  
"Then, I speed by stepping on the gas accelerator and  
then go slowly and check if the brakes are good."

Ah: Yeah.

W: **awwəl fi sawwi brek**  
first there is do brake  
"First, I do the brakes."

Ah: Then this?

W: **wzəmur fi ʃɔʎ**  
and horn there is see  
"And check the horn."

Ah: Yeah.

W: **ɪʎərə ləmbə fi ʃɔʎ**  
signal lamp there is see  
"I check the signal light."

Ah: OK. You have a license plate on the car? Plate, plate?

I: "Loha, loha".

W: **plet arwə lohə fi**  
plate yeah "loha" there is  
"Yeah, there is a plate."

Ah: You know its number?

W: **la ana fi nəsit**  
no I there is I forgot  
"No, I forgot."

Ah & I & B

B: **ana ljom fi ana jɪzi kæn mɪn ɪlmʊʔæssəsə mʊʃi kɪdə wæhɪd  
sarjærə fi səddəm**

I today there is I he comes was from the establishment  
walking like this one car there is hit

"I was coming from the establishment today when I saw  
a car hit."

Ah: Hit who?

B: **wæhɪd sarjærə səddəm**

one car hit

"One car hit."

Ah: Two cars hit?

B: **arwə tnen sarjærə səddəm ana fi wəggəf kɪdə jɪdʒi ʃɪnd ɪfærə  
wəggəf kɪdə wæhɪd sarjærə jɪdʒi mɪn wərə kɪdə bæʃden hɪna  
bæʃden hʊrʊb kɪdə bæʃden ajæl kʊllʊ jɪbki kətɪr**

yeah two car hit I there is he stopped like this he  
comes at the sign he stopped like this one car comes  
from behind like this then here then escaping like  
this then children all of it he cries a lot

"Yeah, two cars hit each other. One car stopped at the  
sign and the other hit it from behind and ran away,  
and the children started crying."

Ah: Whose children?

B: **kətɪr hɪna fog ajæl**

a lot here up children

"A lot of children up there."

Ah: Your children in the car?

B: **la ɪjæl kətɪr næs fi**

no children a lot people there is

"No, there were a lot of children and people."

Ah: Yeah.

B: **wələd kʊllʊ fi hnæk kətɪr**

boy all of it there is there a lot

"There were a lot of boys there."

Ah: Uh.

B: **ana jɪdʒi wɛra saɪjæɾə wɛra ma fi d'ʊ wɛra saɪjæɾə**  
I he comes behind car behind not there is light behind  
car  
"I came behind a car with no light."

Ah: Uh. There is no light.

B: **wæɦɪd t'ɪlɔf ɡʊddæm bæɦden bæɦden ruh kɪdə bæɦden wɛggɔf**  
**ɦʊ law ma fi ma fi sɛddəm saɪjæɾə**  
one went ahead then then go like this then he stopped  
he if not there is not there is he hit car  
"One of them went ahead then went like that then  
stopped. If he didn't stop, he wouldn't have been hit  
by a car."

Ah: Uh. He hit your car.

B: **ma fi d'ɪrɔ ana fi t'ɪlɔf kɪdə ʃwaɪjə ɡʊddæm wæɦɪd saɪjæɾə fi**  
**sɪdəm fi wɛggɔf ɦɪna sɛddəm**  
not there is he hit I there is he went ahead like this  
slowly ahead one car there is he hit there is he  
stopped here he hit  
"I wasn't hit. I was up front. The car that stopped  
got hit."

Ah: Yeah. How much do you weigh, Batta?

B: **ɦɪɦ**  
huh  
"Huh?"

Ah: Weight? How much weight?

B: **wɛzn ana sɪttɪn kɪlo**  
weight I (am) sixty kilo  
"I weigh sixty kilos."

Ah: Sixty kilos?

I: And your height?

B: **t'ul kəmsawnɔs'**  
height five and a half  
"My height is five and a half."



I: How tall are you, Batta?

B: **kəmsə fit kəmsə**  
five feet five  
"Five feet, five."

I: Five feet?

Ah: OK. This is a recorder. What's its color?

B: **hæðə mʊsədʒəl mʊsədʒəl həmra**  
this (is) recorder recorder red  
"This is a red recorder."

Ah: Yeah. Why did you turn it off?

B: **ana ma fi t'ʌffi hʊ ʃəγγæl hædi**  
I not there is turn off it (is) on this  
"I did not turn it off. It's on."

Ah: On?

B: **arwə ʃəγγæl**  
yeah on  
"Yeah, on."

Ah & I & Q

Ah: In India, do they grow wheat?

Q: **ləʔ zərʃ gəmħ fi bəndʒæb**  
no grow wheat there is Punjab  
"They grow wheat in Punjab."

Ah: Yeah.

Q: **jəʃni ʃərɟjə**  
that is eastern  
"In the eastern area, that is."

Ah: OK. Is there bread here?

Q: **aɪwə**  
yeah  
"Yeah."

Ah: Like the bread that is in India?

Q: **fi xɔbz**  
there is bread  
"There is bread."

Ah: Bread?

Q: **fi xɔbz lækɪn ma fi zar xɔbz fi fɔrɟ**  
there is bread but not there is like bread there is  
difference  
"There is bread but it is different."

Ah: This bread? This?

Q: **ma fi rɔz gəmħ**  
not there is rice wheat  
"There isn't rice wheat."

Ah: Wheat bread?

Q: **gəmħ**  
wheat  
"Wheat"

I: Yeah. How do they make it?

Q: **sawwi zar t'ahinə**  
make it like flour  
"They make it as flour."

Ah: Flour?

Q: **t'ihin jəʎni gəmh t'ahinə**  
flour that is wheat flour  
"Flour, wheat flour, that is."

I: Yeah.

Q: **bəʎdn fi sawwi lækɪn ma fi fərn zar səʎudi**  
then there is make but not there is oven like Saudi  
"Then, they make, but not like ovens in Saudi Arabia."

I: Huh?

Q: **fərn s'ayir**  
oven small  
"A small oven."

I: Small?

Q: **s'ayir**  
small  
"Small."

I: All of India, all of it, small oven?

Q: **hæda jərqijə ma fi akl xəbz kəθir**  
this eastern not there is eating bread a lot  
"In the Eastern area, they don't eat a lot."

I: Uh, they eat rice.

Q: **kəllə rəz**  
all of it rice  
"All of it, rice."

Ah: Yeah.

Q: **ana bələd ana bələd jəʎni kerla**  
I town I town that is Kerala  
"My home town is Kerala."

Ah: Yeah.

Q: **ma fi kəl xəbz rəz**  
not there is all bread rice  
"There isn't always bread and rice."

Ah: Is there bread from rice?

Q: **fi lækɪn hæðə fi ɪsməs θæni**  
there is but this there is its name (is) another  
"There is, but it has another name."

Ah: That is, there is bread, no wheat in it; there is rice in it?

Q: **la la fi rəz fi rəz lækɪn hæðə fi ɪsmə loyə kerla fi ɪsməs θæni**  
no no there is rice there is rice but this there is  
its name language Kerala there is its name (is)  
another  
"There is rice bread, but it has another name in the  
language of Kerala."

I: Eh. That is, they grind flour later?

Q: **tʰɪn aɪ awwəl ruħ mək kɪn məkɪnə kəθɪr bəden məkɪnə fi rəz**  
flour I first go machine machine a lot then machine  
there is rice  
"First, the machine produces flour, then there is  
rice."

I: Rice flour?

Q: **ɪn fi tʰɪn**  
then there is flour  
"Then, there is flour."

Ah: You are Abdulqader?<sup>41</sup>

Q: **ana ʃəbdəlqədir**  
I (am) Abdulqader  
"I am Abdulqader."

Ah: How many years have you been in the Kingdom?

---

<sup>41</sup> A person's name.

Q: **ana lhin fi tælət'ʌʃjər səna iθnen ʃəhr**  
I now there is thirteen year two month  
"I have been here for thirteen years and two months."

Ah: Two months?

Q: **iθnen ʃəhr**  
two month  
"Two months."

Ah: Good, yeah. What is it that you grow in India?

Q: **fi rʊz**  
there is rice  
"There is rice."

Ah: Rice.

Q: **fi xʊð'rə**  
there are vegetables  
"There are vegetables."

Ah: Watermelon?

Q: **bət'ix fi lækɪn ma fi zar səʃudi kəθɪr noʃ**  
watermelon there is but not there is like Saudi a lot  
kind  
"There is watermelon, but not many kinds as in Saudi  
Arabia."

Ah: What kind? How many kinds of watermelon?

Q: **ma fi zar səʃudi kəθɪr fi**  
not there is like Saudi a lot there is  
"There aren't as many kinds as in Saudi Arabia."

Ah: Is it long or circular watermelon?

Q: **la mɔdawər mɔdawər**  
no circular circular  
"No, circular, circular."

Ah: Circular?

