

## **The Transcriptional issue of the Modern International Phonetic Alphabet IPA in accordance with English and Arabic Standard Languages/ A Contrastive Study**

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### **ABSTRACT**

The phonetic transcription is actually different from the regular transcription. It's the way that shows how the transcriber pronounces a specific sound (or phoneme) by using the phonetic symbols (or alphabetic ones). And the most common is the International Phonetic Alphabet (IPA).

The phonetic transcription clarifies the words that a speaker utters as a series of sounds. Each sound has its own symbolic transcription. So that it can lead to a very sophisticated transcription text.

Through phonemic transcription, two neighboring sounds could share the same symbol if the alteration between the sounds does not change the meaning of the word. Thus, a phonemic transcription is less used than a regular phonetic ones.

Universally, Abroad transcription can be a useful to compromising between a slight transcription and an orthographic one. Though, it might not have as much information as some linguists need.

In fact, both of English and Arabic languages share many similarities and differences in terms of the phonological lexical modulations by many linguistic areas such as syntactically, morphologically, semantically and so on.

**Key words:** transcription, orthographic, modulation, sophisticated

## قضية الرسوم الألفبائية الصوتية العالمية بين اللغتين العربية والإنكليزية/ دراسة مقارنة

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### الملخص

ان الرسم الصوتي مختلف تماما عن الرسم الاعتيادي. حيث انه يسهل الكيفية التي يستخدمها المختص بعلم الأصوات بنطق صوت معين (مفرد او مركب) باستخدام رموز صوتية الفبائية. والرموز الأكثر شيوعا هي الرموز الألفبائية العالمية.

الرسم الصوتي يوضح الكلمة المنطوقة باعتبارها سلسلة صوتية. كل صوت من هذه السلسلة يحمل شكلا معينا. لذلك فإن هذه السلاسل تقودنا من اصغر مقطع صوتي وصولا للنص الصوتي المعقد جدا.

بالنسبة للرسم الصوتي، الأصوات المتجاورة من الممكن ان تنتج رمزا صوتا مختلفا اخر. وعلى الرغم من ذلك، فإن المعنى اللغوي لا يتغير نتيجة لهذا التناقض. لذلك فإن الرسم الفونيمي يكون اقل استعمالا من الرمز الصوتي الاعتيادي.

عالميا، الرسم الصوتي كذلك مفيد لتواصله بين الصوت المنطوق والمكتوب املايا. لذلك من النادر جمع الكثير من المعلومات بخصوصه من قبل اللغويين.

بالحقيقة، ان الرسوم الصوتية لكلا اللغتين العربية والانكليزية تحتوي على العديد من التشابهات والتناقضات التي تختص بالتغيرات اللغوية الحاصلة بتغيير الصوت اللغوي نحويا ودلاليا و كلاميا وغيرها.

الكلمات المفتاحية: رسم، املاء، تغيير، معقد

### Introduction

The phonetic transcription is one of the main basic requirements for the linguists (or philologists in general) to obtain enough knowledge for how to pronounce any sound exists. Accordingly, many aspects could be shown clearly when studying the phonetics in all the linguistic extents such as knowing the precise written record of any linguist in terms of his/ her pronunciation, reading parts of the text audibly with unacquainted words or a foreign language included, studying any material scientifically, pathologically, or socio-phonetically, knowing the

intention of citizens with respect to their sociolinguistic stylistics and many others.

### **Aims**

The study aims to focus on the phonetic transcription of the modern linguistics by lots of means, placements and aspects.

### **Hypotheses**

- 1.The English language differs from Arabic in terms of many phonological structural features.
- 2.The syntactic structure modulates both of the two languages phonologically.
- 3.In both of English and Arabic, the number (or how many agents in the subject) could play an essential role for the phonological verbal modulation.

### **Procedures**

- 1.A theoretical framework of the origins and development of the both languages are presented.
- 2.A detailed illustration for the phonological verbal modulation is discussed in terms of the both languages.
- 3.Finding out the main similarities and differences of IPAs in both of English and Arabic languages.

### **Value**

The study clarifies the use, importance and role of IPA in many linguistic purposes. In fact, all the linguists use IPA to practicing a perfect pronunciation for the sentence.

