A Linguistic Insight into Standard and Libyan Arabic

Nisrin, Khadija, Intisar, et al.
University of Ajdabiya, Libya

Abstract

The aim of this study is to explore phonological, lexical, and syntactic differences found between Standard and Libyan Arabic. Based on the differences, the study develops a conceptual hypothesis as to three aforementioned differences between Standard Arabic to Libyan Arabic. Participant observation and content analysis were used as the source of data collection; whereas, narrative analysis was used as the method of data analysis.

1. Introduction

Traditionally, the linguistic science has been classified into four branches as follows. In the present research, the focus is on phonology, morphology, and syntax. The research is purely empirical in its nature.

- **Phonology (?al Sautiy@t): It discusses speech sounds.**
- **Morphology (atta9rif):   It discusses the form of the words.**
- **Syntax (annaHu):   It discusses the formation of sentence.**
- **Semantics (alma9ani):   It discusses the meaning of any linguistic units.**

In the present research, the focus is on morphology. More precisely, the present research goes into the depth of finding morphological inflections of different word classes in Arabic syntax. The syntax choosen for the research in the form of corpus is empirical in its nature. Therefore, it is also to mention here that the basic word order of Arabic syntax is though VSO, i.e. **verb**+**subject**+**object**, but the present research has used Arabic translation mostly on SVO pattern simply for the sake of finding exact equivalents of English constituents in Arabic. For instance, in the

following pair of sentences, the English meaning is the same, i.e. ***My father returned from Cairo***.

/raja9a ?abiy min ?al qAhirA/
/?abiy raja9a min ?al qAhirA/

Linguistically the first sentence above is on VSO pattern which is preferably used in day to day Arabic, whereas the second sentence which is equally correct and stylistically less used except in case of emphasis or focus of the agent or recipient. It is also worth mentioning that standard or classical ARABIC used in the Quran, the holy book of Islam, has almost 25 varieties used in the Arab world comprising 25 countries as shown in the following map. Therefore, it is imperative to emphasize here that Arabic used in the

present research can be viewed as standard Arabic. It is imperative to say here that **Arabic language** is a Semitic language with many varieties that diverge widely from one another — both from country to country and within a single country.Most western scholars distinguish two common varieties: the Classical Arabic of the Qur'an and early Islamic (7th to 9th centuries) literature, and **Modern Standard Arabic** (MSA), the standard language in use today. Classical Arabic is often believed to be the parent language of all the spoken varieties of Arabic. Modern Standard Arabic (MSA) is the literary standard across the Middle East and North Africa, and one of the official six languages of the United Nations. Most printed matter–including most books, newspapers, magazines, official documents, and reading primers for small children–is written in MSA.

The sociolinguistic situation of Arabic in modern times provides a prime example of the linguistic phenomenon of diglossia — the use of two distinct varieties of the same

language, usually in different social contexts. To be more precise, native speakers learn and use two substantially different language forms in different aspects of their lives. In the case of Arabic, the regionally prevalent variety is learned as a speaker's mother tongue and is used for nearly all everyday speaking situations throughout life, including most films and plays, and (rarely) in some literature. A second, quite different variety, Standard Arabic, is learned in school and is used for most printed material, TV news reporting and interviews, sermons and other formal situations. Educated Arabic-speakers are usually able to communicate in MSA in formal situations. This diglossic situation facilitates code-switching in which a speaker switches back and forth between the two varieties of the language, sometimes even within the same sentence.

In instances in which highly educated Arabic-speakers of different nationalities engage in conversation but find their dialects mutually unintelligible (e.g. a Moroccan speaking with a Lebanese), they are able to code switch into MSA for the sake of communication. The extent to which the local vernacular tends to interplay with the Standard variety in formal situations varies from country to country. But the present research in terms of its usage is more oriented towards Modern Standard Arabic.

1.2 Research Objective:

From the title of the thesis, one may easily infer at least two implications: first, the research is going to be a contrastive analysis of English and Arabic morphology; The logical sequence of the whole research is as follows:

<div align="center">

Corpus

+

Contrastive Analysis

</div>

1.3. Convention of Phonetic transcription

English	Examples		Arabic
?	/?an@ / I	/انا/	أ
A	/rajul / man.	/ رجل/	ا
A	/HiSAn / horse	/حصان/	اا
@	/?an@/ I.	/ انا /	آ
B	/b@b / door	/باب /	ب
T	/tUt/ berry	/توت /	ت
Th	/th@9lab / fox	/ثعلب /	ث
J	/jabal/ mountains	/جبال /	ج
H	/HadIqAh/ garden	/حديقة /	ح

X	/XarITA / map.	/خريطة/	خ
D	/dAr / room.	/دار/	د
Dh	/dhahab / gold.	/ذهب/	ذ
R	/rabI9 / spring.	/ربيع/	ر
Z	/zahra / flower.	/زهرة/	ز
S	/sam@? / sky.	/سماء/	س
sh	/sham9@/ candle.	/شمعة/	ش
S	/SadIq / friend.	/صديق/	ص
D	/Dau? / light.	/ضوء/	ض
T	/Taiyr/ bird.	/طائر/	ط
9	/9ain / eye.	/عين/	ع
G	/gurfA / room.	/غرفة/	غ
F	/faqat / only.	/فقط/	ف
Q	/qarIb/ near.	/قريب/	ق
K	/karIm/ generous.	/كريم/	ك
L	/lail / night.	/ليل/	ل
M	/mu9Alim/ teacher.	/معلم/	م
N	/nahr / river.	/نهر/	ن
H	/h@tif / telephone.	/هاتف/	ه
W	/waraqa / paper.	/ورقة/	و
I	/b@rid / cold.	/بارد/	
I	/sarIr / bed.	/سرير/	
U	/hua / he.	/هو/	ؤ
U	/thUm / garlic.	/ثوم/	وو
Y	/yad / hand.	/يد/	ي

1.4. Convention of abbreviation

N	Noun
V	Verb
Sgm	singular masculine
Sgf	singular feminine
Dlm	dual masculine
Dlf	dual feminine
Plm	plural masculine
Plf	plural feminine
V1	first form of verb (i.e. unmarked present e.g. go)
V2	second form of verb (i.e. simple past e.g. went)
V3	third form of verb (i.e. past participle form e.g. gone)
V4	fourth form of verb (i.e. progressive form e.g. going)
V5	fifth form of verb (i.e. present marked e.g. goes)
V6	sixth form of verb (i.e. infinitive form e.g. to go)
~	This symbol means a pause in syllabification

`        This symbol is used after definite article /?al/ which assimilates to the second sound as in /?al`sabab/, we use assimilation

symbol after /l/ because /l/ sound assimilates with the first

sound of sabab and therefore we pronounce /assabab/ not

/?al`sabab/. Like this all the following sounds assimilate with

/?al/ (t - ت , th- ث, d - د, dh- ذ , r-ر , z- ز , s-س , sh- ش , S-ص , D- ض , T - ط , z- ظ , n- ن) and the other sounds do not

assimilate with /?al/.

2. Phonological Differences

English	Standard arabic	Libyan arabic
1) I have a fever.	/?an@ muSAb bil Huma/	/9endi Himma/
2) I have two brothers.	/?an@ ladaiy@ ?Xaw@n/	/9endi xwaiyn /
3) I have a pen.	/ladaiya qalam Hebrun/	/9endi benIn@/
4) Intesar has a car.	/intesAr ladaiyh@ saiyArtun/	/9endh@ saiyAr@/
5) I have to meet him.	/Yejib 9laiy@ muqAbalatuh/	/l@zim enshUfAh/
6) She has to finish this project by 6th July.	/Yejib 9laiyh@ ?inh@ hadh@ ?al mashrU9 biHilUl ?al` s@dis min hAnibAl/	/l@zim tinhi ?il mashru9 fi sitA hAnibAl/
7) I had to go home.	kan@ Yejib 9laiy@ ?al`dhh@b ?ila ?al manzil	/?il mafrudh mishIt lilHUsh/
8) Before I reached the station, the train had left.	qabl@ wusUlI ?ila ?al maHaTA, kan@ ?al qiTAr mugAdiran	/gabel wasltI lil maHaT@ ?il qiTAr 9ad@/
9) Road can be repaired.	/min ?al momkin I9adat taSlIh ?al` TarIq/	?iTarIg momkin tiSalaH min jedId

11) You should come tomorrow	9alaiyk@ ?an t?ati gadan	lazim etjI bukrA
13) He could have helped me	kan@ bi ?imkanihI mus@9adatI	k@n yagdar es@9idnI
14) I will wait until he returns	?an@ sa?antaDIrihu Hat@ ya9Ud	?inrAjI lIn ?ijI
15) He can do this work	hua yastaTI@9 inj@z h@dh@ ?al 9amal	yagdar idIr ?il shegel
16) I requested him to attend the party.	?an@ Talabtu minhu ?an yahDur ?il Hafel	kalamtah ijI lil Hafl@
17) I saw him coming.	laqad ra?aytuhu qadim	hagitah j@y
18) I caught him stealing.	qabaDtu 9alayhi yasruq	mesakt@ yesrig
19) Nisreen keeps on making fun of others.	nisrIn da?Iman tasxr bil ?AxArIn	nisrIn dIm@ etahaz@ 9allixrIn
20) In spite of repeated warnings, he made the same mistake	hua ?a9@d@ nafs ?al xaTA? Bel` rugum min ?i9adat ?al`taHDIr	9awad nafs ?il xaTa? ma9@ ?inh HaDarn@h min gabil
21) Intisar not only reads	intesAr l@ taqra? faqaT bal ?ayDan	intesar mish bas tagra ?w ?ixrA tafham

but also understands.	tafham	
22)Intisar is not only beautiful but also intelligent	Intisar laiys@t jamil@h faqaT bal ?ayDan dhaky@	intesAr mish sImHa bas wa ?ixr@ shATr@
23)It`s no use /trying/regretting now	l@f?id@ min / ?almUH@wal@/ ?al ?i9tidh@r ?al?@n	ma fish faiyda min ?almUHawal@\ ?al?i9tidh@r ?al?@n
24)He looks as if he is the tallest man in the room	yabdU wa k?anahU ?al rajul ?al` ?aTwal fi ?algurf@	baiyn 9alIh ?atw@l rajil fi ?iddar
25)He seemed as if he was tired	bad@ wa k?anam@ kan@ mut9aban	bayn 9lIh kan ta9ban
26)She looked as if she `d had some bad news	badat wa k?anah@ k@nat taHmel ?axbAr say?a	baiyn 9aleh@ tibi itgUl Haj@ shina
27)I felt as though I `d been lying in the sun for hours	sha9rtu k?anm@ kuntu mustalqyan fi ?al shams lis@9@t	HassIt ka@ni kint fi ?il` shams wajid
28)They started at me as if I was crazy	HadqU ?elayA wa k?anI kuntu majnunan	baHaTu fiya ka?@ni maklUb
29)He is so rich	?inahu gany ?il@	huA ghany lid@rajit

that he can buy anew car	Had ?anahu yastaTi9 shera? sayar@tun jadidah	yagdar yishrI saiyarA jaded@
30) She is so beautiful that any dress will suit her	?inah@ jamilatun jidan lid@rajat ?an ?ay fust@n y@lIqu bih@	heya semh@ lid@rajit ?inha ?ay gifTAn ?ijy semeh 9alIh@
31) Lets us go to picture	da9Un@ nadhhab ?il@ ?al` taSwIr	haiya numshu ?inSawrU
32) You may have read this book	min ?al mumkin ?ank qar?at hadh@ ?alkitab	mumkin ?itkUn grit lkt@b hadhA
33) He should have spoke the truth	kan@ yajeb 9alayhi qawl ?al HaqiqA	kan lazim ?IgUl ?ilHag
34) He works hard so that he may pass the exam	yudaris bi jedy@ li d@ragat ?anahu sayanjah fi ?al imtihan	yagrA ?ikw@ys lid@rajet HyanjaH fil ?imtIhan
35) Start at once so that you may catch the train	?sre9 biHaiythu yumkenuk@ ?allaHaq bilqitAr	s@rI9 9ashan tlHeg ?ilqitAr
36) He used to live in Delhi	?i9t@d ?an ya9Ish fi dilhI	ta9awad I9Ish ibser9@ fi dilhI
37) If we leave now we will catch the train	?idh@ gadarn@ ?al?@n s@natamakan min ?all@Haq bil qitAr	kan 9adIn@ taw@ nagduru nalHugu ?ilqitAr
38) Unless you work hard	malm ta9ml bi jed lun tast@TI9	?Idh@ mashtagaltish ?ikw@ys mush

you can `t be successful	?al najaH	h@t@gdar tanjaH
39)Though he is rich yet he is miser	bil rugm min ?anahu gany ?il@ ?anahu l@yazal baxIlan	M9@ ?Ina ghani lakIn mazal baxIl
40)Even if you forget me I will remember you for good	mahm@ nasIt@nI s@?at@dhakaruk @ bi nublIk@	mahm@ ?insItnI h@nidhakIrak li?anak ?ikw@ys
41)While on the one hand here is extreme poverty there is vast wealth on the other	m@ dam@ ?alf@qir shadId fI yadIn waHId@ fahunak@ ?al xayr ?alk@thIr fi ?allUxr@	madam ilf@gir fi yad wihda rah talg@ ilxyr fi yad illixr@
42)He opposes the poor whereas I help them	?us@9iduhu madam@ U9anI min ?alfaqIr	?ins@9d@ madam ?I9anI min ?ilfagir
43)This is the same tea that I bought yesterday	hadh@ nafs ?alshy ?al@dhI ?ishtar@ytuhu ?ams	hadhA nafs ?ilsh@hI ?ili shiritah ?ams
44)Not to speake of enemies even friends did not help me	hat@ w@ lam Us@9IdunI ?asdiq@? l@n ?uxATib ?al?a9d@?	hat@ lw kan m@s@9adunish ?asHAbi m@nkalimsh 9idwAnI

45) This store is ours	hadh@ ?almaHal lan@	?elmaHal hAdhA lin@ ?ilmuTreb
46) This singer is singing very well	hadh@ ?almuTreb yugani j@aiyd	hadhA yegani ?ikwaiys

3. Results and Discussion

/u/>/a/ as in h<u>u</u>na(here)>h<u>a</u>na
Hal<u>u</u>k(how are you)>hal<u>a</u>k

/u/>/i/ as in h<u>u</u>maa(them)>h<u>i</u>mma
Raj<u>ul</u>(man)>raj<u>il</u>
K<u>u</u>nt<u>u</u>(was) k<u>i</u>n<u>it</u>
9afawt<u>u</u> (for giving) 9af<u>it</u>

/a/>/i/ as in <u>a</u>l><u>i</u>l
?<u>a</u>ssa9A(the watch)>?<u>i</u>ssa9A
?<u>a</u>shams(the sun)> ?<u>i</u>shams
?<u>a</u>ssaiyara (the car)> ?<u>i</u>ssaiyara
?<u>a</u>lhararah(the fever)> ?<u>i</u>lhararah
?<u>a</u>lmah@TA(the station)>?<u>i</u>lmah@TA
?<u>a</u>lmadInah(the city) ?<u>i</u>lmadIna