Q: **aiwə fi bət'ix**  
yeah there is watermelon  
"Yeah, there is watermelon."

Ah: One color?

Q: **ləʔ fi zar abjəð' wʔəxð'ar**  
no there is like white and green  
"No, white and green."

Ah: White and green. That is, one watermelon white and one green?

Q: **abjəð' wʔəxð'ar fi axð'ar**  
white and green there is green  
"White and green. There is green."

Ah: There is cantaloupe?

Q: **ʃəmməɐm ana ma ʃɔftə fi**  
cantaloupe I not I saw it there is  
"Cantaloupe, I did not see it, but there is."

Ah: Is there coconut?

Q: **ɬəzɔɹɪhɪnd fi kəθɪr**  
coconut there is a lot  
"Coconut, there is a lot."

Ah: There are short or tall trees?

Q: **la fi sənə kəθɪr fi jɪdʒi t'awil**  
no there is year a lot there is it comes tall  
"A lot of years, they are tall."

Ah: Yeah. What does "one year a lot" mean?

Q: **fi ʃədʒər ʃədʒər kəbɪr kəθɪr**  
there are trees trees big a lot  
"There are a lot of big trees."

Ah: Yeah.

Q: **bəʃdn fi ʃwaɪjə ʃwaɪjə bəs ma fi kəθɪr**  
then there is a little bit a little bit only not there  
is much  
"Then, they are becoming less and less."

Ah: Yeah.

Q: **ʃəzər s'ɫɪr fi kəθɪr**  
trees small there is a lot  
"There are a lot of small trees."

Ah: OK. How do they bring the coconut from up there?

Q: **zɑɪ ʃu ɪsmʊ**  
like what's its name  
"Like... what's its name?"

Ah: Dates?

Q: **zɑɪ təmɹ zɑɪ təmɹ lækɪn ma**  
like dates like dates but not  
"Like dates, but not..."

Ah: You climb up?

Q: **ana fi xɒf**  
I there is fear  
"I am afraid."

Ah: He is afraid?

Q: **ana fi xɒf ruħ wæħɪd mærrɒ ana s'ɫɪr fi ruħ wæħɪd mærrɒ fi  
ɪnzɪl təħt**  
I there is fear go one time I (am) young there is go  
one time there is climb down  
"I am afraid. One time when I was young, I went and  
climbed down."

Ah: You fall?

Q: **wæħɪd mærrɒ**  
one time  
"One time."

Ah: Fall?

Q: **bəʒden fi            ɔ'ʌrb        fi            bɒbɒ**  
then    there is hitting there is dad  
"Then, dad hit me."

Ah: Dad hit you? huh?

Q: **ana        xɒf    kəθɪr    bəʒden    ma    fi            ɣɒf**  
I (am) fear a lot then    not there is fear  
"I was never afraid after then."

Ah: What did he do?

Q: **ɔ'ʌrəbɔ        wæɦɪd    bɒbɒ**  
I hit him one    dad  
"Dad hit me."

Ah: You hit him?

Q: **ɪə    bɒbɒ    ana    ɔ'ʌrəb**  
no dad I    hit  
"No, dad hit me."

Ah: Dad, you hit him?

Q: **ɔ'ʌrəbɔ    bɒbɒ    ana**  
I hit dad I  
"Dad hit me."

Ah: Funny, this is.

Q: **ma    fi            ana    ɔ'ʌrəb    bɒbɒ**  
not there is I    hit    dad  
"I did not hit dad."

Ah: Why did he hit you?

Q: **ɔ'ʌrəb    bɒbɒ**  
hit    dad  
"Dad hit..."

Ah: You hit dad? With what?

Q: **ana    ma    ana    ma    fi**  
I    not I    not there is  
"I did not."



Ah: With a stick?

Q: **ah** ʒəs'ɔjə ʒəs'ɔjə  
uh stik stik  
"Uh, a stick."

Ah: A stick?

Q: **eh**  
eh  
"Eh."

Ah: Yeah. OK. Who climbs? There is a person climbing up or---?

Q: **fi** nəfər jɪt'ləʃ **fog**  
there is person he climbs up  
"There is a person who climbs up."

Ah: That is, he climbs up and brings what? What's its name...a piece?

Q: **dʒozəlɦɪnd**  
coconut  
"Coconut."

I: OK. Where does he bring it from? We heard... they said the monkey climbs up.

Q: **gɪrd**  
monkey  
"Monkey?"

I: Monkey, monkey.

Q: **gərd**  
monkey  
"Monkey."

I: He... and the coconut up?

Q: **aiwə**  
yeah  
"Yeah."

I: Then a person comes, catches a stone, and hits the coconut.

Q: **ah fi jɪzi**  
uh there is he comes  
"Uh, he comes."

I: He hits at the monkey.

Ah: What does he do?

I: The monkey takes coconuts and throws them down.

Q: **fi fi ɔ'arb fi ɔ'arb hɛdʒər**  
there is there is hitting there is hitting stone  
"There is stone hitting."

Ah: Who hits a stone?

Q: **nəfər fi ɔ'arb hɛdʒər mɪn təht**  
person there is hitting stone from down  
"A person hits stones from down."

Ah: He hits where?

I: At the monkey.

Q: **ʃɪnd ʃɪnd ɪʃʃɛdʒər**  
by by the trees  
"By the trees."

I: At the monkey.

Q: **ʃɪnd ɪʃʃɛdʒər**  
by the trees  
"By the trees."

Ah: Up?

Q: **ʃɪnd ɪʃʃɛdʒər dʒozɪlhɪnd fi**  
by the trees coconut there is  
"By the trees, there is coconut."

Ah: Up?

Q: eh  
eh  
"Eh."

Ah: Where?

Q: jɪɖʒi təht  
he comes down  
"He comes down."

Ah: Where?

I: At the monkey.

Q: ʃɪnd ʃɪnd alʃɔɖʒər  
by by the trees  
"By the trees."

Ah: That is, he hits up?

Q: fok  
up  
"Up."

Ah: Yeah.

Q: fi jɪɖʒi təht hɪnə  
there is he comes down here  
"He comes down."

I: Yeah. You know what monkey is?

Q: arwə  
yeah  
"Yeah."

Ah: What is "monkey"?

I: Monkey, that is.

Ah: The monkey.

Q: ɪlgɪrd eh  
the monkey eh  
"The monkey, eh."

Ah: Yeah.

I: I heard something like this.

Q: **arwə**  
yeah  
"Yeah."

I: He climbs up trees.

Q: **arwə**  
yeah  
"Yeah."

I: Then he takes coconuts.

Q: **arwə arwə**  
yeah yeah  
"Yeah, yeah."

I: Someone comes-- like Abdulqader, like me. He wants. He can't bring from up there.

Q: **arwə**  
yeah  
"Yeah."

I: He hits a stone at the monkey.

Q: **ah mʌnki mʌngi**  
uh monkey monkey  
"Uh, monkey, monkey."

I: The monkey, what does he do? He cuts coconuts and throws at him.

Q: **mʌngi**  
monkey  
"Monkey."

Ah: Monkey, monkey.

Q: **gird gird hæda**  
monkey monkey this  
"Monkey... monkey, this is."

I: Monkey, monkey.

Q: **mʌŋgi**  
monkey  
"Monkey."

Ah: Ape.

Q: **ismʊ**                    **ɛʃ**  
his name (is) what  
"His name is what?"

Ah: Monkey.

Q: **gɪrd**    **hʌh**  
monkey huh  
"Monkey, huh."

Ah: Monkey. There are people who say "ape".

Q: **sɪʃdæŋ** **hʌh**    **mʌŋki**  
ape    huh    monkey  
"Ape, huh. Monkey."

Ah: Yeah.

I: Is this right?

Q: **ah hæðə** **ɛʃ** **hæðə** **fi** **dʒəbəl** **kəθɪr** **hɔwɪwə** **fi** **ɪstənnə** **ɪnd** **ɪʃʃəzər**  
**mʊmkiŋ** **ð'ʌrəbʊ** **fi** **hæðzər** **hɔwɪwə** **fi** **ɪmsɪk** **ɛh**  
uh this (is) what this (is) there is mountain a lot he  
there is wait by the trees maybe he hit him there is  
stone he there is catch eh  
"Uh. This is what? There are a lot of mountains. He  
waits by the trees. If he is hit by a stone, he  
catches it."

I: Nuts? Coconuts?

Q: **ɪmsɪk** **fi**                    **hæðzər** **fi**                    **ð'ʌrɪb**  
catch there is stone there is hitting  
"He catches a stone and hits it."

I: He catches a stone?

Q: **ah imsik fi həɖzər fi ɔ'arb**  
uh catch there is stone there is hitting  
"Uh. He catches a stone and hits it."

I: Uh.

Ah: No. That is, he (the monkey) climbs up the tree?

Q: **arwə hæðə**  
yeah this  
"Yeah."

Ah: Hits a stone?