In fact, Knowing the transcription of the words allows the linguists (or readers in general) to read and understand the main intention of the written text. For that, knowing how to pronounce any word could provide lots of linguistic benefits accordingly.

### **2.1 The Historical Background of *Transcription***

(Ibn Khaldoun, 1981) illustrates the fact that "writing and transcript are constructed as a result of the human being, so that they are paintings and symbolic shapes which reflected to the audible words of human being activities, so it's the second layer of semantics".

As put by Hamad (2005) and Al-Wafy (2004), writing is a humanic construction; no matter whether the human was thinking before speaking, or even the theories was from another language. Hamad continuous, what is more important is that the expression by symbolic linguistic sounds was later than the meaning expression.

Pyles (1964) states "we couldn't have known how the language started, but it's surely enough that it's too ancient". Pyles continuous, "when the human began to speak, he'd already established a human life being before revising a symbolic system engraving on stones or woods, So that writing innovation was so genius comparing with language itself".

Wolfenson (1929) and De Saussure (1985) demonstrate that nations varied in expressing the symbolic language, some of them had expressed each word by a specific shape (or picture) such as hieroglyphic, Cuneiform and Chinese. Some language had been expressed by small sound units drawn by stable lines (repeated steadily by the sounds repetition) such as Standard English and Arabic languages. Al-Nua'emy (1996)

In fact, it's worth mentioning that the use of any linguistic sound symbol was in a great resembling at the first times (especially with the consonants). Dependently, Al-Nua'emy (1989) clarifies that linguists made more than one symbol for the individual sound. But it was quite squandering to give many symbols for each one. Al-Wafy (ibid) shows that the stability of writing (became more restricted) and the transformation of linguistic sounds made a specific gap between the symbol and its pronouncing sound. So the languages varied in the differences between the sounds and their symbols, and the spelling

became a universal complex teaching problem (even all the languages were satisfied for such a gap to preserving the written traditional heritage and to relating the past with the recent theology). So that the gap, in English, was so huge till the extent that Jespersen (1922) states " the traditional way of writing English is more farther than the compatibility and stability, so we couldn't pronounce a word if we knew its spelling".

## **2.2 International Phonetic Alphabet (IPA)**

For all of what mentioned, Jespersen (1922), Al-Hashimy (1978) and Omar (1997) illustrate that the linguists are concerned to making phonetic symbols (so related between the sounds and their symbols) in order to gain the accuracy of pronunciation. Accordingly, De Saussur says "is there any reason behind the use of Phonetic Alphabet Symbols instead of writing system?.... I think the Phonetic Alphabet should be practiced by the linguists only..... so the phonetic accuracy is unnecessary out of science

The Arabic letters	The symbols
أ	ʔ
ب	b
ت	t
ث	θ
ج	dʒ
ح	ħ
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ

ص	ʃ
ض	ḍ
ط	ṭ
ظ	ẓ
ع	ʕ
غ	ɣ
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
هـ	h
و	w
ي	y

**Diagram (1) Arabic International Phonetic Alphabet (IPA) is adopted from Omar (1997)**

Joan and Östen (1989) and McMahon (1996) state the IPA is functioned by lexicographers, foreign language teachers and students, linguists, speech–language pathologists, actors, singers, constructed language creators, and translators.

The IPA is considered to signify those speech qualities that are part of lexical (sonorous) sounds in oral language: phones, intonation and the divisions of syllables. To exemplify additional qualities of speech—such as tooth grinding, speaking falteringly, and sounds made with a lip to palate contact. McMahon (ibid)

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2020)

CONSONANTS (PULMONIC)												© 2020 IPA			
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal				
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ				
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ						
Trill	ʙ			r					ʀ						
Tap or Flap		ⱱ		ɾ		ɽ									
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ				
Lateral fricative				ɬ ɮ											
Approximant		ʋ		ɹ		ɻ	j	ɰ							
Lateral approximant				l		ɭ	ʎ	ʟ							