/t/>/h/ as in SiyAsa<u>t</u>un (politics)>siyAsa<u>h</u>
?mAna<u>t</u>un (asset)>?mana<u>h</u>
?hamiya<u>t</u>un (importance)>?hamiya<u>h</u>
altaghthiya<u>t</u>un (feed)>iltaghthiya<u>h</u>
xuTwa<u>t</u>un (step)>xuTwa<u>h</u>
nihaya<u>t</u>un (end)>nehaya<u>h</u>

/?/>/y/ as in mi<u>?</u>a (hundred)>mi<u>y</u>a
daqa<u>?</u>iq(minutes)>diga<u>y</u>ig
la<u>?</u>ih@(list)>la<u>y</u>h@
ja<u>?</u>izah(prize)>ja<u>y</u>zah
re<u>?</u>ah(lung)>re<u>y</u>ah

/q/>/g/ as in <u>q</u>abil(accepter)><u>g</u>abil
Da<u>q</u>a?iq(minutes)>di<u>g</u>ayig
Wa<u>q</u>if(stand-up)>wa<u>g</u>if
<u>q</u>@l(said)><u>g</u>@l
<u>q</u>ahw@(cafe)><u>g</u>ahw@

Contrastive Analysis:

- We use tanwin for concrete nouns but not for abstract nouns. For example, we can say /hebarun/ but not hummun rather humma as in sentence 1 and 3 respectively.
- In standard Arabic we use /q/ sound as in /qAf/ but in Libyan sometimes we use /g/ sound as in /qAf/ as number 8,9,16,19,30,31,33,35,39and40.
- In standard Arabic we use /?al/ for /the/ but in Libyan we use /il/ as in sentences 6,8, 14,18,25,31,32,40 ….
- In standard Arabic we change the sound \u\as the word \hunna\ to \a\ in libiyan as \hanna\
- In standard Arabic we change sometimes the sound \u\ as the word\ kuntu\ to the sound \i\ in Libyan as the word\ kinit\
- Instandard Arabic we change the sound \a\ to \i\ as the words \?@ss@9@h\& \?iss@9@h\
- In standard Arabic we change the sound \?\ to the sound \y\ as the words \daqa?iq\ &\deg@yig\
- In standard Arabic we change the sound \t\ at the end of word to sound \t\ at the end of the word to sound \h\ in Libyan Arabic e.g \?@m@n@tun\ \?@manAh\
- Sometimes in standard arabic we change the sound /a/ to /i/ as in sentences 43
- Sometimes in standard arabic we change the sound /u/ to /e/ as in sentences 44.

4.1. Lexical Differences

Lexical difference in the present research talks about word-choice and morphological differences between standard and Libyan Arabic words. The following table gives a list of common words, which are used differently as a choice of words. The following table also explores morphological differences the reasons of which have been given under contrastive analysis.

English	Standard arabic	Libyan arabic
Book	/kit@b/	/Ikt@b/
Chair	/kursI/	/kirsI/
Pencil	/qalam/	/qilam/
Boy	/walad/	/9aiyl/
Friend	/SadIq/	/SAHab/
Class	/faSl/	/faSel/
Girl	/bent/	/benet/
Apple	/tuf@H@/	/tefaH@/
Cup	/kUp/	/kubaiyA/
Bag	/H@qIb@/	/shanTA/
Man	/rajul/	/rajel/
Child	/Tefl/	/9aiyl/
Mouse	/fa?ir/	/fAr/
Ox	/thUr/	/thUr/

Foot	/rejl/	/krA9/
Tooth	/sen/	/sen/
Tree	/shajar@/	/?ishjerah/
Train	/qiTAr/	/qitAr/
Indian	/hindi/	/hindi/
American	/?amrIki/	/?amrIki/
Translator	/mutarjim/	/mutarjim/
pen	qalam hebar	benin@
I	?an@	n@
Have (+Abs)	muSAb	9endI
Have (-Abs)	ladaiy@	9end
fever	HumA	HimA
two brothers	?axaw@n	xwain
pen	qalam Hebar	Benin@
have to	Yajib	Lazim
meet	muqAbalat	enshuf
him	uh	Ah
finish	?inh@	tinhi
by	biHilUl	Fi
6th	s@dis	Sita
go	?adh@b	mishIt
home	manzil	HUsh
I reached	wusUlI	wasltI
He had left	mugAdiran	9ad@
repaired	?i9adat taSliH	tiSalaH min jedid
come	ta?ti	?itjI
tomorrow	gadan	bukrAh
could have	bi ?imkani	yagdar
help	musa9ad@	?isa9id
wait	?intiDAr	?inrAjI
until	Hat@	lIn
returns	Ya9Ud	?ijI
can	yastaTI9	yagdar
do	?inj@z	?idIr
this	hadh@	hadhA
work	9amal	shegel
request	Talabtu	kalamtah
attend	yaHDur	?ijI
party	Hafel	Hafal@
saw	Ra?ayt	Hagit
coming	qadim	jay
caught	qabaDt	mesakt
stealing	yasreq	yIsriq

keeps	d?Iman	dIm@
making fun	tasxar	?itahaz@
others	?AxarIN	lixirIn
Shop	duk@n	maHal
Where	?ayn@	waiyn
When	mat@	?amt@
What	m@	shunu
How much	kam	?ibkam
Why	limedh@	lIsh
How	kaiyf	kaiyf
Perhaps	mumkin	balkI
call	?itSAl	mukalam

Contrastive Analysis:

- To show lexical differences, we can quote a good example for an obligation word, such as (must, should or have) in standard Arabic is used as /yejib/ or /yanbagai/, whereas we use only one word for obligation in Libyan as /l@zim/as in sentence 5, 6, 10, 31.
- In standard Arabic we use /Ila/ for to, whereas in Libyan Arabic we use /li/. It is noteworthy here that sometimes we find morphological difference in the usage of /ila+al/ which is used in standard Arabic in assimilated form as /ilal/, whereas Libyan Arabic uses /lil/ for /li+al/as in sentence,9,15.
- In Libyan we use /ain/ for dual number but in standard Arabic we use /@n/ as in sentence 2,3
- In Libyan Arabic we use /lIn/ for future but in standard we use /sA/ as in sentence number 13
- In standard Arabic we use /?al/ for /the/ but in Libyan we use /il/ as in sentences7,9,14,19,22,23,26,31,32,33,34,36,40,41,42
- There are some words in standard Arabic which are completely different from Libyan Arabic for example /yastaTI9/and /yagdar/ as discussed on the first table on lexical different.
- Sometimes we change word class, e.g. ana afham tamamn (SA), nafham kweis (LA). In the first example, the adverb /tamaman/ is being used as adjective in LA as /kweis/as in all the sentence neither(22,40,43,53) .(in yellow)

English	Standard arabic	Libyan arabic

1) I have a fever.	/?an@ muSAb bil Hum@/	/9endi Him@/
2) I have two brothers.	/?an@ ladaiy@ ?aXaw@n/	/9endi xwayn/
3) She has two cars.	/ladaiyh@ sayarataiyn/	/9endh@ sayartain/
4) I have a pen.	/ladaiy@ qalam Hebarun/	/9endi benin@/
5) Intesar has a car.	/intesAr ladaiyh@ saiyArtun/	/intisar 9endh@ saiyArA/
6) I have to meet him.	/Yejib 9laiy@ muqAbalatuh/	/l@zim ?inshUfA/
7) She has to finish this project by 6th July.	/Yejib 9laiyh@ ?inh@? hadh@ ?al mashru9 biHilUl ?al` s@dis min hAnibAl/	/l@zim tinhI ?il mashru9 fi sit@ hAnibAl/
8) I had to go home.	kan@ Yejib 9laiy@ ?adhh@b ?il@ ?al manzil	/?il mafrudh mishIt lilHUsh/
9) Before I reached the station, the train had left.	qabl@ wusUlI ?il@ maHaTA, kan@ ?al qitAr mugAdiran	/gabel wasltI lil maHaTA ?il qiTAr 9ad@/
10) Road can be repaired.	/min ?al mumkin ?I9adat taSliH	?iTarIg mumkin tiSalaH min jedId

	?al` TarIq/	
11)You should come tomorrow	Yejib 9alaiyk@ ?an ta?ati gadan	lazim ?itjI bukrAh
12)He could have helped me	kan@ bi ?imkanihI mus@9adatI	kan yagdar ?is@9idnI
13)I will wait until he returns	?an@ s@?antadhIrhu Hat@ ya9Ud	?inrAjI lIn ?ijI
14)He can do this work	huwa yastaTI9 ?inj@z hadh@ ?al 9amal	yagdar ?idIr ?il9amal hadhA
15)I requested him to attend the party.	?an@ Talabtu minhu ?an yaHdhur ?il@ ?al Hafel	Talabit minah ?ijI lil Hafl@
16)I saw him coming.	laqad ra?aytuhu qadIm	Hagitah jay
17)I caught him stealing.	qabaDtu 9alayhi yasruq	mesakt@ yIsrig
18)Nisreen keeps on making fun of others.	nisrIn d?Iman tasxAr 9al@ l?AxarIn	nisrIn dIma ?itahaz@ 9allixirIn
19)In spite of repeated warnings, he made the same mistake	huwa ?a9@dah nafs ?al xaTA? Bel` rugum min ?i9adat ?al`taHdhIr	9awad nafs ?il xaTa? ma9a ?inAh HaDarnah min gabil

20) Intisar not only reads but also understands.	intesAr l@ taqra? faqaT bal ?ayDan tafham	IntesAr mish bas tagrA ?u ?ixrA tafham
21) Intisar is not only beautiful but also intelligent	intesAr l@ysat jamil@h faqaT bal ?ayDan dhaky@	intesAr mish bas sImH@ ?u ?ixrA shATrA
22) It's no use arguing /trying/regretting now	l@f?idah min ?al niqash/ ?almUHawalh/ ?al ?i9tiDAr ?al?@n	ma fish faiyd@ min ?il`niqash ?ilmUHawalh\ ?il?i9tiDAr ?al?@n
23) He looks as if he is the tallest man in the room.	yabdU wa k?anahU ?al rajul ?al ?aTwal fi ?algurfA	baiyn 9alIh ?ATwal rajil fi ?il dAr
24) He seemed as if he was tired	bad@ wa k?anam@ kan@ mut9aban	baiyen 9lIh kan ta9ban
25) She looked as if she `d had some bad news	badat wa k?anah@ kan@t taHmel ?axbar say?ah	baiyn 9aleha tibi ?itqUl Haj@ shina
26) I felt as though I `d been lying in the sun for hours	sha9rtu k?anm@ kuntu mustalqaiyan fI ?al shams lisa9@t	HasIt ka?@ni kint raged fi ?ilshams wajid

27) They started at me as if I was crazy	HadqU ?ilay@ wa k?anI kuntu majnunan	baHatu faiy@ wa ka?@ni maklUb
28) He is so rich that he can buy anew car	huwa gany ?ilHad ?anahu yastaTi9 shera? sayar@ jadIdah	hua ghany lid@rajit yagdar yishrI saiyarA jaded@
29) She is so beautiful that any dress will suit her	heya jamilatun jidan li d@rajat ?an ?ay fustan yalIqU bih@	heya semHa bikel li d@rajit ?inh ?ay qifTAn ?ijy 9alIh@
30) Lets us go to picture	da9un@ nadhab liltaSwIr	heya numshu ?inSawrU
31) You may have read this book	min ?al mumkin ?ank qar?at hadh@ ?alkit@b	mumkin ?itkun qrIt likt@b hathA
32) He should have spoke the truth	kan@ yajeb 9alayhi qawl@ ?al HaqIqA	kan lazim ?IgUl ?ilHag
33) He works hard so that he may pass the exam	yudaris bi jedy@ lid@rajat ?anahu sayanjah fI ?al ?imtiHan	yagrA ?ikw@ys lid@rajit HayanjaH fi ?ilmtIHan
34) Start at once so that you may catch the train	?isre9 biHaythu yumkenuk@ ?alaHaq bilqiTAr	sarI9 9ashan ?itlaHig ?ilqiTAr
35) If we leave	?idh@ gadarn@	kan 9adIn@ taw@

now we will catch the train	?al@n s@n@tamakan min ?alHaq bil qiTAr	nagduru nalHugu ?ilqiTar
36) Unless you work hard you can `t be successful	malm ta9ml bi jed lan tastaTI9 ?al najaH	?Idh@ mashtagaltish ?ikways mush Hatagdar tanjaH
37) Though he is rich yet he is miser	bilrugm min ?anahu gany ?il@ ?anahu l@yazal baxIlan	m9@ ?Inah ghani lakIn mazal baxIl
38) Even if you forget me I will remember you for good	mahm@ nasItanI s@?ataDakaruk@ bi nublIk@	mahm@ ?insItnI H@nidhakIrak li?anak ?ikways
39) While on the one hand here is extreme poverty there is vast wealth on the other	madam@ ?alfaqir shadId fI yadin waHId@ fahunak@ ?al xaiyr ?alk@thIr fi l?UxrA	madam ?ilfaqir fi yad wiHd@ H@talgA ?ilxaiyr fi yad ?illixrA
40) He opposes the poor whereas I help them	?usa9iduhu madam@ yU9anI min ?alfaqir	?insa9da madam ?iy9ani min ?ilfagir
41) This is the same tea that I bought yesterday	hadh@ nafs ?alshy ?aladhI ?ishtar@ytuhu ?ams	hadhA nafs ?ilshahI ?ilI shiritah ?ams

42) Not to speak of enemies even friends did not help me	hat@ wa lam yUs@9IdunI ?aSdiqA? l@n ?uxATib ?a9d@?	hat@ lw k@n m@s@9adunish ?aSHAbi m@nk@limsh 9idwAnI
43) I understand you.	?an@ ?afhamuk	fahamtak
44) Have you met my friend Basim?	hal t9rifI SadiqI b@sim.	tirifI SaHibi b@sim.
45) What do you want?	madh@ turId/turidI	Shunu tibi (M/F)
46) Are we late?	hal naHnu mut?axIrIn	T?AxArn@
47) I am lost.	?an@ faqdtu ?al` TarIq	reHet
48) I am looking for Assalam street.	?an@ ?abHAthu 9an sh@ri9 ?asal@m	?indawar fi sh@re9 ?asal@m
49) I am sorry.	?arju ?al m9dhir@	m9lish
50) Unfortunately, I speak only little Arabic.	lil?asaf ?an@ ?ataHadath faqaT qalIl min ?al 9arabaiya.	?an@ neHky 9arabi ?ishwaiy@
51) What time is it now?	Kam ?asa9a ?al?@n	tawA ?isa9a kam
52) I think 7. 30 would be better.	?a9taqidu ?asa9a ?as@bi9a wa niSf ?afDal naHnu l@ nurid	?inDhinI sab9a ?unis ?aHsan. manubUsh ?int?axaru

53) We do not want to be late.	?an n@ta?axar	
54) Where is it?	?aiyn@ yaqa9	waiynAh

4.1. Syntactic Difference

Compared to Standard Arabic, Libyan Arabic is not only different in terms of word order but also diminutive in terms of length as exemplified below.