Q: **ma fi**  
not there is  
"There isn't."

Ah: He does not have a stone?

Q: **ma ʃindo həɖzər hɔwwə fi ʃilo hæði fi**  
not he has stone he there is carry it this there is  
"He does not have a stone. He carries it."

I: Uh. I heard something like that.

Ah: OK. This coconut...

Q: **arwə**  
yeah  
"Yeah."

Ah: There are trees. Are they cut from trees?

Q: **igt'nalʃ min ʃəɖzər**  
cut from trees  
"Cut from trees."

Ah: What do they do?

Q: **qt'alʃ min ʃəɖzər**  
cut from trees  
"Cut from trees."

Ah: And then cut from trees?

Q: **arwə**  
yeah  
"Yeah."

Ah: This is tender or hard?

Q: **la t'ʌri hæði bəʃden fi**  
no tender this then there is  
"No, this is tender. Then, there is..."

Ah: You break it with a knife or a stone?

Q: **kollə fi fi ma fi zɪkkin fi hədʒər**  
all of it there is there is not there is knife there  
is stone  
"Not a knife, but a stone."

Ah: That is, you are what?

Q: **lækɪn məmkin fi sawwi fi ð'ʌrb sɪkkin**  
but maybe there is do there is hitting knife  
"But maybe it is hit with a knife."

Ah: Because here coconut comes to Gurayat.

Q: **arwə**  
yeah  
"Yeah."

Ah: Too hard, right?

I: This is a hammer?

Q: **arwə hæða leʃ**  
yeah this (is) why  
"Yeah, this is why?"

Ah: Why is it hard?

Q: **hæða kollo fi bərrʌh fi hæɾ kəθɪr bəʃden jɔdʒɪ zɑr hæða**  
this (is) all of it there is outside there is hot a  
lot then it comes like this  
"They are all hot from outside, then it becomes like  
this."

Ah: Yeah. That is, what comes here, how old is it?

I: This becomes strong, then?

Q: **ah sawwi kiðə**  
uh do like this  
"Uh, like this."

Ah: That is, the coconut that comes here... how old is it?  
Has it been cut from trees a long time ago... two  
years?

Q: **ʃəʒər məmkin θəlæθə sənə arɒʌʃ sənə bæʃden fi jɪʒi**  
trees maybe three year four year then there is it  
comes  
"From trees... maybe three or four years, then it  
comes here."

Ah: This is a piece?

Q: **həbbə la bəs**  
piece no only  
"One piece only."

Ah: What comes to Gurayat... how old is it?

Q: **hæðə leʃ fi bærrəh fi kəθir fi kiðə fi ʃil bærrəh kəllə bæʃdn fi  
hʊtt'ʊ bærrəh məmkin xəmsə jom sɪttə jom ʃəʒərə jom**  
this (is) why there is outside there is a lot there is  
like this there is carry outside all of it then there  
is put it outside maybe five day six day ten day  
"A lot of them are put outside maybe for five or six  
or ten days."

Ah: Yeah.

Q: **fi jɪʒi zər hæði**  
there is it comes like this  
"It comes like this."

Ah: OK. What is its color up there on the trees?

Q: **axð'ər**  
green  
"Green."

Ah: Green?



Q: **axð'ar**  
green  
"Green."

Ah: Why is its color brown when it comes here? What is its color here?

Q: **bunni**  
brown  
"Brown."

Ah: Why, then?

Q: **hæða kulle hæði fíffjams**  
this all of it this (is) in the sun  
"All of it is in the sun."

Ah: Sun?

Q: **mómkan tǫfərə jom xəmst'arjər jom fi hött'ar fi fjams min bærrah**  
maybe ten day fifteen day there is put it in sun from  
outside  
"Maybe it is put in the sun from outside for ten or  
fifteen days."

## **APPENDIX II**

### **DATA LISTS & TABLES**

## H

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i> <sup>42</sup>
absæm	abʊ ʊsæmə	Abu Usama	0.004
adis	ɪlhædiθə	Haditha	0.004
adisə	ɪlhædiθə	Haditha	0.004
ah	ah	uh	0.004
jæh	jæh	yah	0.004
aɪ	aɪ	yes	0.004
aɪwə	aɪwə	yeah	0.019
nəʃəm	nəʃəm	yes	0.043
aktər	akθər	more	0.004
al	al	the	0.004
alhin	alhin	now	0.019
alhəmdʊɪllæh	alhəmdʊɪllæh	thank God	0.014
alhəmdʊɪllæh	alhəmdʊɪllæh	thank God	0.009
ana	ana	I	0.028
arbʌʃə	arbəʃə	four	0.004
arbʌt'ʌʃf	arbət'ʌʃf	fourteen	0.004
asæn	ʃəʃæn	because	0.004
ʃəsæn	ʃəʃæn	because	0.009
ʃəsən	ʃəʃæn	because	0.004
asid	asid	acid	0.009
wʔəsɪd	wʔəsɪd	and acid	0.004
asɪlən	asɪlən	originally	0.004
awlæd	awlæd	children	0.004
awwəl	awwəl	first	0.019
ʃædi	ʃædi	regular	0.004
ʃæmɪl	ʃæmɪl	worker	0.004
ʃʊmmælna	ʃʊmmælna	our workers	0.004
ʃæwɪz	ʃæwɪz	needing	0.004
bəʃd	bəʃd	after	0.019
bəʃden	bəʃden	then	0.019
ʃəbdɪrrəħmæn	ʃəbdɪrrəħmæn	Abdurrahman	0.004
ʃəbdɪtʌh	ʃəbdɪtʌh	Abdullah	0.004
bɪnt	bɪnt	girl	0.004
bələd	bələd	town	0.004

<sup>42</sup> The token-type ratio = the number of the occurrences of a word/the number of word types in the speaker's speech.

bombe	bombe	Bombay	0.004
bɑrd	bærd	cold	0.019
bærd	bærd	cold	0.004
bæraɖ	bærd	cold	0.004
bɑrdʰ	bɑrdʰɔ	also	0.004
briʃəh	briʃəh	Brishah	0.004
bəs	bəs	only	0.023
bætʰɔriʒə	bætʰɔriʒə	battery	0.009
dainəm	dinəmo	dynamo	0.004
dainəmo	dinəmo	dynamo	0.004
dawa	dawa	liquid	0.004
dʒibæɫ	dʒbæɫ	mountains	0.004
dʒədɪd	dʒɪdɪd	new	0.004
dʒɪdɪd	dʒɪdɪd	new	0.004
dʰəhræn	ɪdʰəhræn	Dhahran	0.009
hædʒɪ	hædʒɪ	pilgrim	0.009
dʒʊmrək	dʒʊmrək	customs	0.019
fəfi	fəfi	for there is	0.004
fi	fi	there is, in	0.285
fɪltr	fɪltr	filter	0.014
gəraɪjæt	ɪgrajæt	Gurayat	0.004
hæðæ	hæðə	this (sing., masc.)	0.014
hæðə	hæðə	this	0.043
hædə	hæðə	this	0.004
hæbbə	hæbbə	piece	0.004
hɪnæ	hɪnə	here	0.004
ʃəʒʒɪɫ	ʃəʒʒɪɫ	operate	0.009
hɪɫɔ	hɪɫɔ	fresh	0.004
ɪnʃ	ɪnʃ	inch	0.004
ɪnʃætɪɫh	ɪnʃætɪɫh	God willing	0.014
ɪnʃæʔətɪɫh	ɪnʃæʔətɪɫh	God willing	0.004
ʃɪndɪ	ʃɪndɪ	I have	0.004
ɪθnən	ɪθnən	two	0.004
tenən	ɪθnən	two	0.009
tnən	ɪθnən	two	0.004
ɪtnən	ɪθnən	two	0.014
ɪsmæh	ɪsmɔ	its name	0.004
ʃɪsmɔ	ʃɪsmɔ	what's its name	0.004
ɪssæʃæt	ɪssæʃæt	the gauges	0.004
ɪʃ	ɪʃ	H	0.009
ɪtnɔʃʃər	ɪθnəʃʃər	twelve	0.004
ʒɪdʒɪ	ʒɪdʒɪ	he comes	0.033