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)		
Clicks	Voiced implosives	Ejectives
<p>◌͡ Bilabial</p> <p>◌͡ Dental</p> <p>◌͡ (Post)alveolar</p> <p>◌͡ Palatoalveolar</p> <p>◌͡ Alveolar lateral</p>	<p>◌͡ Bilabial</p> <p>◌͡ Dental/alveolar</p> <p>◌͡ Palatal</p> <p>◌͡ Velar</p> <p>◌͡ Uvular</p>	<p>◌͡ Examples:</p> <p>◌͡ Bilabial</p> <p>◌͡ Dental/alveolar</p> <p>◌͡ Velar</p> <p>◌͡ Alveolar fricative</p>

## OTHER SYMBOLS

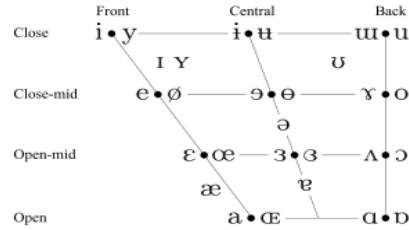
Λ Voiceless labial-velar fricative	ʑ ʒ Alveolo-palatal fricatives
W Voiced labial-velar approximant	ɹ Voiced alveolar lateral flap
ɥ Voiced labial-palatal approximant	ɸ Simultaneous ɸ and ɸ
ħ Voiceless epiglottal fricative	Affricates and double articulations
ʕ Voiced epiglottal fricative	can be represented by two symbols
ʡ Epiglottal plosive	joined by a tie bar if necessary.

## DIACRITICS

◌ Voiceless	<u>h</u> <u>ç</u>	.. Breathily voiced	<u>b</u> <u>a</u>	◌ Dental	<u>t</u> <u>d</u>
◌ Voiced	<u>s</u> <u>z</u>	~ Creaky voiced	<u>ɸ</u> <u>ɶ</u>	◌ Apical	<u>ʈ</u> <u>ɖ</u>
<sup>h</sup> Aspirated	<sup>h</sup> <u>t</u> <sup>h</sup> <u>d</u>	◌ Linguolabial	<u>ɸ</u> <u>ɶ</u>	◌ Laminal	<u>ɸ</u> <u>ɶ</u>
◌ More rounded	<u>ɔ̹</u>	<sup>w</sup> Labialized	<sup>w</sup> <u>t</u> <sup>w</sup> <u>d</u>	◌ Nasalized	<u>ɸ̃</u> <u>ɶ̃</u>
◌ Less rounded	<u>ɔ̜</u>	<sup>j</sup> Palatalized	<sup>j</sup> <u>t</u> <sup>j</sup> <u>d</u>	<sup>n</sup> Nasal release	<u>ẽ</u>
◌ Advanced	<u>ɹ̥</u>	<sup>ɣ</sup> Velarized	<sup>ɣ</sup> <u>t</u> <sup>ɣ</sup> <u>d</u>	<sup>l</sup> Lateral release	<u>d̥</u>
◌ Retracted	<u>ɤ̠</u>	<sup>ɣ̠</sup> Pharyngealized	<sup>ɣ̠</sup> <u>t</u> <sup>ɣ̠</sup> <u>d</u>	◌ No audible release	<u>d̥</u>
.. Centralized	<u>ɘ</u>	~ Velarized or pharyngealized	<u>ɤ̠</u>		
◌ Mid-centralized	<u>ɘ̞</u>	◌ Raised	<u>ɤ̠</u> (◌ = voiced alveolar fricative)		
◌ Syllabic	<u>ɹ̥</u>	◌ Lowered	<u>ɤ̠</u> (◌ = voiced bilabial approximant)		
◌ Non-syllabic	<u>ɹ̥</u>	◌ Advanced Tongue Root	<u>ɤ̠</u>		
◌ Rhoticity	<u>ɹ̥</u> <u>ɹ̥</u>	◌ Retracted Tongue Root	<u>ɤ̠</u>		

Some diacritics may be placed above a symbol with a descender, e.g.  $\overset{\circ}{\eta}$

## VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

## SUPRASEGMENTALS

'	Primary stress	founə' tɪfən
ˌ	Secondary stress	
ː	Long	eː
ˑ	Half-long	eˑ
◌̥	Extra-short	ɛ̥
	Minor (foot) group	
	Major (intonation) group	
.	Syllable break	ɹi.ækt
◌̩	Linking (absence of a break)	