4.1.1: Noun Phrase

A noun phrase (NP) is a contruction that typically has either a noun (N) or a pronoun (pro) as its central constituent. In other words, a noun or pronoun must be regarded as the" head" or most important element in the phrase. For example in the tree below the word *the* is a <u>determiner</u> (specifically an <u>article</u>) and the head is the word *cat*.

```
        NP
       /  \
      Det  N'
      |    |
      the  N
           |
          cat
```
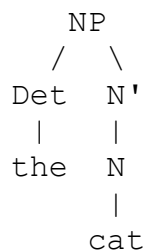
To be more precise, noun phrase is a syntactic unit which can act as a subject or an object. A sentence like : *A small party of Spanish adventurers managed to capture the Aztec capital*. A traditional view of sentence structure holds that the **subject** and the **direct object** of the sentence are the nouns *party* and *capital,* respectively. But this is not strictly correct. The true subject and object are the phrases *a small party of Spanish adventurers* and *the Aztec capital*. These are **noun phrases**, and noun phrases are the only things that can act as subjects or objects in English sentences. A noun phrase may be identified in two different ways.
First, it must occupy one of only a few possible slots in a sentence structure. Second, it must have one of only a few possible types of internal structure. With only a couple of exceptions, an English noun phrase is always built up around a single **noun,** and that noun is the **head** of the noun phrase, the item which is chiefly responsible for the nature of that NP. In example above, *party* and *capital* are the heads of the two NPs. The first NP denotes a particular party, and the second a particular capital, and the other words in the NP serve only to provide further identification.
The most obvious exception is a noun phrase consisting of a **pronoun**. In the sentence *They managed to capture it,* the pronouns *they* and *it* make up complete NPs all by themselves, one serving as the subject, the other as the object. This is what a pronoun typically does: it makes up a noun phrase all by itself, and a pronominal NP is the most familiar kind of NP (in English)

which is not built around a head noun. For the present research, here we will explore the syntactic differences of English and Arabic NPs in terms of word order and inflection as follows.

English	Arabic
1. The linguist will analyze a sentence.	/ ?al lugawi: sawfa yuHalilu jumlatan/
2. They found a little boy in the car.	/wajadu waladan sagi:ran fi: ?al sayA~rati:/
3. My coat is quite Loose in the arm.	/dhi:rA9u mi9TAfi w@si9atun qAli:lan/
4. The boy took a very big bite.	/tann@wala ?al waladu luqmatan kabi:ratan jiddan/

1. The linguist will analyze a sentence.

PS Rules :

S ⇨ NP + VP
NP ⇨ Det + N
VP ⇨ V + NP
V ⇨ a.v + m.v
NP ⇨ Det + N
Det ⇨ the=?al , a= Ø
N ⇨ linguist=lugawi:
sentence=jumlatan
a.v ⇨ will=sawfa
m.v ⇨ analyze= yuHalilu
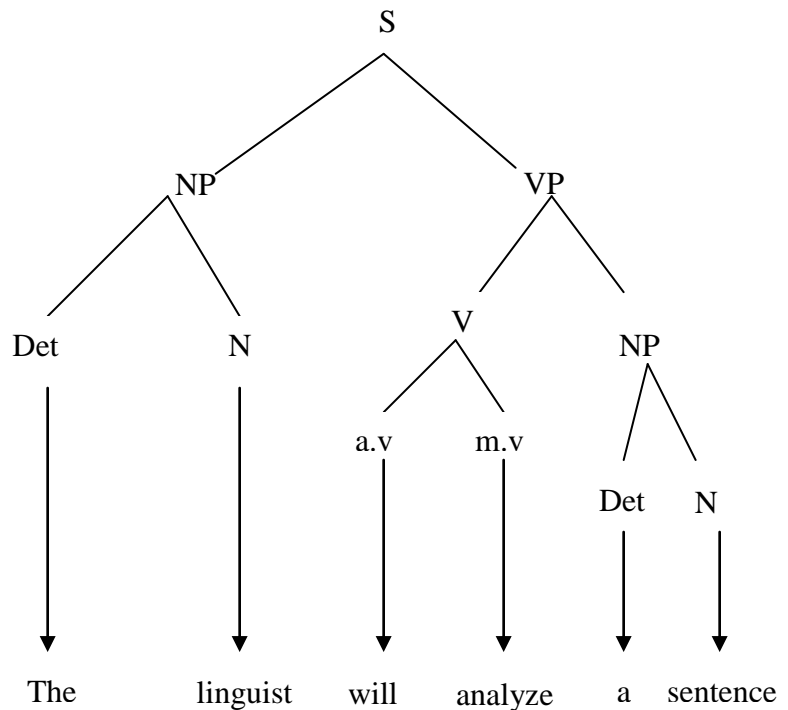
1. / ?al lugawi: sawfa yuHalilu jumlatan/

PS Rules :

S ⇨ NP + VP
NP ⇨ Det + N
VP ⇨ V + NP
V ⇨ a.v + m.v
NP ⇨ Det + N
Det ⇨ ?al , Ø
N ⇨ lugawi, jumlatan
a.v ⇨ sawfa
m.v ⇨ yuHalilu

a.v   m.v   Det   N

?al   lugawi: sawfa   yuHalilu   Ø   jumlatan
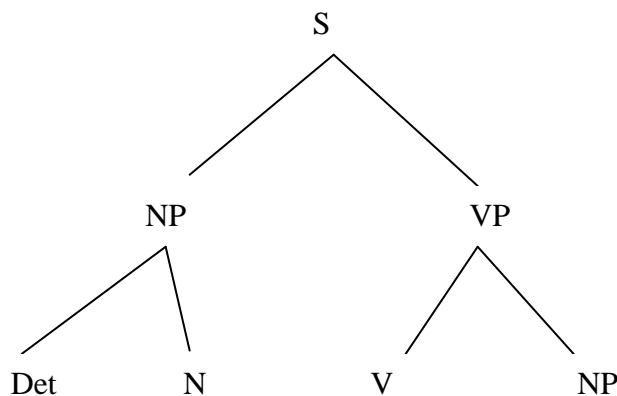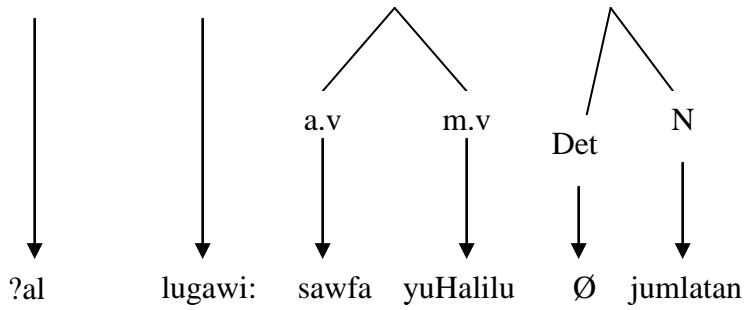
<u>Contrastive Knowledge Base:</u>
Based on the corpus above we find the uses of the English determiner has been substituted by "?al" before the subject but there is no equivalent of 'a' in Arabic at the place of determiner before object nouns. This explores an interesting fact that in Arabic we do not use indefinite article in isolation like English. In Arabic, we use indefinite article as a suffix marker which is called nunation (tanwin). For instance, one can see the use of 'tan' after 'jumla' which is the root word. The equivalents of other constituents are one-to-one.

2. They found a little boy in the car.

PS Rules :

S = NP + VP
NP = Det + N
VP = V + NP
V = a.v + m.v
NP = Det + NP
NP = NP + PP
NP = adj + N
PP = P+ NP
NP = Det + N
Det = Ø , a , the,?al
N = They=u, boy=waladan, car=
sayA~rati:
A.v = TNS=PST
m.v = find=Wajad
adj = little=sagi:ran
P = In=fi:

Ø   they   PST   find   a   little   boy   in   the   car
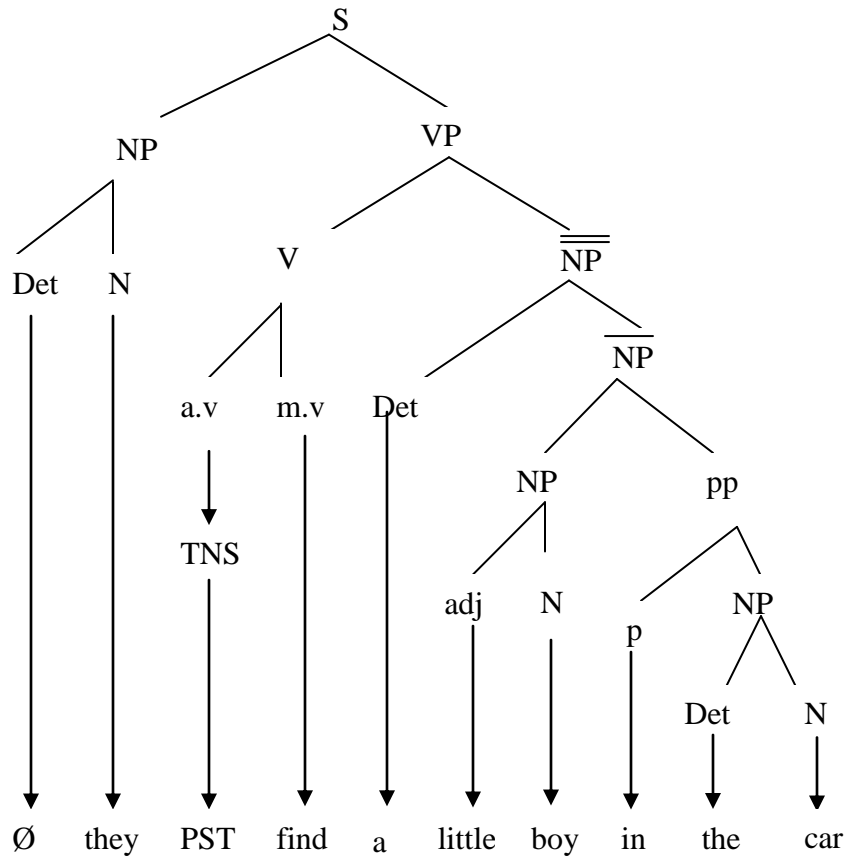
2. /wajadu waladan sagi:ran fi: ?al sayA~rati:/

PS Rules :

S = VP + NP
VP= V + NP
V = a.v + m.v
NP=Det+ N
NP= adj+ NP
NP = P+ NP
NP = Det +N
A.v = TNS → PST
m.v = wajadu
Det = Ø , ?al
N = waladan , sayA~rati:
Adj = sagi:ran
P = fi:

Tree terminal nodes: PST   wajadu   Ø   waladan   sagi:ran   fi: ?al   sayA~rati:

Contrastive Knowledge Base:

Based on the corpus above we find that the first PS rule in English is S⇨NP+VP, whereas it becomes S⇨VP+NP in Arabic. This not only shows the word order of Arabic is VSO unlike SVO in English but it also explores an interesting fact that the subject of the sentence is inherent in the verb as a suffix marker. To be more precise, the suffix marker /u/ after the verb /wajad/ stands for "they". Another striking difference is the change in the word-order of AdjP. English AdjP "little boy" becomes "boy little" in Arabic, i.e. "waladan sagi:ran". One more difference in Arabic tree, one can see is the omission of indefinite article "a" which is used as nunation (tanwin) after *sagi:r* as *sagi:ran*.

3. My coat is quite loose in the arm.

PS Rules :

S = NP + VP
NP = Det + N
VP =N + adjp
Adjp =adjp+pp
Adjp = int+ adj
pp = p + NP
NP = Det + N
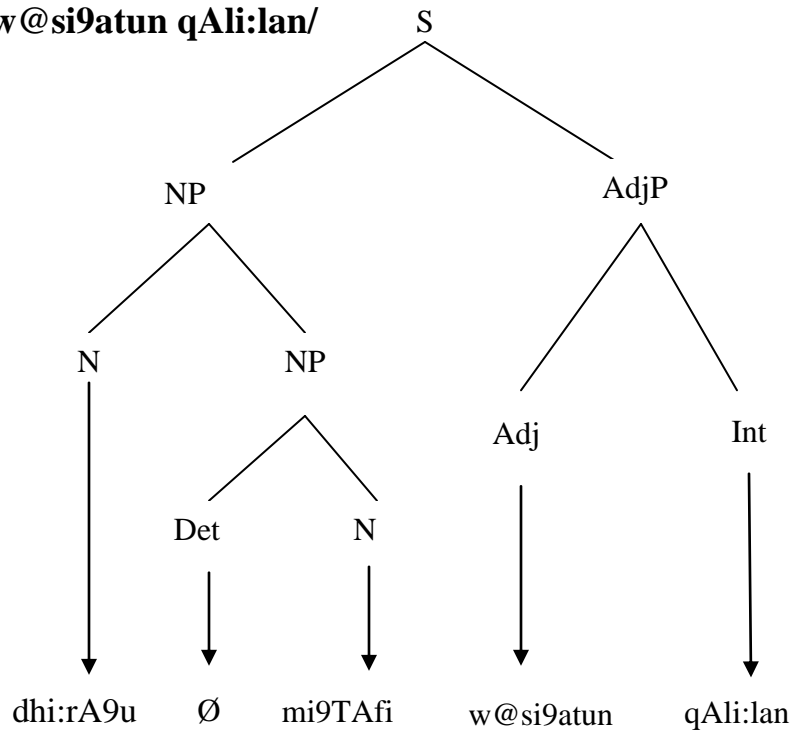Det = my , the
N = coat , arm
V = is
Adj=loose
Int=quite
P = in