jɪnfəʃ	jɪnfəʃ	is good	0.009
jɪnfɪs'ɪl	jɪnfɪs'ɪl	it separates	0.004
ɪɪʃrəb	ɪɪʃrəb	he drinks	0.004
ɪɪrkəb	ɪɪrkəb	it is	
		installed	0.004
ɪɪt'ləʃ	ɪɪt'ləʃ	it comes up	0.014
ɪəʃni	ɪəʃni	that is	0.076
kæən	kæən	was	0.009
kəbl	gəbl	before	0.004
kef	kef	how	0.009
kimæwɪjæt	kimæwɪjæt	chemicals	0.004
kəlæəm	kəlæəm	speech	0.004
klor	klor	chlorine	0.004
klɔrɪn	klɔrɪn	chlorine	0.004
kəm	kəm	how much	0.014
kəmsə	xəmsə	five	0.014
kəmsɪn	xəmsɪn	fifty	0.009
kərbɔnət	kərbɔnæt	carbonate	0.014
kətɪr	kɪθɪr	many	0.028
kɔllɔ	kɔllɔ	all of it	0.009
kwajɪs	kwajɪs	good	0.014
ləʔ	ləʔ	no	0.009
lə	lə	no	0.009
ʃələɪjə	ʃələɪjə	on me	0.004
ʃələh	ʃələh	on him	0.004
θəlæθə	θəlæθə	three	0.004
təlætə	θəlæθə	three	0.014
tələttɔ	θəlæθə	three	0.004
ləhælɔ	ləhælɔ	by itself	0.009
leʃ	leʃ	why	0.009
məʃ	məʃ	with	0.009
mɑ	mɑ	not	0.081
mɪs	mɪʃ	not	0.004
mʊs	mʊʃ	not	0.004
majjə	majjə	water	0.019
mɔjə	mɔjə	water	0.043
mæʔ	mæʔ	water	0.004
məkɪnət	məkɪnət	machine	0.009
mawæsɪr	mawæsɪr	pipes	0.004
mawdʒud	mawdʒud	available	0.009
mɪlh	mɪlh	salt	0.004
mɪlɪh	mɪlɪh	salt	0.004
mæɪlh	mæɪlh	salty	0.004

mælæh	mæliḥ	salty	0.004
mærjəbə	mərjəbba	Maryabba	0.004
mərjəbbə	mərjəbba	Maryabba	0.004
mædrəs	mædrəs	Madras	0.004
məhət'ə	məhət'ʌ	station	0.004
məhət'ʌt	məhət'ʌt	station	0.004
miɪn	miɪn	from	0.014
miʃkilə	miʃkilə	problem	0.004
muʃkilə	muʃkilə	problem	0.023
muʃkiɪ	muʃkilə	problem	0.004
miɪr	miɪr	meter	0.014
miɪrɛn	miɪrɛn	two meters	0.004
mæktəb	mæktəb	office	0.004
məʃlum	məʃlum	known	0.009
məmbɾæn	məmbɾæn	membrane	0.004
məmorɔn	məmbɾæn	membrane	0.009
mərrʌ	mərrʌ	one time	0.028
mərten	mərten	two times	0.004
mət'ʌr	mət'ʌr	rain	0.004
muʃkərrər	muʃkərrər	purified	0.009
muʃmkiɪn	muʃmkiɪn	possible, maybe	0.009
məxbəs	məh̄bəs	clasp	0.004
nægɪs'	nægɪs'	low	0.004
ʃɪnna	ʃɪndna	at our place	0.004
nʊs	nʊs'	half	0.004
nʊs'	nʊs'	half	0.004
pawər	pawər	power	0.009
pi	pi	P	0.009
plæstik	plæstik	plastic	0.004
pʊt	pʊt	put	0.004
ʃəʃrə	ʃəʃrə	ten	0.009
hər	hər	heat, hot	0.014
rbə	rbæʃ	quarters	0.004
rbæʃʊ	rbæʃ	quarters	0.004
sawa	sawa	together	0.019
sawwæg	sawwæg	driver	0.004
sæʃə	sæʃə	hour	0.019
sədɪg	s'ədɪg	friend	0.004
səgɪr	s'ʌgɪr	small	0.004
siŋdʒobaron	siŋdʒobaron	Singjobaran	0.004
siŋgorɔn	siŋgorɔn	Singoran	0.004
səkkɪr	səkkɪr	close	0.004
səkro	səkru	close it	0.004

sækru	sækru	close it	0.004
sæne	sæne	year	0.014
sodjəm	sodjəm	sodium	0.004
soɾjəm	sodjəm	sodium	0.009
suppərmørkɪt	suppərmørkɪt	supermarket	0.009
sʊʔubɪjə	ɪssʊdɪjə	Saudi Arabia	0.004
tʰaɪjərəh	tʰaɪjərəh	plane	0.019
taɪləndi	taɪləndi	Thai	0.004
tʰawwəl	tʰawwəl	it lasted	0.004
tæni	θæni	another	0.019
təhɪɪjə	təhɪɪjə	water	
		desalination	0.004
təhɪɪjə	təhɪɪjə	water	
		desalination	0.004
tɪmbɾɛʃər	tɪmpɾɪʃər	temperature	0.009
tɪmpɾɛʃər	tɪmpɾɪʃər	temperature	0.004
təkɪsʰ	təkɪsʰ	clearance	0.004
təɪɪsʰ	təkɪsʰ	clearance	0.004
tʰələʃ	tʰələʃ	it came up	0.004
tʰɹɹləbt	tʰɹɹləbt	I asked	0.004
tənək	tənəkə	tank	0.004
termo	θermo	thermo	0.004
tʊ	tʊ	to	0.004
ʃuf	ʃuf	see	0.004
ʃʊɟɪ	ʃʊɟɪ	work, job	0.004
ʃʊɟɪ	ʃʊɟɪ	work, job	0.019
ʃʊɾb	ʃʊɾb	drinking	0.004
vəlv	vəlv	valve	0.004
ʃwaɪ	ʃwaɪ	a little bit	0.004
ʃwaɪjə	ʃwaɪjə	a little bit	0.009
ʃɹwaɪjə	ʃwaɪjə	a little bit	0.004
wæhɪd	wæhɪd	one	0.033
wæhəd	wæhɪd	one	0.019
wæhəd	wæhɪd	one	0.004
wæhɪd	wæhɪd	one	0.019
wen	wen	where	0.004
wfi	wfi	and there is	0.004
wəggəʃ	wəggɪʃ	stop	0.004
wətɹɹɹh	wətɹɹɹh	I swear to God	0.004
wɪsʰɹɹɹɹ	wəsʰəl	it arrived	0.004
wəsʰəl	wəsʰəl	it arrived	0.004
wəsʰəlna	wəsʰəlna	we arrived	0.004
wɪsʰɹɹɹɹ	wəsʰəlɹɹ	they arrived	0.004

witæni	wθæni	and another	0.004
wələd	wələd	boy	0.004
wɪrɪjɔdʰ	wɪrɪjɔdʰ	and Riyadh	0.009
xəlil	xəlil	Khalil	0.004
xələsʰ	xələsʰ	finished	0.004
zjærə	zjædə	extra	0.004
zjædə	zjædə	extra	0.019
zjɔrə	zjædə	extra	0.009
ʃədɪd	ʃədɪd	powerful	0.004



## A

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
ana	ana	I	0.058
awwəl	awwəl	first	0.029
bəhər	bəhr	sea	0.029
bəhr	bəhr	sea	0.058
bələd	bələd	town	0.088
bəs	bəs	only	0.029
dʒənbo	dʒənbʊ	next to it	0.029
kʊllʊ	kʊllʊ	all of it	0.029
dʒoʊɪlhɪnd	dʒoʊɪlhɪnd	the coconut	0.058
fi	fi	there is, in	0.617
gəllæb	gəllæb	dump truck	0.029
hɪna	hɪna	here	0.088
i	i	yeah	0.029
ɪlford	ɪlford	the Ford	0.058
ɪɹdʒi	ɪɹdʒi	he comes	0.029
kæʃʃʊ	kædʒʊ	cashew	0.058
kəbɪr	kɪbɪr	big	0.058
kəmæn	kəmæn	also	0.029
kətɪr	kɪθɪr	many	0.058
ləʔ	ləʔ	no	0.029
la	la	no	0.029
ma	ma	not	0.117
mæɹjə	mæɹjə	water	0.029
mədɪnə	mədɪnə	city	0.058
mərrɪ	mərrɪ	one time	0.029
mərsɪdɪs	mərsɪdɪs	Mercedes	0.029
hər	hər	hot, heat	0.088
sæɹjærə	sæɹjærə	car	0.029
sawwæg	sawwæg	driver	0.029
sədʒər	ʃədʒər	trees	0.029
sug	sug	drive	0.058
tæni	θæni	another	0.029
wæhɪd	wæhɪd	one	0.058
zɪræʃə	zɪræʃə	agriculture	0.029