## TONES AND WORD ACCENTS

LEVEL		CONTOUR	
ē or ↗	Extra high	ě or ↗	Rising
é or ↘	High	ê or ↘	Falling
ē or ↗	Mid	ẽ or ↗	High rising
è or ↘	Low	ẽ or ↘	Low rising
ë or ↘	Extra low	ẽ or ↘	Rising-falling
↓	Downstep	↗	Global rise
↑	Upstep	↘	Global fall

**Diagram (2) English International Phonetic Alphabet IPA is adopted from Collins and Mees (2008)**

### 2.2.1 The Differences between Arabic and English In Terms of (IPA)

Pyles (ibid:40) asserts that the English Transcript is PHONEMIC; each sound has a specific sound symbol, but not precisely. When digging deep with English Alphabet, the third letter is (c pronounced /s/). And after 15 sounds, Pyles says that the letter (s) comes again such as (cease /si:s/ the first sound typically resembles the finalist ones) and

this is actually compatible with the English Alphabetic today's. Pyles continuous, it's quite clear that there is squandering (there exist two phonetic symbols for one individual sound) because the sound /s/ is affected by the French language. For that Pyles states "by the influence of French (as a loan language), the copy writers used the letter (c) before (e) and (i) with the French loan words like city /siti/ and grace /greɪs/ to indicating for the phonetic value of (ts) in the old French (which became (s) after that), but we hadn't seen any placement of (c) with a /s/ pronunciation in the old English".

Due to Shaheen (2009), one of the problems of the letter (c) is that it is pronounced /k/ in English Alphabet such as come /kʌm/ and car /kɑː/. In addition, they ((c) and (k)) could be gathered at the end of the word (clock /klok/) to resulting one individual sound /k/. Shaheen adds, also the letter (q) could be articulated /k/ in the word (quick /kwɪk/). In Arabic, Shaheen says there do not exist such an issue except the initial Hamza /ʔ/ before the coming of Al-Khaleel bin Ahmed Al-Faraheedy when he made it the shape of our present days (ء).

According to Shaheen (ibid), there exists many transcribed but unpronounced sounds; for instance, the sound /w/ is silent when it comes before /r/ or /k/ or /n/. Shaheen finds out 40 words in (Longman dictionary pp. 1272– 1275) started with (w) but silent such as wrath /rʌθ/. Also Shaheen records 80 possibilities in Longman Dictionary (pp. 609–612) for the silent /k/ when it comes before (n) like knee /niː/ and kneel /niːl/.

Shaheen demonstrates that there are many silent sounds (but transcribed) like night /naɪt/, sign /saɪn/ and why /waɪ/.

Shaheen notifies that there exist many words share the same pronunciation like (write, right, wright) (they all pronounced /raɪt/).

Ghalaieny (1993) clarifies that there couldn't exist any transcribed (but unpronounced sounds) in Arabic except /aː/ and /uː/ in many



occurrences such as مائة Maʿa (one hundred), يعلموا (they teach) and many others because of the grammatical ellipsis.

Due to Al-Nuaemy (ibid), many letters could be found in many English words but pronounced something different like few /fju:/, too and two (the both pronounced /tu:/), cool /ku:l/ and many others. But in Arabic, this issue doesn't exist.

### **2.2.2 The IPA Similarities between English and Arabic languages**

Al-Nua'emy shows that the sound /i:/ could be occurred in the final placement of many English words ended by ((e) like be /bi:/, (ee) like see, (ea) like sea /si:/ and (ey) like key /ki:/). The same /i:/ could be heard in any Arabic word ended by the speaker's suffix (y) like كتابي /kitabi:/ (my book), مدرستي /madrəsəti:/ (my school)...etc.

Al-Nua'emy (1996) simplifies that in English, in many occurrences, there could be heard a specific sound with a different symbol such as ugly /ʌgli/, urge /ɜ:dʒ/ and unite /ju:naɪt/.

In fact, many linguists such as Continue (1966), Flesh (1966) and Al-Backoush (1992) proposed that the syntactic structure plays an essential role for the modulation of Arabic verbs (actually the singular and plural forms modulate the verbs as well such as يغزو /yaɣzu:/ (he invades), يغزوان /yaɣzuan/ (they invade (the subject indicates two persons)) and يغزون /yaɣzu:n/ (they invade (the subject indicates more than two persons)).