Int   Adj   P   NP

Det   N

my   coat   is   quite   loose   in   the   arm
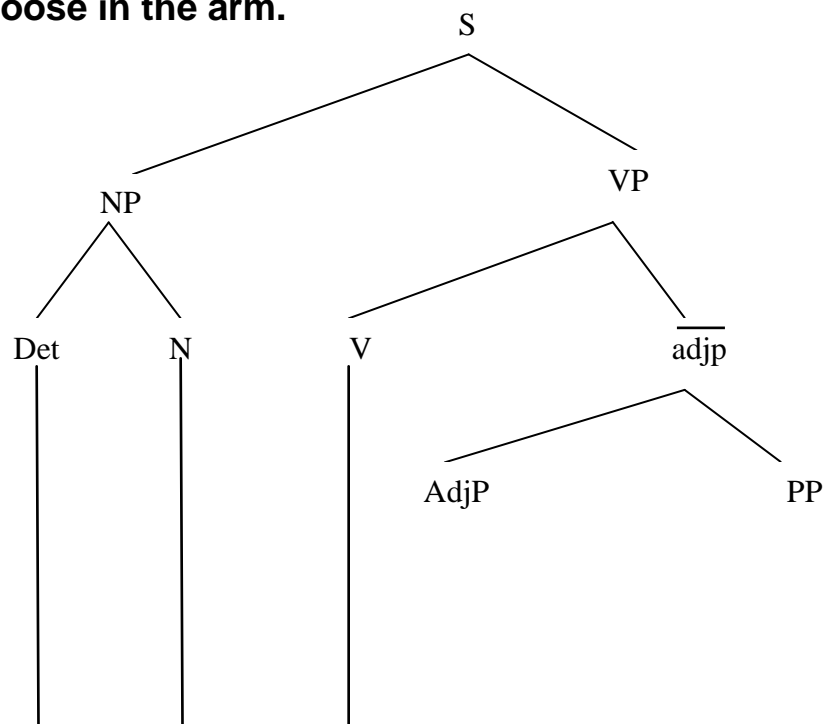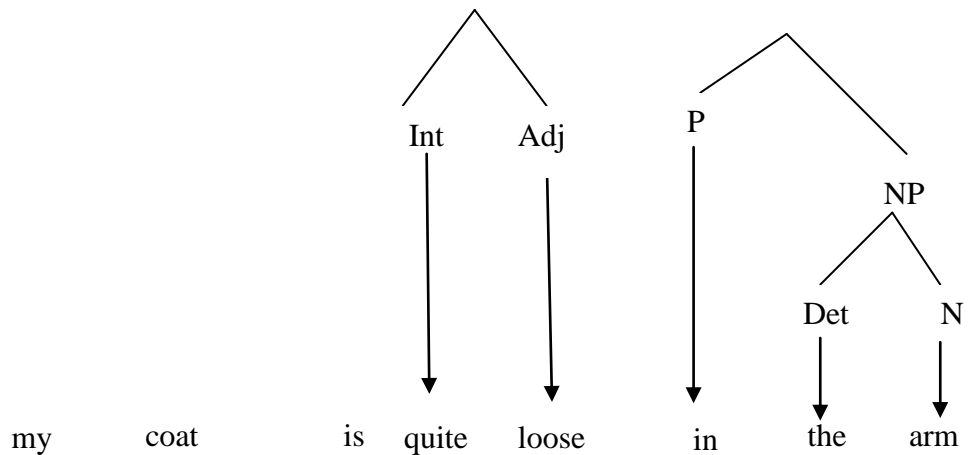
3. / dhi:rA9u mi9TAfi w@si9atun qAli:lan/   S

PS Rules :   NP   AdjP

S=NP+adjp
NP = N + NP   N   NP   Adj   Int
Adjp = adj + Int
NP = Det + N
N =dhi:rA9u, mi9TAfi
adj=w@si9atun   Det   N
Det = Ø
 Int=qAli:lan

dhi:rA9u   Ø   mi9TAfi   w@si9atun   qAli:lan

Contrastive Knowledge Base:

If we look at the corpus above we notice that in English sentence the first PS rule is S→NP+VP, whereas Arabic sentence doesn't have VP rather it's just NP+AdjP. The adjective phrase in Arabic shows a change in word order as (adj+int), i.e. "w@si9atun+ qAli:lan". Another difference one can see that in English sentence it has preposition " P" _in_ whereas in Arabic there's no "P".

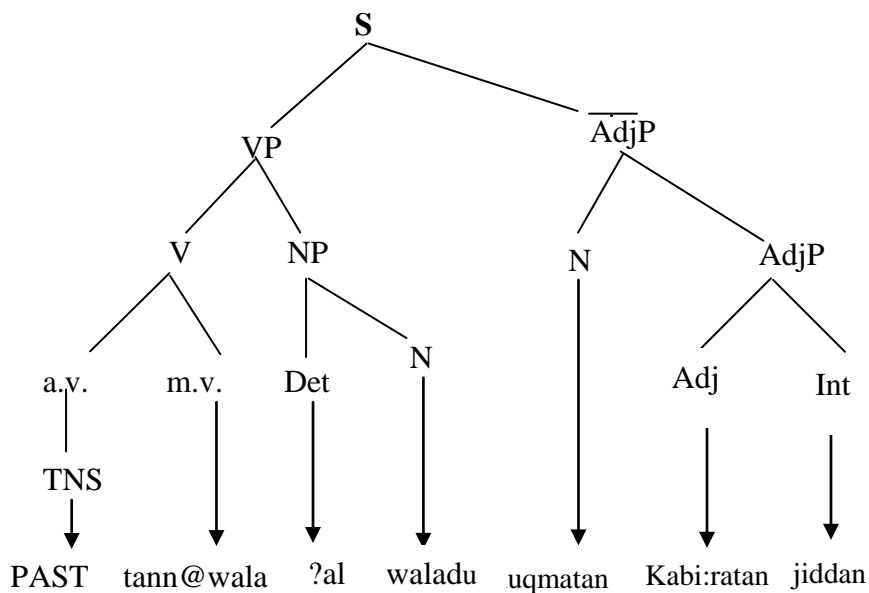## 4. The boy took a very big bite.

PS Rules :

S=NP+VP
NP=Det+N
VP=V+NP
V=a.v.+m.v.
A.V=TNS , PST
m.v= take, tann@wala
NP=Det+NP
NP=Adj+N
Adj=Int+Adj
Det=The=?al,a
N=boy=waladu,bite=Luqmatan
adj=big= kabi:ratan
Int=very=jiddan
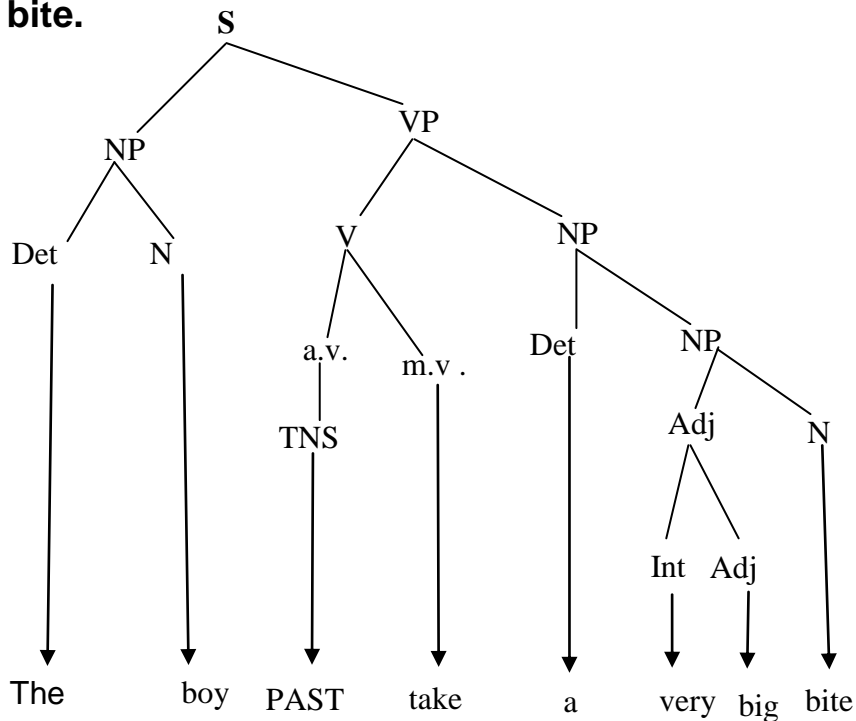
4./ tann@wala ?al waladu luqmatan kabi:ratan jiddan /

PS Rules :

S=VP+Adjp
VP=V+NP
adjp=N+Adjp
adjp=adj+Int
V=a.v+m.v
A.V=TNS , PST
M.V= tann@wala
Det=?al
N= waladu, lugmatan
Adj= kabi:ratan
Int=jiddan

Contrastive Knowledge Base:

If we look at the corpus above, we find that order of English and Arabic sentence is different. First of all we see that English sentence starts with NP subject 'The boy', whereas Arabic sentence starts with VP as verb 'tann@wala . Another difference between English and Arabic PS rule is that In English S=NP+VP whereas in Arabic this rule becomes S=VP+NP. Another difference of English and Arabic PS rule can be seen below.

(a) NP=Adj+N→NP=N+Adj   (b) Adj=Int+Adj→Adj= Adj+Int

The above rule NP=Adj+N→NP=N+Adj says that Adjective in English comes before noun, whereas in Arabic it comes after the noun. The second rule above says that English AdjP=Int+Adj becomes Arabic AdjP as Adj+Int because the intensifier 'jiddan' has been used after kabi:ratan.
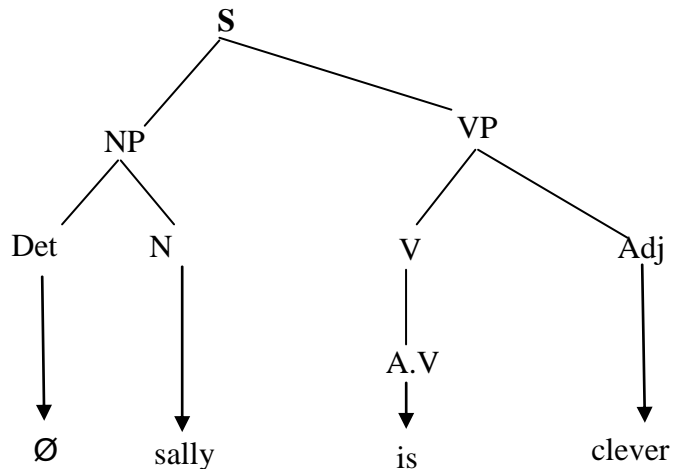
4.1.2: Adjective phrase

An adjective phrase (AdjP) has an adjective constituent as its head.

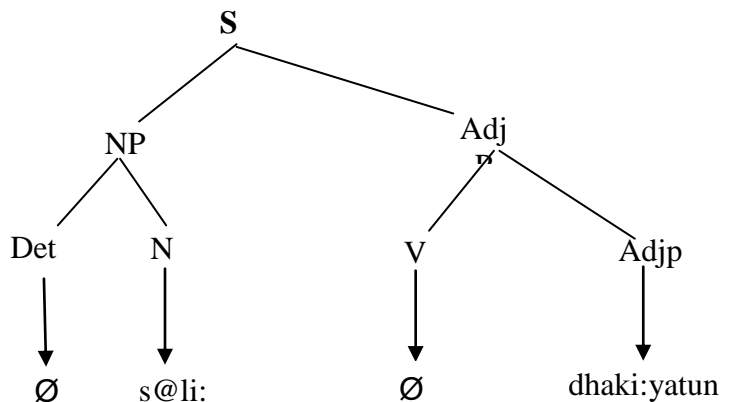|	Standard English	Standard Arabic
1	Sally is a clever.	/s@li: dhaki:yatun/
2	The little boy sat on the wall.	/ jalasa ?al waladu ?al sagi:ru 9al@ ?al ji:dari/
3	The story is extremely interesting.	/?al qissa mussalliyatun jiddan/
4	My coat is quite loose in the arm.	/ dhi:rA9u mi9TAfi w@si9atun qAli:lan/
5	It's a very good idea.	/innah@ fikratun rA?i9atun jiddan/

1. Sally is clever.

PS Rules :

S=NP+VP
NP=Det+N
Det= Ø , Ø
N= Sally
VP=V+Adj
V=A.V
A.V=is
Adj=clever= dhaki:yatun

1. S@li: dhaki:yatun

PS Rules :

S=NP+adjp
NP=Det+N
Adjp=V+Adj
Det= Ø-
N= s@li:
V= Ø
Adj= dhaki:yatun

It is noteworthy here that English tree diagram shows the a.v. (is) under VP, whereas there is no VP in Arabic tree diagram. This means that Arabic does not use a.v. especially for present tense. Another striking fact is the first Arabic PS rule which shows S→NP+AdjP unlike S→NP+VP.

2. The Little boy sat on the wall.

PS Rules :

S=NP+VP
NP=Det+NP
VP=V+P.P
Np=Adj+N
P.P=P+NP
Det=the=?al, the = ?al
Adj=little= Sagi:ru
N=boy = waladu , wall =jidari
A.V=TNS , PST
M.V=sit= jalasa
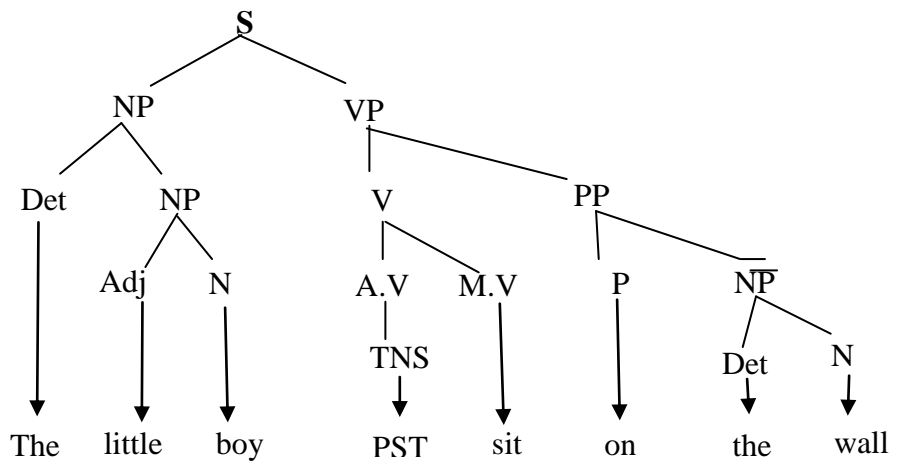
2. / ?al waladu ?al sagi:ru jalasa 9al@ ?al jidari/
or
/jalasa ?alwaladu ?al sagi:ru 9al@ ?al jidari/

PS Rules :

S=NP+VP
NP=Det+NP
Np=N+NP
NP=Det+Adj
Det=?al, ?al,?al
N= waladu , jidari
Adj= sagi:ru
VP=V+PP
V=A.V+M.V
PP=P+NP
NP=Det+N
P=9al@
a.v=TNS , PAST
m.v= jalasa
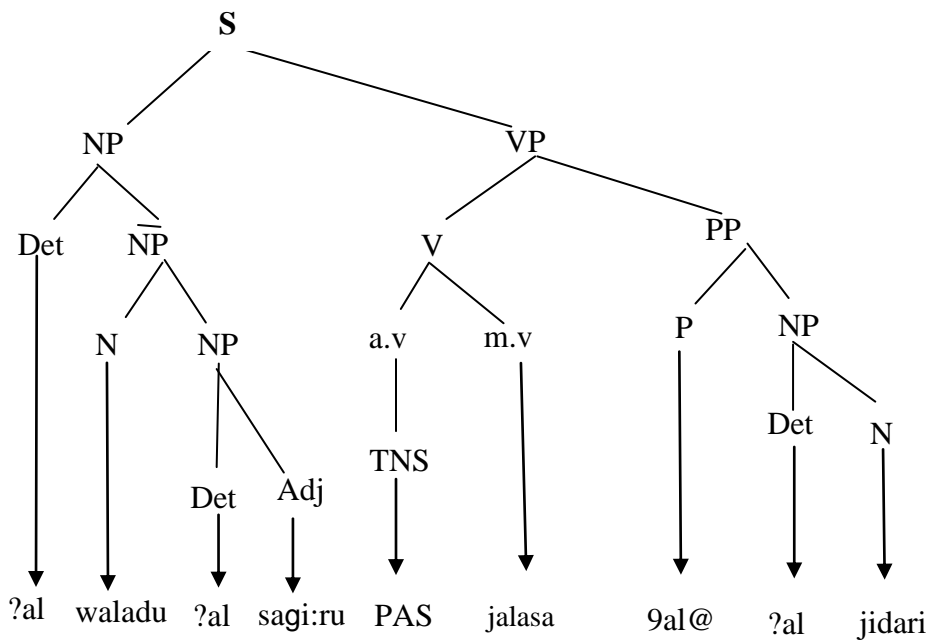
If we look above the syntactic trees of English and Arabic in terms of the differences of adjective phrase, we find that Arabic adjective phrase is not only different in its word order but also in

terms of the usage of definite article (?al) which comes before noun (waladu) and adjective (sagi:ru). In english the adjective (little) comes before noun (boy) but in Arabic it comes after the noun (waladu).