## O

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
ah	ah	uh	0.008
aɪwə	aɪwə	yeah	0.008
ala	ʃəla	on	0.016
ʃələkʊm	ʃələkʊm	on you	0.008
alhəmdʊɪllæh	alhəmdʊɪllæh	thank God	0.032
alhəmdʊɪllæh	alhəmdʊɪllæh	thank God	0.008
ali	ʃəli	Ali	0.016
alhɪn	alhɪn	now	0.008
aljɔm	ljɔm	today	0.008
jɔm	jɔm	day	0.008
ana	ana	I	0.245
anəb	ʃɪnəb	grapes	0.008
ʃənəb	ʃɪnəb	grapes	0.016
arɒʃ	arɒʃə	four	0.008
arnəb	arnəb	rabbit	0.008
asra	ʃəfrə	ten	0.016
ʃəsɾə	ʃəfrə	ten	0.008
awwəl	awwəl	first	0.016
axʊ	ax	brother	0.008
bəbɒ	bəbɒ	dad	0.049
bəʃden	bəʃden	then	0.032
ʃəbdʊlmədʒɪd	ʃəbdʊlmədʒɪd	Abdulmajeed	0.008
bəʃ	bəʃ	sale	0.024
bebi	bebi	baby	0.032
bəhr	bəhr	sea	0.024
bɪlɪl	bɪlɪl	at night	0.016
bəndʊɾa	bəndɔɾa	tomato	0.008
bot	bot	boat	0.040
bəs	bəs	only	0.008
dʰəhræɪn	ɪðʰəhræɪn	Dhahran	0.024
dələdʒ	θələdʒ	ice	0.016
tələdʒ	θələdʒ	ice	0.032
dəmmæm	ɪddəmmæm	Dammam	0.008
dʊbʊnɪsə	dʊbʊnɪsə	Dubunissa	0.008
dʒʊmə	lɔdʒʊmʃə	Friday	0.032
fɛn	wɛn	where	0.016
fɪ	fɪ	there is, in	0.581

bi	fi	there is, in	0.008
vi	fi	there is, in	0.008
fɪfɪl	fɪfɪl	pepper	0.008
flus	flus	money	0.008
gʊrɑɪjæt	lɡrɑɪjæt	Gurayat	0.008
lɡʊrɑɪjæt	lɡrɑɪjæt	Gurayat	0.008
hæda	hæða	this	0.221
heda	hæða	this	0.024
hɪna	hɪna	here	0.008
hæmmɒd	hæmmad	Hammad	0.008
hæmsə	xæmsə	five	0.008
ʁæms	xæmsə	five	0.008
xæms	xæmsə	five	0.008
wʁæms	wxæmsə	and five	0.008
ɪmsɪk	ɪmsɪk	catch	0.016
jɪmsɪk	jɪmsɪk	he catches	0.016
ɪndʒɑː	ɪndʒɑː, ɪlhɪnd	India	0.057
ɪnsætʰlɑːh	ɪnsætʰlɑːh	God willing	0.008
ɪsɑː	ɪlsɪfɑː	night	0.008
ɪsɪrɪn	ɪsɪrɪn	twenty	0.008
wɪsɪrɪn	wɪsɪrɪn	twenty-	0.008
wɪsɪrɪn	wɪsɪrɪn	twenty-	0.016
ɪtˈnʌʃ	ɪθnəʃ	twelve	0.008
ɪtnen	ɪθnen	two	0.008
ɟɔːzɪb	ɟɔːzɪb	he brings	0.008
ɟɪɔːzɪ	ɟɪɔːzɪ	he comes	0.114
kəbɪr	kɪbɪr	big	0.008
kʌbɪr	kɪbɪr	big	0.008
kərlɑː	kərlɑː	Kerala	0.016
kəlæm	kəlæm	speech	0.024
kələsˈ	xələsˈ	finished	0.008
ɣələsˈ	xələsˈ	finished	0.008
kətɪr	kɪθɪr	many	0.049
kʊl	kʊl	all	0.008
kʊlhʊm	kʊlhʊm	all of them	0.008
kʊlli	kʊllɪ	all of it	0.008
kʊllɪ	kʊllɪ	all of it	0.098
kʊspɔːrɑː	kʊzbʊrɑː	cilantro	0.016
kʊwɑɪjɪs	kʊwɑɪjɪs	good	0.008
kʊwɑɪjɪs	kʊwɑɪjɪs	good	0.049
lɑː	lɑː	no	0.008
mɑː	mɑː	not	0.057
mɑwɔːɟʊd	mɑwɔːɟʊd	available	0.032

mædæm	mædæm	madam, wife	0.024
mædræs	mædræs	Madras	0.016
mɔmɔ	mɔmɔ	mom	0.016
mæqdʊnɪsja	bægdunɪs	parsley	0.008
mæɣrɪb	ɪmæɣrɪb	dusk	0.008
mɔʃkɪlə	mɔʃkɪlə	problem	0.008
mæzrɛʃə	mæzrɛʃə	farm	0.016
nəfər	nəfər	person	0.065
nom	nom	sleep	0.049
nɛt	nɛt	net	0.024
rɪjæd	ɪrɪjæd̥	Riyadh	0.008
rjæl	rjæl	riyal	0.008
ruh	ruħ	go	0.090
rʊmmæn	rʊmmæn	pommegrante	0.024
sawa	sawa	together	0.016
sæʃə	sæʃə	hour	0.008
səgɪr	sˈʌɣɪr	small	0.016
sɪni	sɪni	Sini	0.008
sjæd	sˈaɪjad	fisherman	0.008
səlæmʊ	assəlæmʊ	peace	0.008
səmæk	səmæk	fish	0.024
sənə	sənə	year	0.008
səʃudɪja	ɪssʃudɪja	Saudi Arabia	0.008
sʊbæh	sˈʌbæh	morning	0.008
sˈʊbæh	sˈʌbæh	morning	0.008
sʊɟl	ʃʊɟl	work, job	0.040
sʊɟul	ʃʊɟl	work, job	0.008
ʃʊɟl	ʃʊɟl	work, job	0.008
tæni	θæni	another	0.016
tɪrɔnədɔɣrɔ	tɪrɔnədɔɣrɔ	Tironadogro	0.008
təlætə	θəlæθə	three	0.024
təlætɪn	θəlæθɪn	thirty	0.008
təmɪr	təmɪr	dates	0.016
tˈʊl	tˈʊl	straight	0.016
ʃʊmər	ʃʊmər	Omar	0.032
wæhɪd	wæhɪd	one	0.049
wæhɪd	wæhɪd	one	0.008
wnʊsˈ	wnʊsˈ	and a half	0.008
wərəlbɛt	wərəlbɛt	behind the house	0.008
xæn	xæn	Khan	0.024
zaitun	zɛtun	olive	0.008
həmæm	həmæm	pigeons	0.008

# Bas

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
abbi	ʒəbbi	fill up	0.006
adiʒə	ɪlhədiθə	Haditha	0.006
hədiʒə	ɪlhədiθə	Haditha	0.006
hədiʒə	ɪlhədiθə	Haditha	0.012
ai	ai	yes	0.012
ainə	ainəʒəm	yes	0.006
nəʒəm	nəʒəm	yes	0.110
aiwə	aiwə	yeah	0.012
akl	akl	eating	0.006
aku	ax	brother	0.006
alɣɪraɪjæt	lɣraɪjæt	Gurayat	0.006
ɣɪraɪjæt	lɣraɪjæt	Gurayat	0.006
alhin	alhin	now	0.018
aljɔm	ɪljɔm	today	0.018
jɔm	jɔm	day	0.098
ɔm	jɔm	day	0.006
jɔmən	jɔmən	two days	0.012
amdɔlla	alɦəmdɔlɪllæɦ	thank God	0.006
nʒætɦa	nʒætɦah	God willing	0.006
ana	ana	I	0.006
arbʌʒ	arbəʒə	four	0.006
arbʌʒtʰʌʒʒ	arbəʒtʰʌʒʒ	fourteen	0.006
arbətʰʌʒʒər	arbəʒtʰʌʒʒər	fourteen	0.006
aʒtʰet	aʒtʰet	I gave	0.006
aʒtʰik	aʒtʰik	I give you	0.006
awwəl	awwəl	first	0.006
ʒəʒæn	ʒəʒæn	because	0.006
mɪnʒæn	mɪnʒæn	because	0.006
bæsawərædʒ	bæsʊrɔdʒ	Basuraj	0.012
bæsʊrɔʒ	bæsʊrɔdʒ	Basuraj	0.006
bɔbɔ	bɔbɔ	dad	0.006
bəʒden	bəʒden	then	0.012
bəʒ	bəʒ	sale	0.024
biʒ	biʒ	sell	0.006
biʒ	biʒ	sell	0.024
nbiʒ	nbiʒ	we sell	0.006
bet	bet	house	0.006