Al-Nua'emy (1980) and Al-Estrabady (1982) discuss the modulation of the verb غزا /ɣəza:/ (he invaded) by stating that the sound /a:/ is changed from /u:/ or /i:/ (herewith comes from /u:/) and the lexical form is غَزَوْ /ɣəzəuə/ so the /u:/ has phonologically changed into /a:/ for a syntactic purpose.

The present form of غزا /ɣəza:/ is يَغْزُو /yaɣzu:/ so the /u/ attaches the /u:/ at the final position of the word and this is PROHIBITED (then the stoppage comes attached with /u:/) . Al-Nua'emy (1996)

Accordingly, by the deletion of the doubling (the /u/ that attached with /u:/) then Abdul-Tawab (1967) and Shaheen (1980), assume that the lexical form of قال /qa:lə/ (he said) is قَوْلَ /qəwələ/, the lexical of باعَ /ba:ʕə/ (he sold) is بَيْعَ /bəiəʕə/, the lexical of خافَ /xa:fə/ (he scared) is خَوْفَ /xəwəfə/, the lexical of سما /səma:/ (he exalted) is سَمَوَ /səməwə/ and the lexical form of رمى /rəma:/ (he threw) is رَمَيْ /rəməi:ə/.

Al-Nua'emy (ibid) illustrates the changing of verbs by stating that the verb قَوْلَ /qəwələ/ consists of three syllables (cv ق+ cv و+ ل); so the second syllable is omitted and the short /ə/ is lengthened to becoming /a:/.

The same happens with the verb سَمَوَ /səməwə/ and رَمَيْ /rəməi:ə/; they also consists of three syllables for each, then the second syllable is also omitted and the finalist ones is lengthened as well. Al-Nua'emy (ibid)

As put by and Cantinue (1966), the elision that happened with of the former /ə/ of the sounds /u:/ in the verb غَزَوْ /gəzəw/ and /i:/ in رَمَيْ /rəməi:ə/ resulted the omission of /u:/ and /i:/ themselves to becoming غَزَا /gəzə:/ and رمى /rəma:/.

In fact, the changing of verbs could be happened when a specific tools of negation come before the verbs such as لَنْ يَدْعُو /lən yadʕu:ə/ (he doesn't ask for) and لَنْ يَرْمِي /lən yərmi:ə/ (he doesn't throw). Accordingly, the long vowels /u:/ and /i:/ are broken into short /u/ in لَنْ يَدْعُو /lən yadʕu/ and short /i/ in لَنْ يَرْمِي /lən yərmi/. Al-Nua'emy (ibid)

Al-Nua'emy adds, according to the verb يَغْزُونَ /yəɣzu:n/ (they invade), the lexical form of the verb is يَغْزُؤُونُ /yəɣzu:ˈu:n/ so the stoppage (or Al-sockoun) occurred on both of /u:/ sounds so they assimilated into one individual /u:/ for the simplicity of speech and it becomes /yəɣzu:n/.

Depending on Al-Nua'emy (ibid), the feminine case يَغْزُونَ /yəɣzu:n/ (the women invade), the sound /n/ comes and the sound /u:/ relied on a specific stoppage making the splitting (and metathesis) of long vowel /u:/ into /u/ so the result يَغْزُنَ /yəɣzunə/.

### **Findings and Results**

1. English and Arabic languages share the same origins of existence and development.
2. Both of the two languages suffer from the effects of Semitic languages (because they are Semitics as well).
3. The use of IPA is UNIVERSAL.
4. In English, there exist many pronunciations for such a one individual symbol (which actually doesn't happen with Arabic in parallel).
5. Many transcribed (but unpronounced) sounds could be existed in English (there is no such a case in Arabic except in a specific conditions).
6. English and Arabic share many similarities such as the existence of a specific sounds in both of the finalist syllables for each ones.
7. Arabic verbs are affected by the changing of their syntactic structures (and this doesn't happen with English)
8. The Number of agents in the subject plays an essential role for the changing of phonological sounds of the verbs in both of the two languages.

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