3. The story is extremely interesting.

PS Rules :

S= NP+VP
NP=Det+N
VP=V+Adjp
V=a.v
Adj P= Int + Adj
Det=The = ?al
N= Story= qissa
a.v=is=Ø
AdjP=Interesting = mussalliyatun
Int= extremely = jiddan

```
                          S
               _____
              NP                       VP
          _____              _____
         Det       N            V            Adjp
          |        |            |          _____
          |        |           a.v        Int     Adj
          ↓        ↓            |           |       |
         the     story         ↓           ↓       ↓
                              is       extremely interesting
```
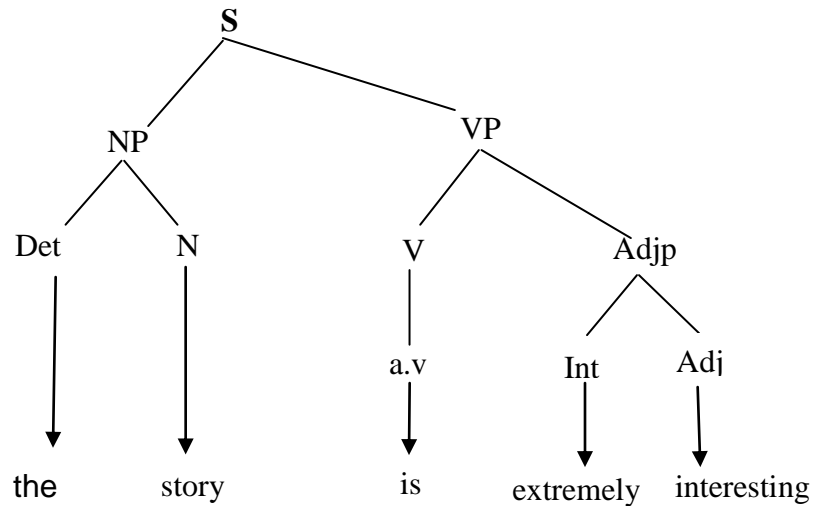
3. /?al qissa mussalliyatun jiddan/

PS Rules :

S=NP+AdjP
NP=Det+N
AdjP=Adj+int
Det=?al
N= qissa
Adj= mussalliyatun
Int= jiddan

```
                     S
           _____
          NP                   Adjp
       _____            _____
      Det     N           Adj       Int
       |      |            |          |
       ↓      ↓            ↓          ↓
      ?al   qissa     mussalliyatun jiddan
```
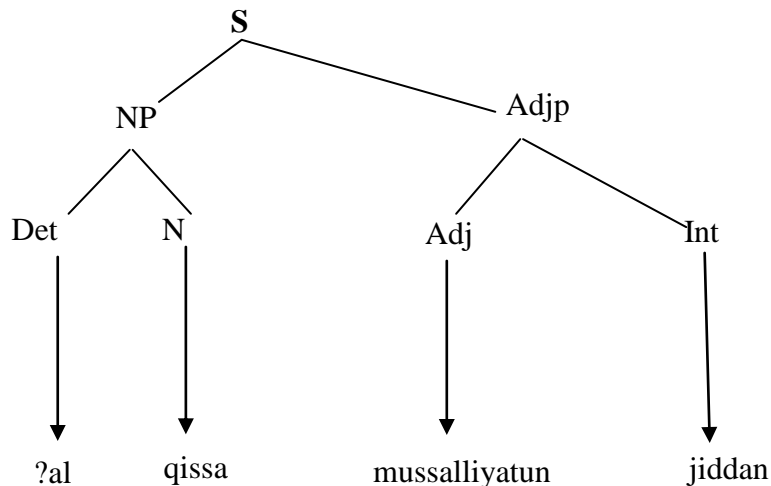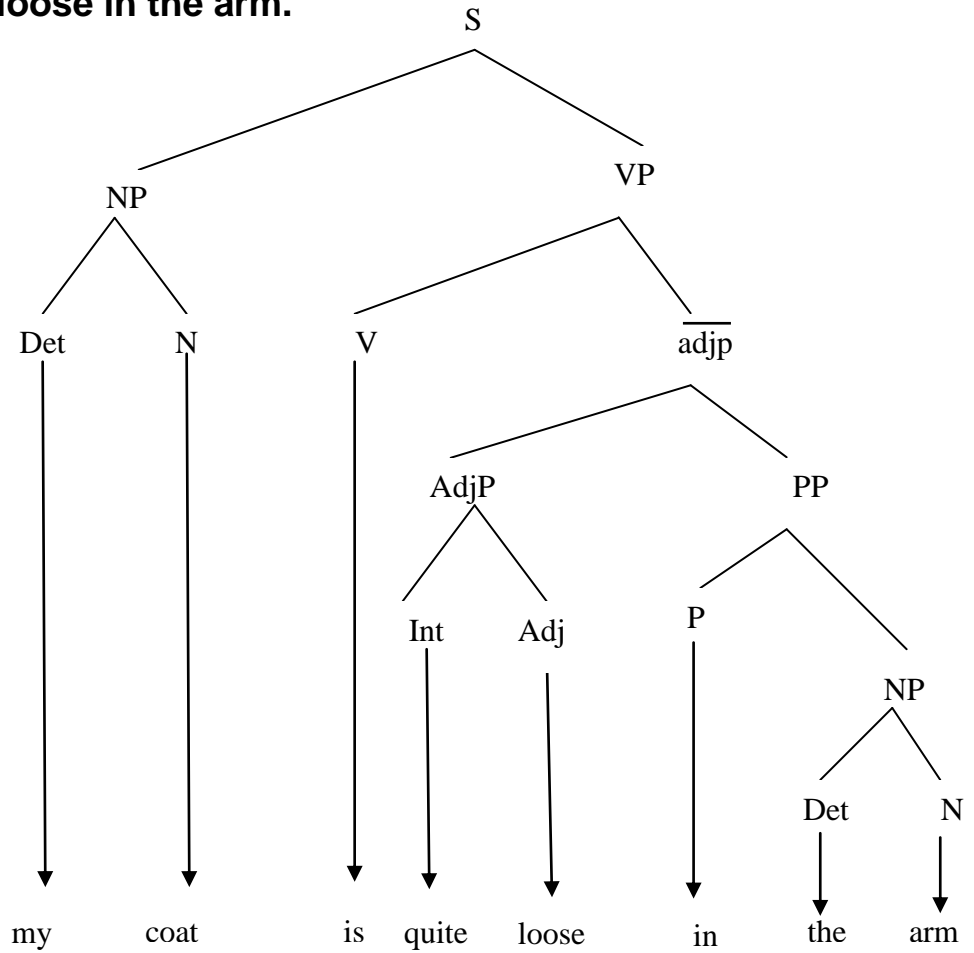
Contrastive Knowledge Base:
It is noteworthy in the above tree diagrams that English Adjective Phrase consists of (Int+Adj), whereas in Arabic the order changes into (Adj+int). thus we can conclude that the natural word-order of AdjP with intensifier is (Adj+int).
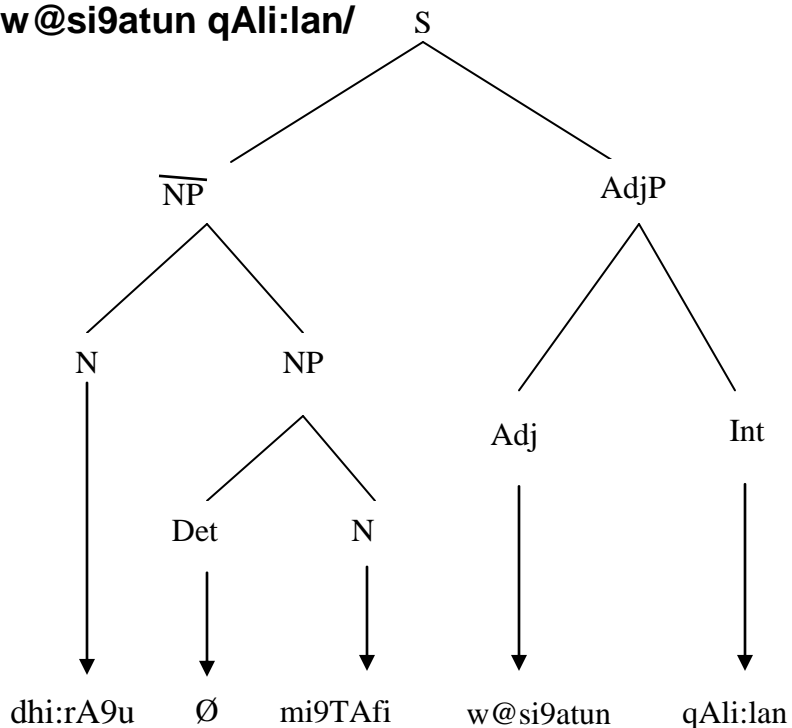
3. My coat is quite loose in the arm.

PS Rules :

S = NP + VP
NP = Det + N
VP =V + adjp
Adjp =adj+pp
Adjp = int+ adj
pp = p + NP
NP = Det +N
Det = my , the
N = coat , arm
V = is
Adj=loose
Int=quite
P = in

```
                              S
                 _____
                NP                       VP
              ___|___              _____|_____
             Det     N            V              adjp
              |      |            |        _____|_____
              |      |            |      AdjP           PP
              |      |            |     __|__         ___|___
              |      |            |    Int  Adj      P      NP
              |      |            |     |    |       |     __|__
              |      |            |     |    |       |   Det    N
              ↓      ↓            ↓     ↓    ↓       ↓    ↓      ↓
             my    coat          is  quite loose    in  the   arm
```

3. / dhi:rA9u mi9TAfi w@si9atun qAli:lan/

PS Rules :

S=NP+Adjp
NP = N + NP
Adjp=adjp + Int
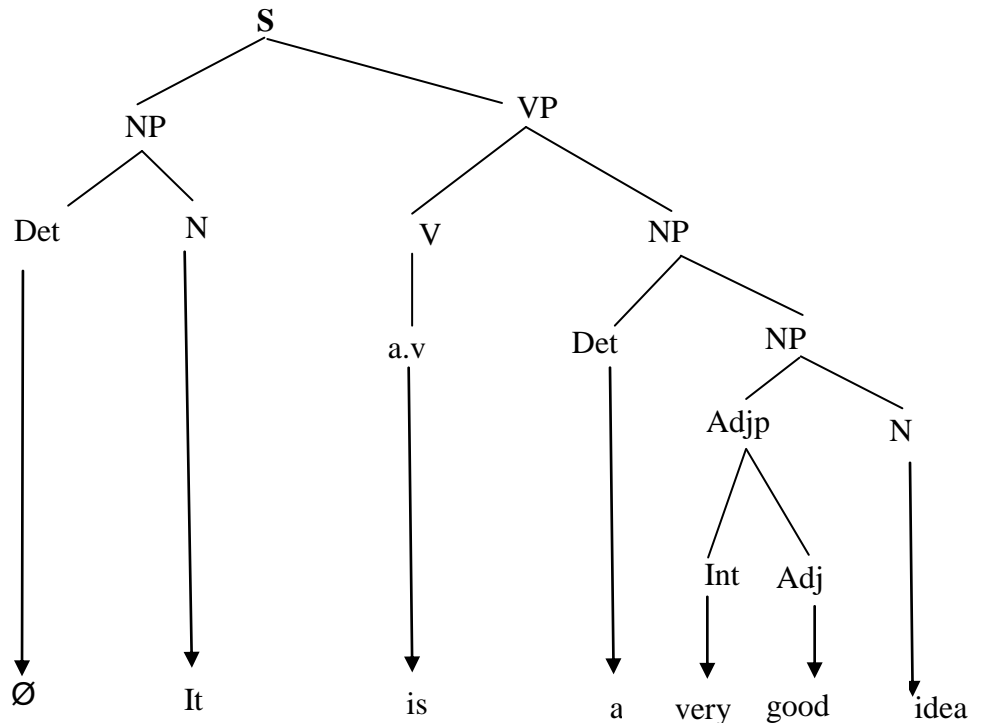NP = Det + N
N =dhi:rA9u, mi9TAfi,
adj=w@si9atun
Det = Ø

```
                          S
                 _____|_____
                NP                 AdjP
              ___|___           ____|____
             N      NP         Adj      Int
             |    ___|___       |        |
             |  Det      N      |        |
             ↓   ↓       ↓      ↓        ↓
        dhi:rA9u  Ø   mi9TAfi w@si9atun qAli:lan
```

If we look at the corpus above we notice that in English sentence the first PS rule is S→NP+VP, whereas Arabic sentence doesn't have VP rather it's just NP+AdjP. Unlke English, the adjective phrase in Arabic shows two changes. (1) The adjective 'w@si9atun' comes after the noun 'mi9TAf' and (2) the intensifier 'qAli:lan' comes after adjective 'w@si9atun'. Another difference one can see that in English sentence it has preposition " P" _in_ whereas in Arabic there's no "P".
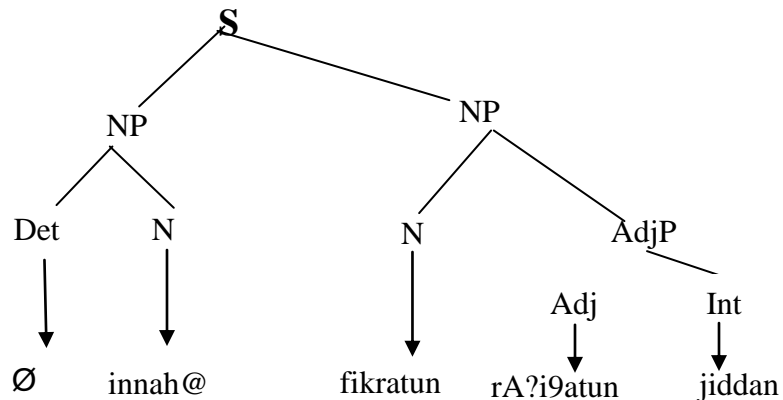
5. **It is a very good idea.**

PS Rules :

S=NP+VP
NP=Det+N
VP=V+NP
V=a.v
NP=Det+NP
NP=Adjp+N
Adjp=Int+Adj
a.v=is
Det= Ø, a
N=It=Innah@,
Idea=fikratun
Int=very,jiddan
Adj=good= rA?i9atun

5. **/innah@ fikratun rA?i9atun jiddan/**

PS Rules :

S=NP+NP
NP=Det+N
NP=N+adjp
Adjp=Adj=Int
Det= Ø
N=h@, fikratun
Adj= rA?i9atun
Int=jiddan

In English sentence above the subject pronoun "It" followed by the verb "is" is translated into Arabic as "innah@" which consists of the article "inna" and the pronoun "h@". "h@" refers here

to a feminine noun because it refers to the word "Idea". If it refers to masculine noun i.e. door in "It is a big door" then we use 'hu' as in /innahu b@bun KabIr /. Another difference is the change in the word-order of AdjP. In Arabic "good idea" becomes "idea good", i.e. "fikrAtun r@i9tun".