bærd	bærd	cold	0.006
bæs	bæs	only	0.098
bæt'ə	bæt'ə	Batta	0.006
budjæppa	budjæppa	Budyappa	0.012
dʒædid	dʒɪdid	new	0.006
dʒib	dʒib	bring	0.006
ndʒibʊ	ndʒibʊ	we bring it	0.006
fi	fi	there is, in	0.165
fʊrʃə	fʊrʃə	brush	0.006
gæləb	gælɪb	mould	0.006
gʌbl	gəbl	before	0.006
gəsɪl	ɣəsɪl	washing	0.006
gæssɪl	ɣæssɪl	wash	0.006
gʊllɔr	gʊllɔr	Gullar	0.012
hæða	hæða	this	0.006
hæda	hæða	this	0.024
hɪna	hɪna	here	0.024
hnæk	hnæk	there	0.024
ʃəhren	ʃəhren	two months	0.006
hʊtt'ʊ	hʊtt'ʊ	put it	0.006
huttʊ	hutt'ʊ	put it	0.018
hʊwwə	hʊwwə	he	0.006
i	i	yeah	0.012
ɪdʒʊmə	ɪdʒʊmʃə	Friday	0.006
ɪdʒʊmʃə	ɪdʒʊmʃə	Friday	0.006
ɪlʔəhəd	ɪlʔəhəd	Sunday	0.006
ɪlhəd	ɪlʔəhəd	Sunday	0.006
ɪlɪtnen	ɪlɪθnen	Monday	0.006
ɪlkəmis	ɪlxəmis	Thursday	0.012
ɪlʔərbʌʃ	ɪlʔərbɪʃə	Wednesday	0.006
ɪlsəbt	ɪssəbt	Saturday	0.030
ɪltəlætə	ɪθθəlætə	Tuesday	0.006
ɪndi	ɪndi	I have	0.006
ɪsmək	ɪsmək	your name	0.012
ɪsrɪn	ɪɪfrɪn	twenty	0.018
ɪrdʒi	ɪrdʒi	he comes	0.042
ɪrdʒəʃ	ɪrdʒəʃ	he returns	0.012
ɪʃmɪl	ɪʃmɪl	he does	0.006
ɪʃni	ɪʃni	that is	0.030
kæmɪl	kæmɪl	complete	0.006
kænsɪl	kænsɪl	cancel	0.006
kɪdə	kɪðə	like this	0.006
kɪlʊ	kɪlʊ	kilo	0.024

kəlli	xəlli	leave, let	0.006
kəlpəs'	xəlpəs'	finished	0.006
kəmsə	xəmsə	five	0.006
kəbʊs	xʊbz	bread	0.006
kəbʊz	xʊbz	bread	0.006
kʊl	kʊl	all	0.006
kʊllʊ	kʊllʊ	all of it	0.036
kwajɪs	kwajɪs	good	0.024
la	la	no	0.042
ʃəla	ʃəla	on	0.012
ʃələkʊm	ʃələkʊm	on you	0.006
lohə	lohə	license plate	0.012
ma	ma	not	0.104
mawsəm	mawsɪm	season	0.006
ʃəmæɪ	ʃəmæɪ	north	0.006
məbsut'	məbsut'	happy	0.018
mʃɪktʊ	mʃɪktʊ	I caught it	0.006
mɪn	mɪn	from	0.012
mitər	mɪtr	meter	0.006
məʃək	məʃək	with you	0.006
mo	mʊ	not	0.006
mojə	mojə	water	0.018
mərrʌ	mərrʌ	one time	0.012
mərtʃɪdɪs	mərsɪdɪs	Mercedes	0.006
mʊkælə	mʊxæləfə	violation	0.006
mʊkæləf	mʊxæləfə	violation	0.006
mʊmkɪn	mʊmkɪn	possible, maybe	0.012
mʊrʊr	mʊrʊr	traffic police	0.006
mʊʔəssəs	mʊʔəssəsə	establishment	0.006
məzbut'	məzbut'	correct	0.012
nəʃ	nəʃ	kind, type	0.006
norθ	norθ	north	0.006
nəsɪt	nsɪt	I forgot	0.006
nʊs'	nʊs'	half	0.018
rʌdʒɪf	rʌdʒɪf	return	0.006
rɪsælə	rɪsælə	letter	0.018
rəsælə	rɪsælə	letter	0.006
rjæl	rjæl	riyal	0.012
rɒs	rɒs	head	0.024
ruh	ruħ	go	0.049
truh	truħ	you go	0.012
sajjərə	sajjərə	car	0.012
sawa	sawa	together	0.012

sawweto	sawwetu	I did it	0.006
sæfə	sæfə	hour	0.018
səbfə	səbfə	seven	0.006
sil	ʃil	remove	0.018
sismə	ʃismu	what's its name	0.006
sittə	sittə	six	0.006
səlæmʊ	assəlæmʊ	peace	0.006
sənə	sənə	year	0.006
sənnə	sənə	year	0.006
s'əndug	s'ʌndug	box	0.006
ʃəsərlh	ʃəʃrə	ten	0.006
suf	ʃuf	see	0.006
sʊbəh	s'ʌbæh	morning	0.012
sʊgl	ʃʊɣl	work, job	0.006
ʃʊgl	ʃʊɣl	work, job	0.006
ʃʊɣl	ʃʊɣl	work, job	0.012
sʊrb	ʃʊrb	drinking	0.012
t'aijɔrə	t'aijɔrə	plane	0.006
təhlɪjə	təhlɪjə	water desalination	0.006
təlɜ	θəlɜ	ice	0.012
təldɜ	θəlɜ	ice	0.006
təlɜ	θəlɜ	ice	0.012
təllæɪə	θəllæɪɜə	refrigerator	0.006
təlæte	θəlæθə	three	0.012
təmæni	θəmæniɪjə	eight	0.006
trellə	trellə	trailer	0.024
tərændʒit	trænzit	transit	0.006
t'ul	t'ul	straight	0.018
wæhəd	wæhɪd	one	0.006
wæhɪdʊ	wæhɪdʊ	one and	0.012
wəddi	wəddi	take	0.012
wəggəf	wəggɪf	stop, park	0.012
wəʒn	wəʒn	weight	0.006
wəzn	wəzn	weight	0.006
wərə	wərə	behind	0.012
wəzəh	wədʒh	face	0.006
wəzhək	wədʒhək	your face	0.006
xəls'	xəls'	finished	0.006
zɪbl	zɪbl	manure	0.006
mədæm	mədæm	madam, wife	0.006



## W

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
abjad'	abjalð'	white	0.014
ah	ah	uh	0.007
aiwə	aiwə	yeah	0.092
akl	akl	eating	0.007
alhin	alhin	now	0.035
ana	ana	I	0.021
arb	arbəʃə	four	0.007
arbi	ʃəɾabi	Arabic	0.007
bɪʃʃəɾabi	bɪʃʃəɾabi	in Arabic	0.007
asə	ʃəʃə	dinner	0.007
awwəl	awwəl	first	0.042
bətəɹ	bʌttər	butter	0.014
zɪbdə	zɪbdə	butter	0.021
baid'ə	beð'ə	egg	0.007
bed'	beð'	eggs	0.007
bəʃden	bəʃden	then	0.028
bəʃdn	bəʃden	then	0.014
bebi	bebi	baby	0.007
bʌflo	bʌffəlo	buffalo	0.007
ɔʒæmus	ɔʒæmus	buffalo	0.007
bəgər	bəgʌr	cows	0.007
bəkər	bəgʌr	cows	0.014
bɪllel	bɪllel	at night	0.007
bənsin	bænzɪn	gasoline	0.007
bərd	bərd	cold	0.007
brek	brek	brake	0.014
brekæt	brekæt	brakes	0.007
bəs	bəs	only	0.014
bətt'ʌ	bətt'ʌ	Batta	0.028
dəɔʒædʒ	dəɔʒædʒ	chickens	0.021
ɔʒɪbnə	ɔʒɪbnə	cheese	0.014
d'ʊhr	ð'ʊhr	noon	0.007
ɔʒɪwwə	ɔʒɪwwə	inside	0.007
fi	fi	there is, in	0.234
fʊt'ur	fʊt'ur	breakfast	0.007
ʃəggəl	ʃəγγæl	in operation	0.007
ʃəyəl	ʃəγγæl	in operation	0.014

gir	gir	gear	0.021
gɪst'ə	gɪft'ʌ	cream	0.007
gɪft'ə	gɪft'ʌ	cream	0.007
gʊbʊs	xʊbz	bread	0.014
kʊbʊs	xʊbz	bread	0.007
hawə	hawa	air	0.007
hæða	hæða	this	0.021
hæda	hæða	this	0.106
hædi	hæði	this (sing., fem.)	0.007
hæði	hæði	this	0.007
hændl	hændl	handle	0.007
id	id	handle	0.014
hær	hær	hot	0.007
hædid	hædid	iron, steel	0.014
hɪndi	hɪndi	Indian	0.007
həlib	həlib	milk	0.007
ɪʃærə	ɪʃærə	signal	0.007
ɪdʒæse	ɪdʒæzə	vacation	0.007
ɪmʃi	ɪmʃi	go	0.007
ɟɪmʃi	ɟɪmʃi	he goes	0.007
ruh	ruh	go	0.007
ɪtnen	ɪθnen	two	0.007
tnen	θnen	two	0.014
ɟɪdʒi	ɟɪdʒi	he comes	0.021
ɟɪdʒəs	ɟɪdʒəs	he runs over	0.014
ʃəʎni	ʃəʎni	that is	0.028
kəʃəb	xəʃəb	wood	0.014
kəbir	kɪbir	big	0.007
kəhrʌba	kəhrʌba	electricity	0.014
kələs	xələs'	finished	0.021
kləʃ	kləʃ	clutch	0.007
kəmse	xəmse	five	0.007
kɪʃnən	kɪʃnən	Krishnan	0.007
kərrət	xərrət'	turner	0.014
kassɪt	kəssɪt	cassette	0.007
ʃerɪt'	ʃɪrɪt'	cassette	0.014
kətɪr	kɪθɪr	many	0.014
kʊrɑjæʔ	lgrɑjæʔ	Gurayat	0.007
kʊrsi	kʊrsi	chair	0.007
kʌvræʔ	kəfəræʔ	tires	0.007
kwɑjɪs	kwɑjɪs	good	0.007
ləʔ	ləʔ	no	0.049
la	la	no	0.063