4.1.3 : Adverbial phrase

An adverb phrase (AdvP) typically has an adverb as its head and as its only constituent, e.g. *silently* and *outside*, as follows:

He did it *silently*. He stood for a long time *outside*.

For the present research we are going to analyse the following sentences from the perspective of adverbial phrase.

	Standard English	Standard Arabic
1	The man walked slowly.	/masha ?al^ rajulu bi: buT?in/
2	She spoke carefully yesterday.	/taHaddathat bi: hadharin ?amsi/
3	He left very suddenly.	/gaddara faj?tan/

1. The man walked slowly.
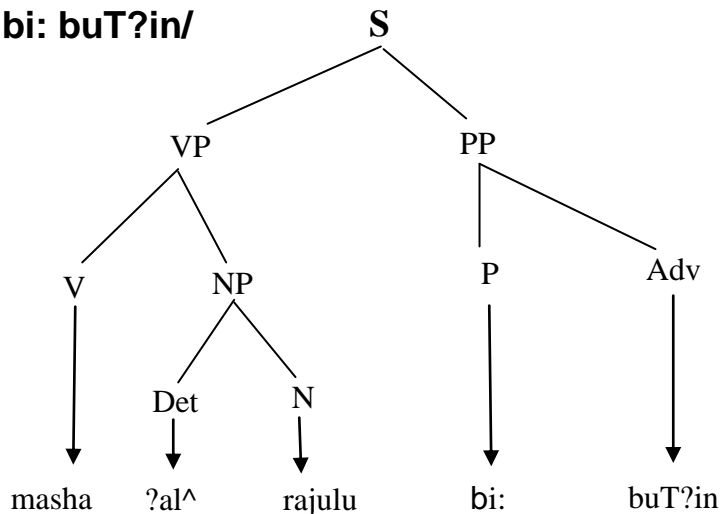
PS Rules :

S=NP+VP
NP=Det+N
VP=V+Adv
V=a.v+m.v
Det= The = ?al
M.V= walk = masha
A.V=TNS=PAST
Adv=Slowly = buT?in
N=man=rajulu
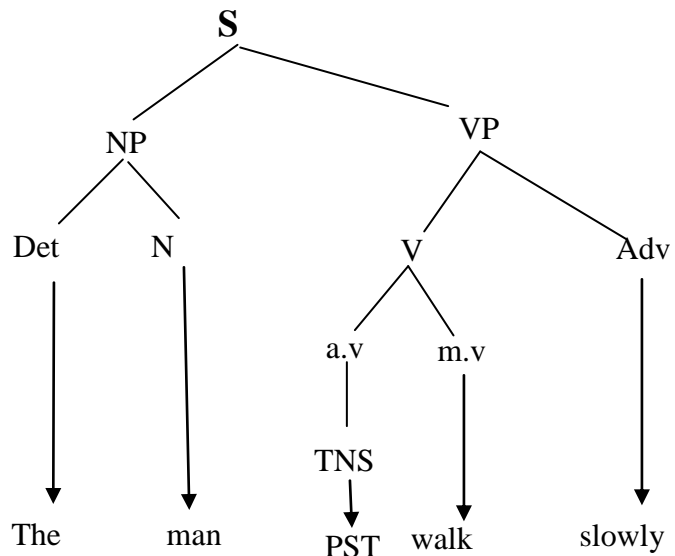
1. /masha ?al^ rajulu bi: buT?in/

PS Rules :

S=VP+PP
VP=V+NP
V= masha
NP=Det+N
PP=P+Adv
Det=?al^
N=rajulu
p=bi:
Adv=buT?in

In English, sentence starts with NP+VP whereas in Arabic it starts with VP+PP. The sentence in Arabic starts with "VP" but the English sentence starts with "NP". Therefore, the verb "masha" in Arabic comes in the beginning of the sentence, whereas in English it comes before the "Adv" on the second part of the tree diagram. If we look at the English "AdvP", we find that its counterpart in Arabic has been split into two constituents, i.e. P+N as "bi:+buT?in". Here it noteworthy that "bi:buT?in" is also used as adverb of manner in Arabic but for syntactic analysis this adverb shows two constituents in which bi is used as preposition and as noun 'buT?in'.
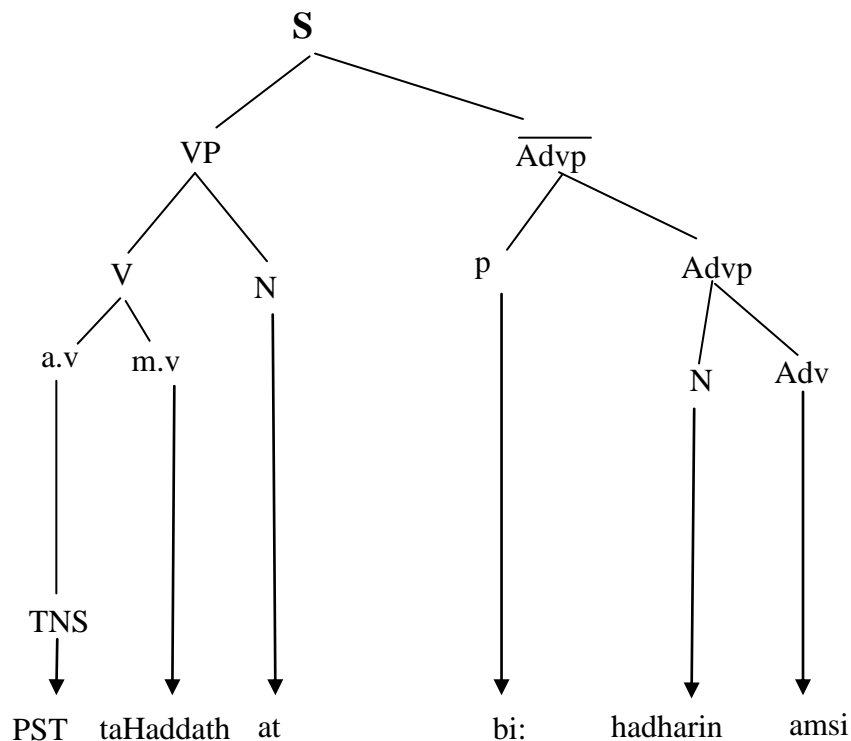
2. **She spoke carefully yesterday.**

PS Rules :

S=NP+VP
NP=Det+N
VP=V+Advp
V=A.V+M.V
Advp=M.A+T.A.
Det= Ø
N=she=at
a.v=TNS=PST
M.V=speak=taHaddath
M.A=carefully=hadharin
T.A=yesterday=?amsi
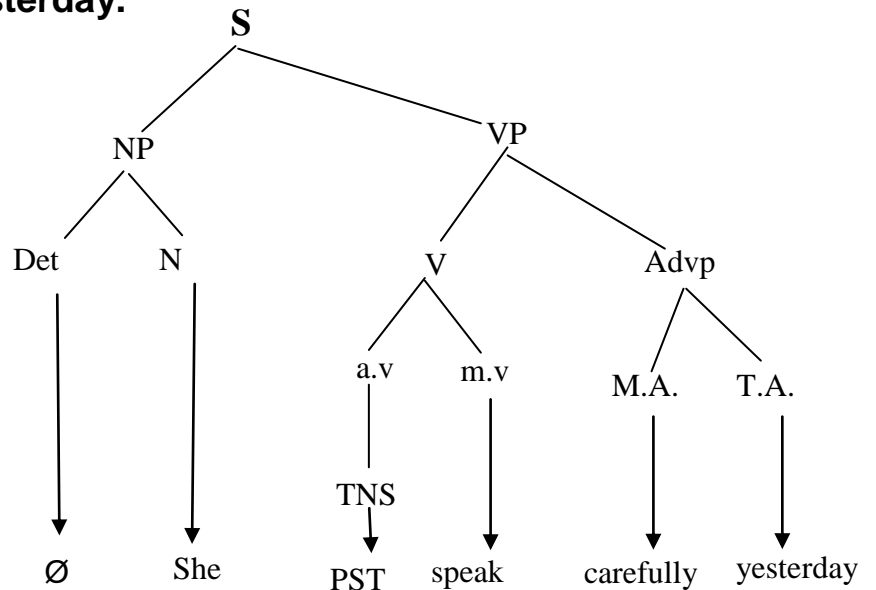
2. /**taHaddathat bi: hadharin ʔamsi**/

PS Rules :

S=VP+Advp
VP=V+N
Advp=P+advp
NP=PP+NP
V=a.v+m.v
Advp=N+adv
a.v=TNS , PAST
m.v=taHaddath
N=at, hadharin
P=bi:
Adv=?amsi

Contrastive Knowledge Base:
If we look at the above tree diagrams from the perspective of adverbial phrase, we find that English adverbial phrase consists of M.A. i.e. manner adverb followed by T.A. i.e. time adverb. On the other hand, Arabic adverb phrase starts with a projection bar above AdvP. Arabic AdvP is further divided into preposition+AdvP. This is further divided into N+Adv. Here it is interesting to see that Arabic needs an extra preposition 'bi' before the intensifier 'hadharin'. Another important fact is the intensifier 'hadharin' in Arabic is not adverb like English. It is used as noun.

3. He left very suddenly.

PS Rules :

S=NP+VP
NP=Det+N
VP=V+Advp
V=A.V+M.V
Advp=Int+Adv
AV=TNS , PST
M.V=Leave= gaddara
Int=very- Ø
Adv=suddenly=faj?tan
N=He
Det= Ø
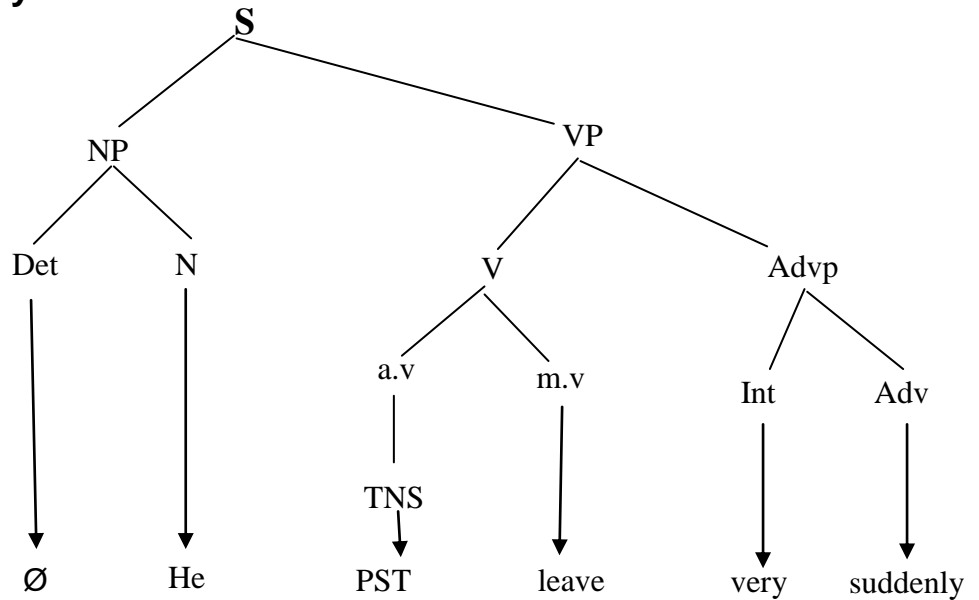
3./gaddara faj?tan/

PS Rules:
S=VP+NP
VP=V+Advp
NP=Det+N
Advp=Int+Adv
V= gaddara
Int= Ø
Adv= faj?tan
Det= Ø
N= Ø

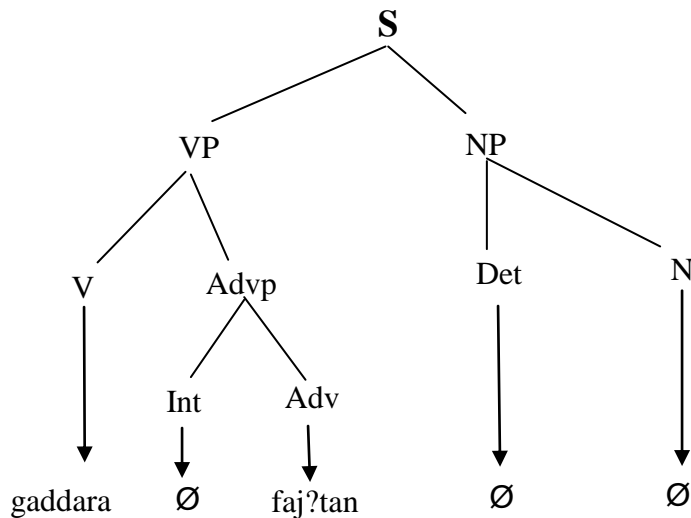The above trees show that in Arabic the Advp is captured under verb phrase and the main adverb *suddenly* takes the effect of intensifier *very* as 'faj?tan'. So the place of intensifier is null.

The English sentence starts with NP+VP whereas in Arabic, the sentence starts with VP+NP. So the Arabic sentence begins with a verb "gaddara". The verb "gaddara" refers to male subject because of "a" but if we say "gaddarat" the last letter "t" for this word refers to female. Therefore, we do not need to use a pronoun in isolation. While in English sentence, it is necessary to use the pronoun in isolation.

4.1.4: Prepositional Phrase

Prepositional phrase consists of prepositions, e.g. in, to, at, over, etc, as its head constituent and the complement or object of that preposition, typically a noun phrase.