lɛbnə	lɛbnə	sour cream	0.007
lɛbɛŋ	lɛbɛn	yogurt	0.007
lɛsɛns	lɛsɛns	license	0.007
rɔks'ɛ	rɔks'ʌ	license	0.007
rɔxs'ɛ	rɔxs'ʌ	license	0.014
lɪhæm	lɪhæm	welding	0.014
lɪssə	lɪssə	not yet	0.007
lɛmbə	lɛmbə	lamp	0.007
lɔhə	lɔhə	plate	0.007
plɛt	plɛt	plate	0.007
lɔn	lɔn	color	0.007
mɛf	mɛf	with	0.007
mɑ	mɑ	not	0.049
mɪʃ	mɪʃ	not	0.014
mɑwɔʒud	mɑwɔʒud	available	0.007
mɑwsɪm	mɑwsɪm	season	0.014
mɪkənɪkɪ	mɪkənɪkɪ	mechanic	0.007
mɛkænɪk	mɪkənɪkɪ	mechanic	0.007
mɛʃlu	mɛʃlum	known	0.007
mɔjə	mɔjə	water	0.007
mɛsbʊt	mɛzbʊt'	right	0.007
mɛzbʊt'	mɛzbʊt'	right	0.014
mɛtʃɪ	mɛt'ʃɪ	turned off	0.014
mɔsɛɔʒɪl	mɔsɛɔʒɪl	recorder	0.007
nɛʃəm	nɛʃəm	yes	0.014
nɔf	nɔf	kind	0.007
rɔdʒo	rɔdʒo	radio	0.014
rɪs	rɪz	rice	0.007
sɑɪjærə	sɑɪjærə	car	0.063
sɑwɑ	sɑwɑ	together	0.042
sɑwwæk	sɑwwæg	driver	0.007
sɑwwɪ	sɑwwɪ	do	0.014
sɛɔʒɛr	ʃɛɔʒɛr	trees	0.014
sɛɔʒɛrə	ʃɛɔʒɛrə	trees	0.007
sɛm	sɛm	same	0.014
sɛr	sɛr	belt	0.007
sɛhr	ʃɛhr	month	0.007
sɪk	sɪx	(iron) bar	0.014
sɪlk	sɪlk	wire	0.035
sɪttə	sɪttə	six	0.021
sɛnə	sɛnə	year	0.021
stul	stul	stool	0.007
sʊbɛh	s'ʌbæh	morning	0.007

sʊrʃə	sʊrʃə	speed	0.007
swaɪjə	ʃwaɪjə	a little bit	0.014
ʃwaɪjə	ʃwaɪjə	a little bit	0.014
tawlə	t'awlə	table	0.007
tæni	θæni	another	0.028
tərmɔs	tɔrmɔs	thermos	0.007
ʃʊf	ʃʊf	see	0.042
mʊftə	mɪftæh	key	0.007
ʃʊgəl	ʃʊɣl	work, job	0.021
ʊnni	ʊnni	Unni	0.007
wəlla	wətʰlʰ	I swear to God	0.007
wzæmur	wzæmur	and a horn	0.007
zai	zai	like	0.007
set	zet	oil	0.007
zet	zet	oil	0.014
zetɔ	zetun	olive	0.007
zetun	zetun	olive	0.007
nəsɪt	nsɪt	I forgot	0.007

**B**

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
aiwə	aiwə	yeah	0.035
ajæɪ	ʃjæɪ	children	0.035
ijæɪ	ʃjæɪ	children	0.017
ana	ana	I	0.122
ʃəʊɣjæɪ	ʃəʊɣjæɪ	in operation	0.035
bəʃden	bəʃden	then	0.105
d'ʌrb	ð'ʌrb	hitting	0.017
d'ʊ	ð'aw	light	0.017
fi	fi	there is, in	0.228
fit	fit	feet	0.017
fog	fog	up, over	0.017
gʊddæm	gɪddæm	straight ahead	0.035
hæðə	hæðə	this	0.017
hæði	hæði	this	0.017
hʌh	hʌh	huh	0.017
hɪnə	hɪnə	here	0.052
hnæk	hnæk	there	0.017
hʊ	hʊ	he	0.035
hʊrʊb	hrʊb	running away	0.017
ɪʃjærə	ɪʃjærə	traffic light	0.017
ɪlmʊʔəssəsə	ɪlmʊʔəssəsə	the	
		establishment	0.017
ʃɪnd	ʃɪnd	at	0.017
ʃɪbki	ʃɪbki	he cries	0.017
ʃɪdʒi	ʃɪdʒi	he comes	0.070
kætɪr	kɪθɪr	many	0.070
kæən	kæən	was	0.017
kɪdə	kɪðə	like this	0.122
kilo	kilo	kilo	0.017
kəmsə	xəmsə	five	0.035
kəmsawɪnʊs'	xəmsawɪnʊs'	five and	
		a half	0.017
kʊllʊ	kʊllʊ	all of it	0.035
la	la	no	0.017
law	law	if	0.017
ljom	ljom	today	0.017
ma	ma	not	0.087

mɪn	mɪn	from	0.035
həmra	həmra	red	0.017
mɔʃi	məʃi	walking	0.017
mʊsədʒəl	mʊsədʒɪl	recorder	0.035
næs	næs	people	0.017
ruh	ruh	go	0.017
səddəm	s'ədəm	hit (a car)	0.087
sɪdəm	s'ədəm	hit (a car)	0.017
saijærə	saijærə	car	0.140
sittin	sittin	sixty	0.017
t'ɪləʃ	t'ɪləʃ	came up	0.017
t'ɪləʃ	t'ɪləʃ	came up	0.017
t'ʌffi	t'ʌffi	turn off	0.017
tneɪn	θneɪn	two	0.017
t'ul	t'ul	straight	0.017
wərə	wərə	behind	0.070
wəggəf	wəggɪf	stop	0.070
wələd	wələd	boy	0.017
ʃwaɪjə	ʃwaɪjə	a little bit	0.017
wæhəd	wæhɪd	one	0.017
wæhɪd	wæhɪd	one	0.070
wəzn	wəzn	weight	0.017

## Q

<i>Subject's pronunciation</i>	<i>Native speaker's pronunciation</i>	<i>English gloss</i>	<i>Token-type ratio</i>
abjɹɔ̃	abjɹɔ̃	white	0.014
ah	ah	uh	0.042
aɪ	aɪ	yes	0.007
aɪwə	aɪwə	yeah	0.098
akl	akl	eating	0.007
ʃədʒər	ʃədʒər	trees	0.035
ʃəzər	ʃədʒər	trees	0.007
əlʃədʒər	ɪʃʃədʒər	the trees	0.007
ɪʃʃədʒər	ɪʃʃədʒər	the trees	0.021
ɪʃʃəzər	ɪʃʃədʒər	the trees	0.007
ana	ana	ɪ	0.084
arbɹɹ	arbəfə	four	0.007
awwəl	awwəl	first	0.007
axð'ɹ	axð'ɹ	green	0.021
wʔəxð'ɹ	wʔəxð'ɹ	and green	0.014
θæni	θæni	second	0.014
hæɹ	hæɹ	hot	0.007
bəbɔ	bəbɔ	dad	0.042
həbbə	həbbə	piece	0.007
bəden	bəfden	then	0.007
bəfɔn	bəfden	then	0.021
bəfden	bəfden	then	0.035
ʃəbdɔlqɔdɪɹ	ʃəbdɔlqɔdɪɹ	Abdulqader	0.007
bəndʒæb	ɹɹɹndʒæb	Punjab	0.007
bərrɹh	bərrɹh	outside	0.035
bəs	bəs	only	0.014
bət'ix	bət't'ix	watermelon	0.014
bʊnni	bʊnni	brown	0.007
dʒəbəl	dʒəbəl	mountain	0.007
dʒozɪlhɪnd	dʒozɪlhɪnd	the coconut	0.014
dʒozəlɪnd	dʒozɪlhɪnd	the coconut	0.007
hədʒər	hədʒər	stone	0.042
hədʒər	hədʒər	stone	0.007
ɛʃ	ɛʃ	what	0.014
ʃu	ɛʃ	what	0.007
eh	eh	eh	0.028
fi	fi	there is, in	0.570