	Standard English	Standard Arabic
1	John will sing at the party.	/ sayuganni: jon fi: ?al Haflati /
2	They found a little boy in the car.	/ wajadu waladan sagi:ran fi: ?al sayy~Arati /

1. John will sing at the party.

PS Rules :

S = NP + VP
NP = Det + N
VP = V + NP
V = a.v + m.v
NP = p.p + NP
NP = Det + N
Det = Ø , the =?al
N = John =jon, party =,haflatI
A.V = will ,Sa
m.v = sing =yuganni:
p = at ,fi:
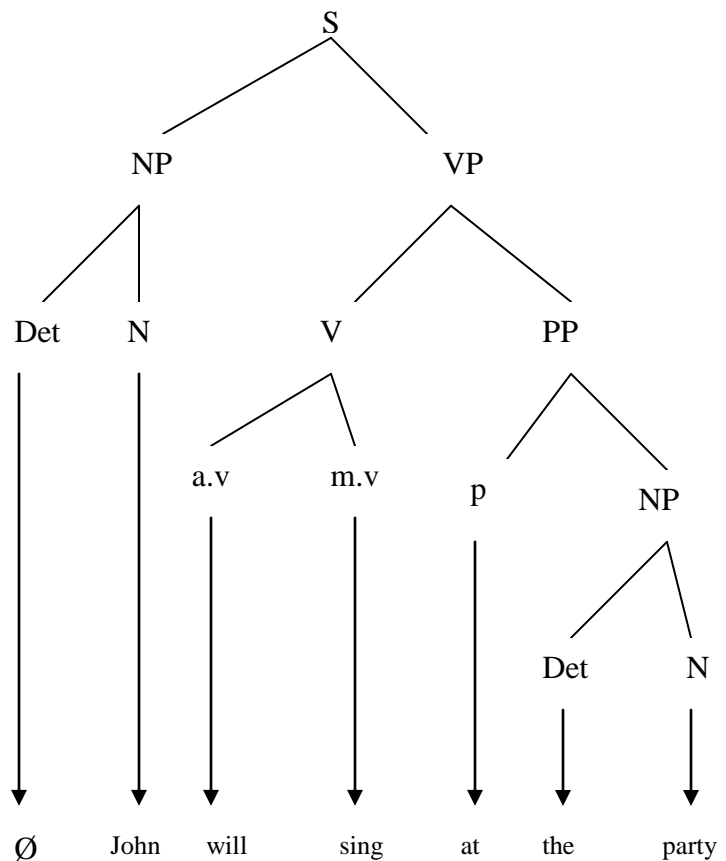
1. / sayuganni: jon fi: ?al Haflati /

PS Rules:

S = VP + PP
VP = V + NP
V = A.v + m.v
NP = Det + N
PP = P + NP
NP = Det + N
A.v = Tns- future=sa
m.v = yuganni:
Det = Ø = ?al
N =Jon, Haflati:
p = fi:
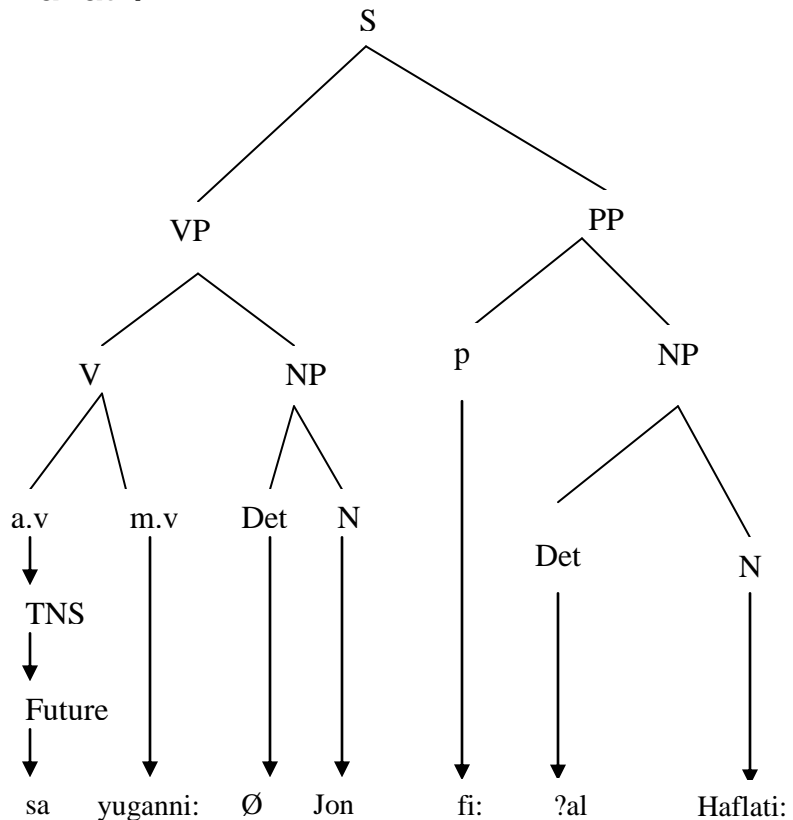
Contrastive Knowledge Base:
Based on the corpus above, we find that the Arabic tree diagram is different from English. In Arabic diagram, it starts with VP whereas in English it starts with NP. If we look at the above diagrams from the perspective of prepositional phrase, we find that there is no difference between English and Arabic word order of prepositional phrase.

2. They found a little boy in the car.

PS Rules :

S = NP + VP
NP = Det + N
VP = V + NP
V = a.v + m.v
NP = Det + NP
NP = NP + pp
NP = adj + N
pp = p+ NP
NP = Det + N
Det = Ø , a , the=?al
N = They , boy =waladan
car = sayy~Arati
a.v = TNS,PST
m.v = Find= wajadu
adj = Little =sagi:ran
p = In = fi:

							Det	N

Ø   they   PST   find   a   little   boy   in   the   car
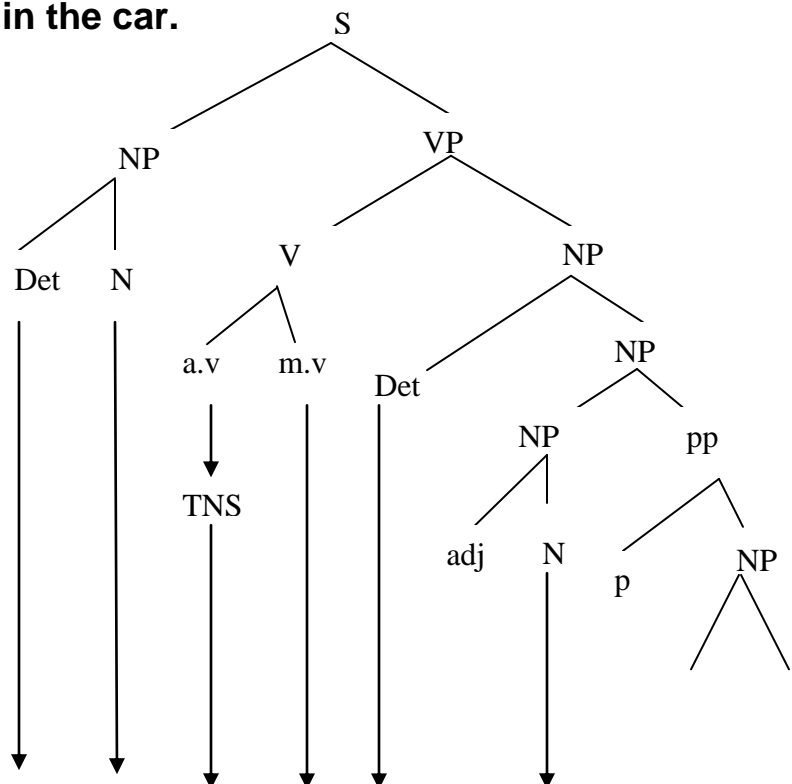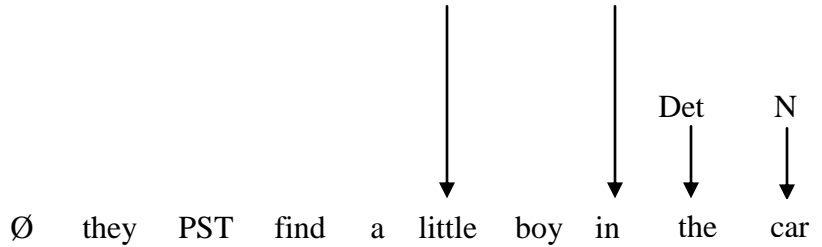
2. / wajadu waladan sagi:ran fi: ?al sayy~Arati /

PS Rules :

S = VP + Adjp
V = a.v + m.v
Adjp=adjp+PP
Adjp=P+adj
PP=P+NP
NP=Det+N
a.v=TNS=PST
m.v=wajadu
N=waladan,say~Arati
Adj=sagi:ran
P=fi:
Det=?al

```
                          S
                   ┌──────┴──────┐
                  VP            AdjP
                ┌──┴──┐      ┌────┴────┐
              a.v    m.v   AdjP        PP
               │      │   ┌─┴─┐     ┌──┴──┐
              TNS     │   N  adj    P     NP
               │      │   │   │     │   ┌─┴─┐
               │      │   │   │     │  Det   N
               ↓      ↓   ↓   ↓     ↓   ↓    ↓
              PST  wajadu waladan sagi:ran fi: ?al sayy~Arati
```

Contrastive Knowledge Base:

Based on the corpus above we find that the first PS rule in English is S⇨NP+VP, whereas it becomes S⇨VP+NP in Arabic. This not only shows the word order of Arabic is VSO unlike SVO in English but it also explores an interesting fact that the subject of the sentence is inherent in the verb as a suffix marker. To be more precise, the suffix marker /u/ after the verb /wajad/ stands for "they". Another striking difference is the change in the word-order of AdjP. English AdjP "little boy" becomes "boy little" in Arabic, i.e. "waladan sagi:ran". One more difference in Arabic tree, one can see is the omission of indefinite article "a" which is shown as tanwin marker 'an' after 'walad'.

4.1.5: Verb Phrase

A verb phrase typically has a verb as its head.

	Standard English	Standard Arabic

1	Sally is clever.	/s@li: dhaki:yatun/
2	Mary was clever.	/ k@nat m@ri: dhaki:yatan/
3	I teach English. Now, I am teaching English. I have been teaching English for last two years.	/?an@ ?u9alimu ?alingliziya / /?an@ ?u9alimu ?alingliziya ?al@n/ /?an@ ?u9alimu ?alingliziya mundhu sanatain/
4	He has taught English. He taught English. He had taught English.	/ k@na qAd darrasa ?alingliziya/ /darrasa ?alingliziya/ / k@na qAd darrasa ?alingliziya/
5	The linguist will analyze a sentence. The linguist will be analyzing this sentence. The linguist will have analyzed this sentence by next week.	/ ?allugawi:u sa yuHallilu jumlatan/ / ?allugawi:u sayaDalu yuHallilu hadhihi ?aljumlata/ / ?allugawi:u sayakunu qAd anha taHli:l ?aljumlati fi: ?al?usbU9 ?al qAdim/

1. Sally is clever.

PS Rules :

S=NP+VP
NP=Det+N
Det= Ø , Ø
N= Sally
VP=V+Adj
V=A.V
A.V=is
Adj=clever= dhaki:yat<mark>un</mark>/
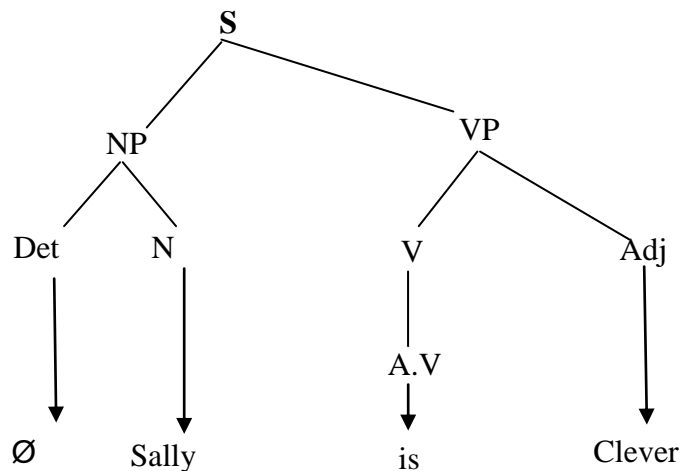
1. /S@li: dhaki:yatun/

PS Rules :

S=NP+AdjP
NP=Det+N
AdjP=V+Adj
Det= Ø-
N= S@li:
V= Ø
Adj= dhaki:yatun
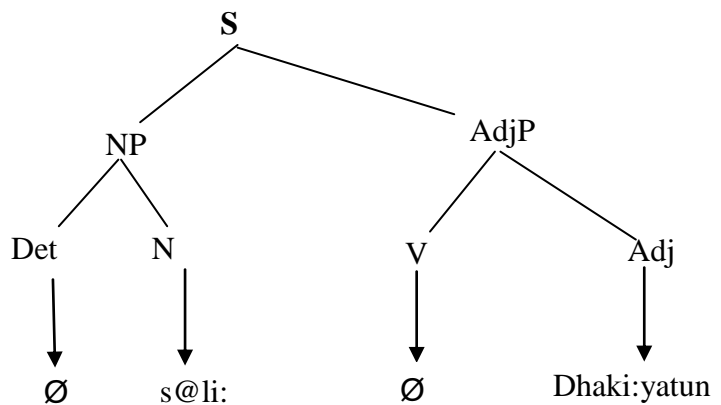
2. Mary was clever.

PS Rules :

S=NP+VP
NP=Det+N
VP=V+Adj
Det= Ø = Ø
N= mary
V=a.v
a.v=was
Adj=clever= dhaki:yatan

```
                          S
              NP                      VP
         Det       N            V           Adj
          |        |            |            |
          ↓        ↓            ↓            ↓
                               a.v
          ↓        ↓            ↓            ↓
          Ø      mary          was        Clever
```
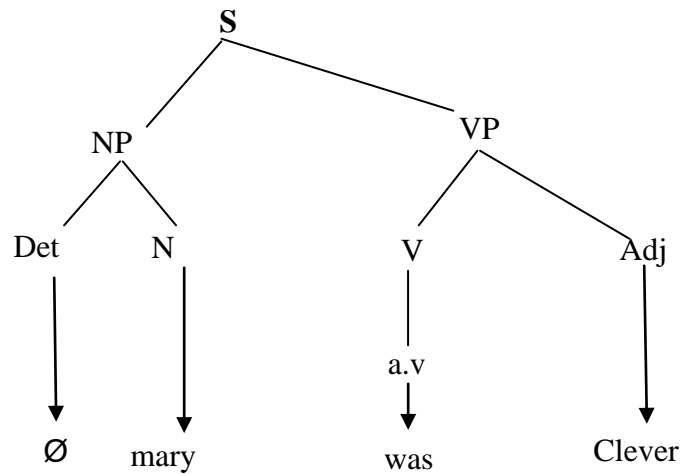
2. / k@nat m@ri dhaki:yatan /

PS Rules :

S=NP+AdjP
NP=Det+N
AdjP=V+Adj
Det= Ø
N= m@ri
V= k@nat
Adj= dhaki:yatan

```
                          S
              NP                      AdjP
         Det       N            V           Adj
          |        |            |            |
          ↓        ↓            ↓            ↓
          Ø      m@ri         k@nat      dhaki:yatan
```

3. I teach English.

```
                    S
           NP                   VP
      Det       N          V          NP
       |        |          |      Det      N
       ↓        ↓          ↓       ↓        ↓
       Ø        I        teach     Ø     English
```

3. /?an@ ?u9alimu ?alingliziya /
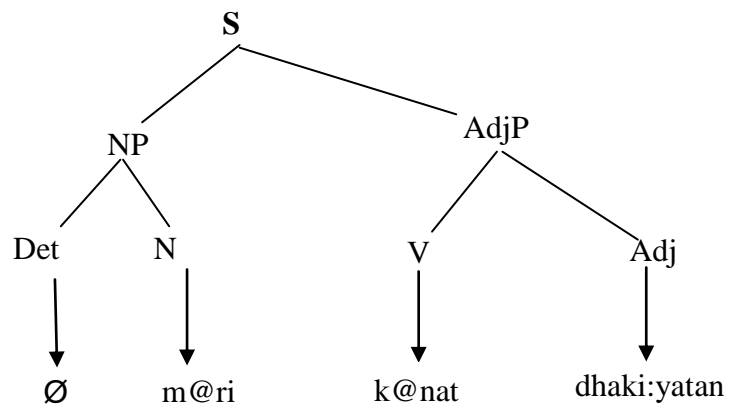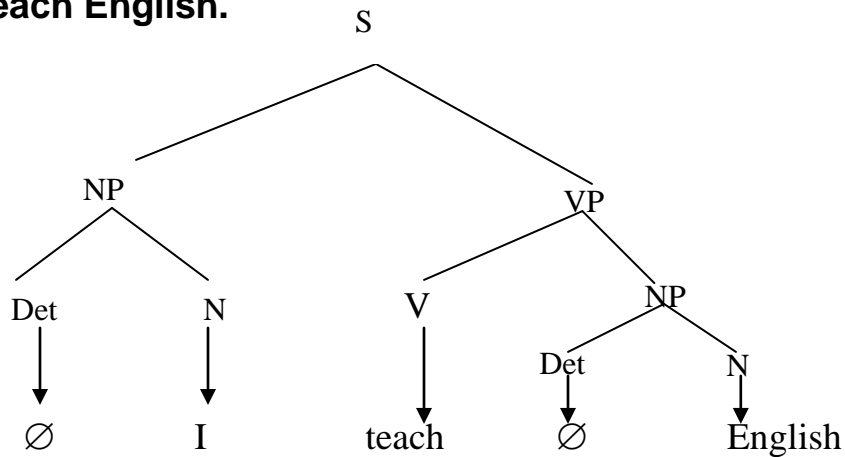
```
                          S
            _____|_____
           NP                                VP
       _____|_____                    _____|_____
     Det          N                  V                 NP
      |           |                  |            _____|_____
      ↓           ↓                  ↓          Det            N
      ∅         ?an@            ?u9alimu         |             |
                                                 ↓             ↓
                                                ?al         ingliziya
```

4. He has taught English.
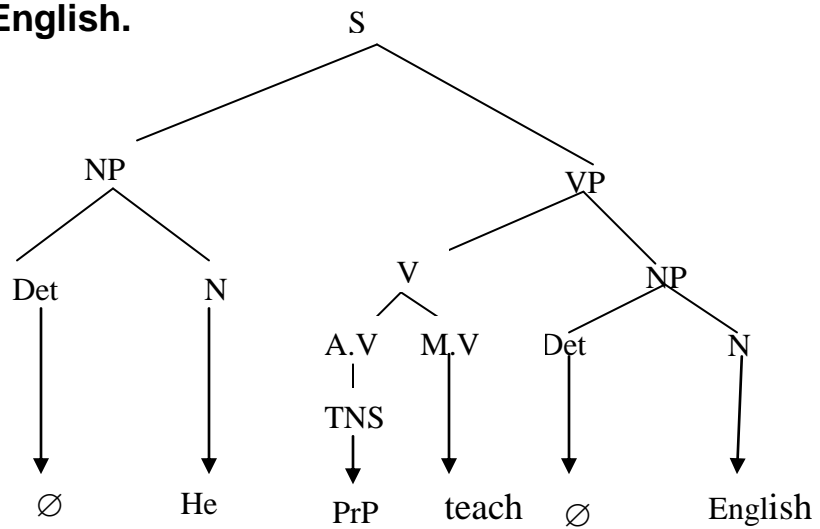
```
                              S
                _____|_____
               NP                            VP
           _____|_____              _____|_____
         Det          N            V                     NP
          |           |           _|_              _____|_____
          ↓           ↓         A.V  M.V         Det            N
          ∅          He          |    |           |             |
                               TNS    ↓           ↓             ↓
                                |    teach         ∅         English
                                ↓
                               PrP
```

4./K@na qAd darrasa ?alingliziya/

```
                          S
            _____|_____
           NP                            VP
       _____|_____              _____|_____
     Det          N            V                   NP
      |           |          __|__            _____|_____
      ↓           ↓         P    m.v        Det            N
      ∅         k@na        |     |          |             |
                            ↓     ↓          ↓             ↓
                           qAd  darrasa      ?al        ingliziya
```
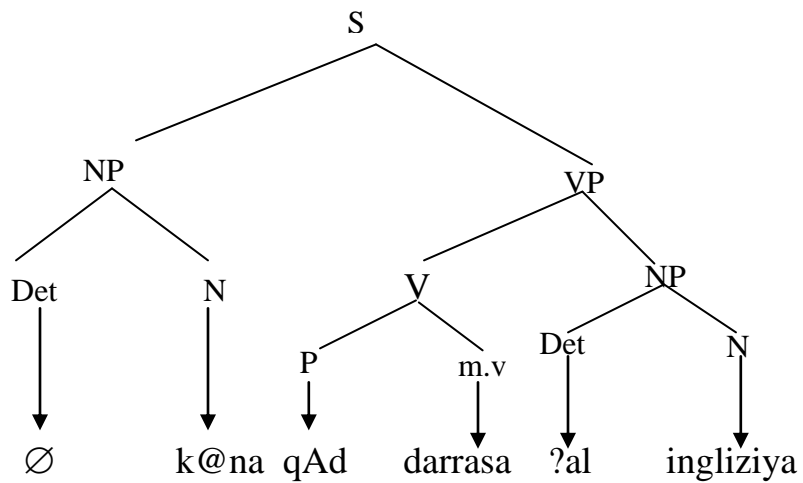
5. The linguist will analyze a sentence

PS Rules :
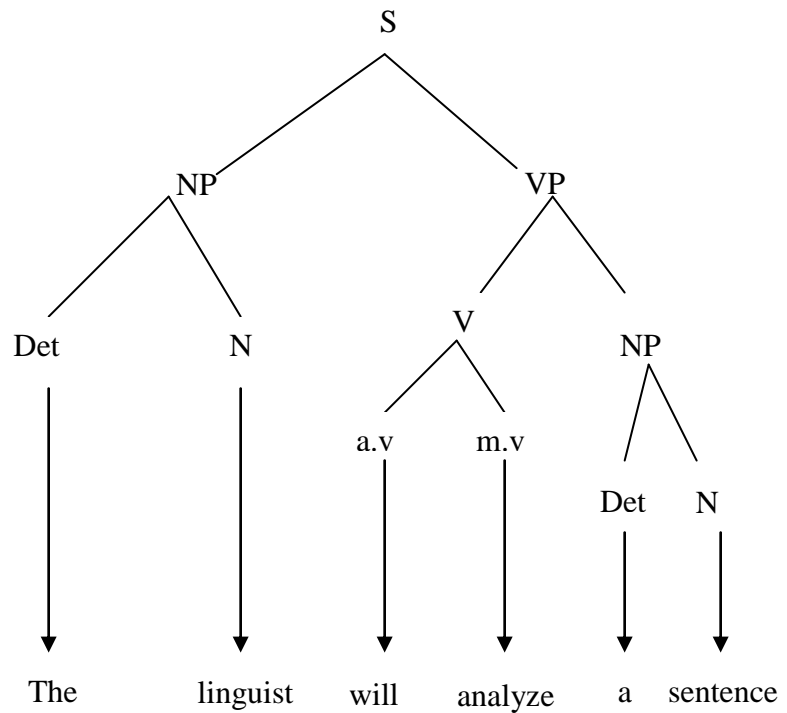
S = NP + VP
NP = Det + N
VP = V + NP
V = a.v + m.v
NP = Det + N
Det = the=?al,a
N =linguist=lugawi:u
sentence=jumlatan
a.v = will=sa
m.v = analyze=yuHallilu

```
                              S
                 ┌────────────┴────────────┐
                NP                          VP
           ┌────┴────┐              ┌────────┴────────┐
          Det        N              V                 NP
           │         │          ┌───┴───┐         ┌────┴────┐
           │         │         a.v     m.v       Det        N
           │         │          │       │         │         │
           ↓         ↓          ↓       ↓         ↓         ↓
          The     linguist     will   analyze     a      sentence
```

5. / ?allugawi:u sa yuHallilu jumlatan/

PS Rules :

S = NP + VP
NP = Det + N
VP =V + NP
V = a.v + m.v
NP = Det + N
Det = ?al
N = lugawi:u,jumlatan
a.v = sa
m.v = yuHallilu

```
                              S
                 ┌────────────┴────────────┐
                NP                          VP
           ┌────┴────┐              ┌────────┴────────┐
          Det        N              V                 NP
           │         │          ┌───┴───┐         ┌────┴────┐
           │         │         a.v     m.v       Det        N
           │         │          │       │         │         │
           ↓         ↓          ↓       ↓         ↓         ↓
          ?al     lugawi:u      sa    yuHallil    ∅      jumlatan
                                        u
```
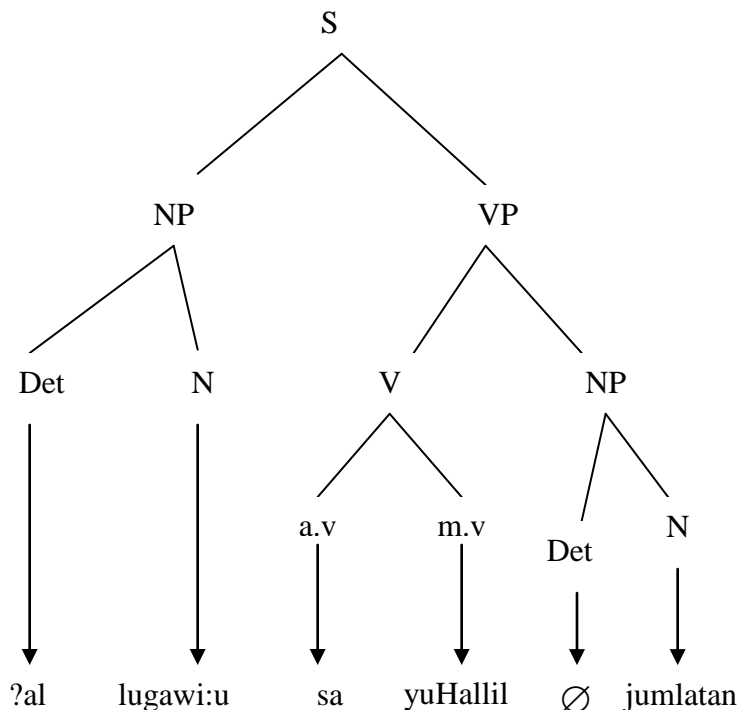
Contrastive Knowledge Base:

If we look at verb phrase in the English sentences above, we find that auxiliary verb is used in present, past, and future tenses, whereas there is no auxiliary in Arabic for present tense as in sentence 1 under Verb Phrase. On the other hand, we use the auxiliary verb k@nat in sentence 2 to denote past auxiliary marker for "was". As far as English simple present, present progressive, or present perfect continuous form is concerned, it takes V1/V5, is/am/are+V4, has/have +been + V4 respectively, whereas Arabic uses only one form of the tense for simple present, present progressive, and present perfect continuous.

As for simple past tense in English, it inflects in V2 form either in regular way, e.g. (played, asked, etc.) or irregular way, e.g. (went, taught, etc.) irrespective of gender and number agreement. On the other hand, Arabic verb inflects according to gender and number of the subject for example, (taught) becomes /darras@/ and /darrasat/; /daras@/ is used for singular and masculine subject, whereas /daras@t/ is used for singular feminine subject. To be more precise, /@/ suffix marker is used for singular masculine subject, whereas the suffix /@t/ is used for singular feminine subject.   As far as English present perfect form is concerned it takes has/have+V3, whereas Arabic takes {qad+past form of the main verb}.

As far as English **past perfect** form is concerned it takes {had + V3}, whereas Arabic past perfect form takes {k@na+qad+ past form of the main verb}.
Based on the corpus above we find that the verb in the simple future tense takes {shall/will+V1}, whereas Arabic verb takes {sa/sawfa + V1}. As far as English future progressive form is concerned, it takes {will+be+V4}, whereas Arabic future progressive form takes {sa+yaDalu} before the main verb. As far as English future perfect form is concerned, it takes {shall/will+have+V3}, whereas Arabic future progressive form takes {sa+yakunu+qad} before the main verb. The following are some of the major findings that arose out of contrastive knowledge base.

- ☐ In Libyan Arabic, we don't use personal pronouns in isoloation,we use them as suffix , prefix or both of them after the verb such as endi, endak, endaha, endah, etc. here /i/, /ak /, /aha/, /ah/ stand respectively for I, you, she, and he as in sentences 1,2,12,13,14,18,43.
- ☐ As a part of syntactic differences, it is noteworthy that in standard Arabic we use past tense auxiliary marker /lakad/ as in sentence number15 whereas in Libyan Arabic we don't use such past tense auxiliary marker as in 15
- ☐ For passive structure, we usually put subject at the end of the sentence in Standard Arabic, whereas in Libyan Arabic we use the subject in the beginning of the sentence as in number 9.
- ☐ In Standard Arabic, the negative marker /l@/ comes before the verb, whereas in Libyan Arabic, the negative marker is used as prefix /m@/ and suffix /ish/ in the verb. (Make a tree diagram for this fact) as in sentences19,20,21,53
- ☐ Sometimes a sentence in SA is used as a word in LA, e.g. arju al m9dir@ can be used as one word as /m9lish/ as in sentences 43, 47, 49.

- It is noteworthy that we don't use faqat or its equivalent in LA as in sentence…but sometimes its equivalent /bas/ is used in LA before the main verb unlike SA as in sentences 19, 20...
- Due to the omission of many syntactic components, Libyan Arabic is shorter in length as in sentence…we do use k?ana in SA but we omit this component in LA as in sentences 22,23,24,26.
- In SA, time adverb usually comes initially in a sentence as in 51, whereas in LA, it comes in the beginning.
- Unlike SA, we do not use the expression /assA9A/ for o'clock in LA as in sentence 52…
- It is interesting to see that SA is more explicit in terms of using its syntactic components, whereas LA not only differs in terms of word order but also in terms of occurring in clusters as in sentence 46 ,49.
- In LA we don't use the equivalent of the pronoun 'it' as in sentence 54.

Conclusion

In the light of the above mentioned analysis discussed above, the research concludes that Libyan Arabic differs at lexical, phonological and syntactic levels.

As a future research, one needs to look into the following recommendations to work further for the linguistic differences between Standard and Libyan Arabic.

- Differentiating the morphological inflections of all the word classes
- Differentiating the case inflection in Standard and Libyan Arabic.
- Differentiating the lexical differences at length
- Differentiating the syntactic order of Standard Arabic with more dialects of Libyan Arabic.
- Differentiating the phonological differences at length.

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