fəms	fəms	the sun	0.007
fɪffəms	fɪffəms	in the sun	0.007
fɒg	fɒg	up, over	0.007
fɒk	fɒg	up, over	0.007
fʊrn	fʊrn	oven, bakery	0.014
fʊrɔ	fəɔ	difference	0.007
gɪrd	gɪrd	monkey	0.028
gərd	gɪrd	monkey	0.007
ɪlgɪrd	ɪlgɪrd	the monkey	0.007
mʌnki	mʌnki	monkey	0.014
mʌngi	mʌnki	monkey	0.021
sɪfɔæn	sɪfɔæn	ape	0.007
gəmh	gəmh	wheat	0.028
hæðə	hæðə	this	0.070
hædə	hæðə	this	0.014
hæði	hæði	this	0.028
hʌh	hə	huh	0.014
hɪnə	hɪnə	here	0.007
fəhr	fəhr	month	0.014
hʊwə	hʊwə	he	0.021
ɪgt'ʌf	ɪgt'ʌf	cut	0.007
qt'ʌf	ɪgt'ʌf	cut	0.007
fɪl	fɪl	remove	0.007
fɪlo	fɪlɔ	remove it	0.007
ɪmsɪk	ɪmsɪk	catch	0.021
ɪn	ɪn	if	0.007
fɪnd	fɪnd	at	0.049
fɪndo	fɪndɔ	at his place	0.007
ɪθnən	ɪθnən	two	0.014
ɪnzɪl	ɪnzɪl	get down	0.007
ɪsmɔ	ɪsmɔ	his (its) name	0.021
ɪsmɔs	ɪsmɔ	his (its) name	0.014
ɪstənnə	ɪstənnə	wait	0.007
ɪdʒi	ɪdʒi	he comes	0.042
ɪʒi	ɪdʒi	he comes	0.007
ɪt'ləf	ɪt'ləf	he climbs	0.007
ʒəni	ʒəni	that is	0.014
ʒɒm	ʒɒm	day	0.035
kəbɪr	kɪbɪr	big	0.007
kerlə	kerlə	Kerala	0.007
kɪðə	kɪðə	like this	0.007
kɪðə	kɪðə	like this	0.007
kin	məkɪnə	machine	0.007



mək	məkinə	machine	0.007
məkinə	məkinə	machine	0.014
kəθir	kɪθir	many	0.091
kʊllə	kʊllʊ	all of it	0.014
kʊllə	kʊllʊ	all of it	0.007
kʊllʊ	kʊllʊ	all of it	0.014
ləʔ	ləʔ	no	0.014
la	la	no	0.049
θəlæθə	θəlæθə	three	0.007
lækɪn	lækɪn	but	0.049
leʃ	leʃ	why	0.014
lɦin	alɦin	now	0.007
loyə	lʊyə	language	0.007
ma	ma	not	0.112
mɪn	mɪn	from	0.028
ʃəmmæm	ʃəmmæm	cantaloupe	0.007
mərrʌ	mərrʌ	one time	0.021
mʊdawər	mɔdawər	circular	0.014
mʊmkɪn	mʊmkɪn	possible,maybe	0.035
nəfər	nəfər	person	0.014
noʃ	noʃ	kind	0.007
ɣof	xof	fear	0.007
xof	xof	fear	0.014
xʊf	xof	fear	0.007
ʃəʃərə	ʃəʃrə	ten	0.014
ð'ʌrəb	ð'ʌrəb	hit	0.021
ð'ʌrb	ð'ʌrb	hitting	0.049
ð'ʌrəbt	ð'ʌrəbt	I hit	0.007
ð'ʌrəbtʊ	ð'ʌrəbtʊ	I hit him	0.007
ð'ʌrəbo	ð'ʌrəbo	he hit him	0.007
ʃərgɪjə	ʃərgɪjə	eastern	0.014
ruɦ	ruɦ	go	0.021
rʊz	rʊz	rice	0.042
sawwi	sawwi	do	0.028
sɪkkin	sɪkkin	knife	0.007
zɪkkin	sɪkkin	knife	0.007
s'ʌɣir	s'ʌɣir	small	0.028
sɪttə	sɪttə	six	0.007
ʃəs'ɔjə	ʃəs'ɔjə	stick	0.014
səna	səna	year	0.007
səna	səna	year	0.021
səʃudi	ɪssʃudɪjə	Saudi Arabia	0.021
t'awil	t'awil	tall, long	0.007

tʰhin	tʰhin	flour	0.007
tʰhinə	tʰhin	flour	0.007
tʰhinə	tʰhin	flour	0.007
tʰhin	tʰhin	flour	0.014
tələtʰʌʃjər	θələtʰʌʃjər	thirteen	0.007
təmr	təmr	dates	0.014
tʰri	tʰri	tender	0.007
təht	təht	down, below	0.028
ʃuftʊ	ʃuftʊ	I saw it	0.007
hottʰʊ	hottʰʊ	put it	0.014
ʃwajjə	ʃwajjə	a little bit	0.014
wəhɪd	wəhɪd	one	0.007
wəhɪd	wəhɪd	one	0.021
xəmsə	xəmsə	five	0.007
xəmsʰʌʃjər	xəmsʰʌʃjər	fifteen	0.007
xʊbz	xʊbz	bread	0.028
xʊðʰrə	xʊðʰrə	vegetables	0.007
zai	zai	like	0.077
zərʃ	zərʃ	plants	0.007

## **APPENDIX III**

### **PHONETIC CHARTS**



# Phonetic Chart for A

## a. Consonants

b t d k g ?  
m n  
r  
f s z ʃ h ʎ h  
w l j

## b. Vowels

i I u  
ə  
æ a  
ʌ

## c. Other:

*Affricates:* tʃ

*Diphthongs:* aɪ, aʊ

# Phonetic Chart for O

## a. Consonants

p b t d k g q ?  
f' d'  
m n  
r  
f v ð s z ʃ x ɣ ʁ ħ ʃ h  
s'  
w j  
l  
t

## b. Vowels

i I u  
e o  
ə  
ɛ ʌ  
æ  
a ɒ

## c. Other:

Affricates: tʃ

Diphthongs: aɪ, aʊ

# Phonetic Chart for Bas

## a. Consonants

p b t d ɟ k g ʔ  
m n r  
f θ ð s z ʃ ʒ x ɣ ʁ h ʕ h  
w j  
l  
ɬ

## b. Vowels

i u  
ɪ ʊ  
e o  
ə  
æ ʌ  
a ɒ

## c. Other:

*Affricates:* tʃ, tʃ

*Diphthongs:* ai, aw

# Phonetic Chart for W

## a. Consonants

p b t d t̥ k g ?  
                   tʰ dʰ  
 m                   n ŋ  
                   r ɾ  
                   r  
 f v ð s z ʃ x ɣ ʁ ʎ h  
                   sʰ  
 w                   j  
                   l

## b. Vowels

i                   u  
   ɪ                   ʊ  
   e                   o  
           ə  
   ɛ                   ʌ  
           æ  
           a                   ɒ

## c. Other:

*Affricates:* dʒ, tʃ

*Diphthongs:* aɪ, aʊ



# Phonetic Chart for B

## a. Consonants

b t d k g ?  
m t' d' n  
r  
f θ s z ʃ γ ð ʃ h  
s'  
w j  
l

## b. Vowels

i I u  
e o  
ə  
æ ʌ  
a

## c. Other:

*Affricates:* dʒ

*Diphthongs:* aɪ, aʊ

# Phonetic Chart for Q

## a. Consonants

b t d k g q ?  
m n r  
f θ ð s z ʃ ʒ x ɣ ñ ʎ h  
ð' s'  
w j  
l

## b. Vowels

i u  
ɪ ʊ  
e o  
ə  
æ ʌ  
a ɒ

## c. Other:

*Affricates:* dʒ

*Diphthongs:* aɪ, aʊ

# Phonetic Chart for all subjects

## a. Consonants

p b t d t̥ d̥ k g q ?  
 m n ŋ ŋ  
 r ɹ  
 f v θ ð s z ʃ ʒ x γ ɣ ɦ ʃ h  
 ð̥ s̥  
 w j  
 l  
 †

## b. Vowels

i u  
 ɪ ʊ  
 e o  
 ə  
 ɛ ʌ ɔ  
 æ  
 a ɒ

## c. Other:

*Affricates:* dʒ, tʃ

*Diphthongs:* aɪ, aʊ

# Common phones among all subjects

## Phonetic Chart

### a. Consonants

b      t d      k g      ?  
m      n  
f      r  
      s z ʃ      ʃ h  
w      j  
      l

### b. Vowels

i      u  
ɪ      ʊ  
      o  
      ə  
      ʌ  
æ  
a

### c. Other:

*Affricates:* dʒ

*Diphthongs:* aɪ, aʊ