

Phonetic Transcription of Arabic Diacritics by EFL Students in Relation to English Vowels

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ABSTRACT:

The phonetic transcription of the pronunciation of words and letters is a skill that enables the student to provide the phonetic representation of any letter based on its pronunciation, as all languages share certain sounds that they have in common. In this study, the researchers study the phonetic transcription of the Arabic diacritics by 25 EFL students in relation to English vowels. The research is carried out at the University of Anbar - College of Education for Humanities to see how well EFL students interpret and transcribe Arabic diacritics using IPA symbols. It tries to find out the most common phonetic transcription errors made by Iraqi EFL students when transcribing Arabic diacritics using English IPA symbols, and what factors contribute to these errors. The collection and analysis of the transcribed materials of 20 students are aimed at finding any errors or challenges that may happen to the phonetic representations of Arabic diacritics. It is evident that the errors in the Arabic diacritics transcription can contribute to a clearer understanding for learners of how the vowels may sound. The issue is that EFL learners are likely to make errors in representing Arabic diacritics accurately. It is found that students often confuse the same vowel or misrepresent the diacritics. For instance, some students are found to represent Kasrah as /i/, /i:/, or /e/; and fathah as /a/, /Λ/, or /a:/. The correct choice lies in the student pronouncing the word correctly. Students commit these errors due to a lack of knowledge of Arabic diacritical marks and IPA representations. They also make mistakes or errors following their mother tongue patterns, such as adding their language-specific sounds to English or word pronunciation. This makes them transcribe the word incorrectly. Moreover, students have problems with the transcription of sounds /p, dʒ, and j/. Therefore, more practice would make their transcription easier, and proper instructions from teachers would help them format their skills in pronunciation and transcription.

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1. Introduction:

The Arabic alphabet did not have dots or diacritics when the holy Quran was written down. Later times saw the sequential addition of both of them. In Arabic writing, the same base glyph can be employed to denote multiple letters, and a term without vowels can express multiple semantics. Reading problems caused by a misunderstanding between consonants of the same form and in between words of the same form, as well as a lack of marking short vowels, resulted in the introduction of diacritical markings to become fixed and improve reading. Short vowels were first provided by adding colored dots above or below letters. This method of identifying vowels with little marks evolved as a result of this change in usage. They take their forms from the letters with the associated long vowels. By adding a number of certain dots above or below the glyph, letters that share the same basic glyph can be distinguished from one another. Diacritical markings can have various functions in different alphabetic systems. Vowel-pointing systems, specifically the Arabic harakat (' ' ') show vowels that are not transmitted by the basic alphabet. Cantillation marks are used to show prosody (Al-Kuran, 2023).

Letters that have been altered by a diacritical mark are handled as either new, independent letters or as a mix of letters and diacritical marks in spelling and collation. This changes from language to language and even from situation to situation within the same language. Letters can occasionally be employed as "in-line diacritics," which serve the same purpose as supplemental glyphs by altering the sound of the letter that comes before it. That is the situation with the "h" in the English pronunciation of "sh" and "th." (Awde and Samano, 1986).

1.1 Statement of the Problem

According to Burquest and Payne (1993), all languages have certain vowels in common.

These vowels are /i, u, a/, or slight variations of them. Arabic includes all these vowels in addition to other vowels, some of which are variations of the aforementioned ones.

Transcribing them should not be so challenging to EFL Iraqi learners of English as they have already studied the transcription of the equivalent vowels of English for two years. In other words, they are supposed to be able to transcribe the Arabic words specially those which share identical vowels with English. It is important to know how accurately they transcribe Arabic diacritics because this issue will greatly contribute to their pronunciation proficiency. However, there is no empirical research in this area which makes identifying the problems and challenges faced by Iraqi EFL students difficult. Thus, the current study intends to investigate whether the EFL Iraqi students can employ what they have learned

regarding vowel transcription to transcribe Arabic words. If not, the study tries to study whether the errors occurred systematically or randomly.

1.2 Research Questions

This study tries to answer the following questions:

1. What are the most common phonetic transcription errors made by Iraqi EFL students when transcribing Arabic diacritics using English IPA symbols,
2. What factors contribute to these errors?

1.3 Objectives of the Study

The objectives of the current study are:

1. To investigate the accuracy of EFL students' phonetic transcription of Arabic diacritics using English IPA symbols.
2. To identify common errors or problems that Iraqi EFL students face when transcribing Arabic diacritics related to vowels, and how these errors compare to English vowel sounds.
3. To explore and explain the reasons or potential sources of these errors committed by Iraqi EFL students, such as interference from Arabic pronunciation norms, lack of exposure to English vowel sounds, or differences in phonetic systems.

1.4 Methodology

Only the phonetic field is covered by the study. The current study's major emphasis is on how EFL Iraqi students transcribe the words that have simple vowels using IPA symbols. Additionally, it relates to the official languages of Arabic and English. Colloquial dialect-related topics are outside the purview of the current investigation.

This study focuses on Iraqi EFL students studying English who have already studied English Phonetics and Phonology for two years. The sample participants will be asked to transcribe Arabic words with diacritics using IPA symbols. Data analysis will involve examining the phonetic transcriptions of the participants to identify any discrepancies between the intended pronunciation of Arabic diacritics and the actual pronunciation. Then, the Error analysis tool will be used to identify and analyze the types of errors made by Iraqi EFL students in pronunciation showing the reasons for these errors. In this case, the challenges faced by EFL students in understanding the connection between Arabic and English short vowels will be highlighted.

1.5 Value of the Study

The significance of this work stems from its contributions to demonstrating that all languages are universally identical. Both Arabic and English have similarities in the pronunciation of many vowels. This comprises some of the short vowels including the three short vowels of English /i, u, and ə/. These three vowels resemble the pronunciations of the three harakat (diacritics) of Arabic, kasrah, dammah, and fathah, in certain phonological environments. The results of this study can tell educators where the weak places of mispronunciations are and guide them in developing targeted interventions to address these challenges effectively.

1.6 The Model Adopted

Roach's (2008) classification of vowels in English will be adopted. This represents the textbook of Phonetics and Phonology that the students studied for different semesters. So, the students are familiar

with these classifications and the symbols of each sound. As for the pronunciation of the Arabic words and their phonetic transcription, they are provided by the researcher as he is the teacher of phonetics and has good experience in the transcription of the sounds. This is because no resource gives such transcriptions for the sample words.

2. Arabic Diacritical Marks

2. 1. Review

The Arabic script did not have dots or diacritics at the time the holy Quran was recorded. Later on, both of them were sequentially added. In Arabic, a single basic symbol can represent a number of letters, and a single word without vowels can signify a number of interpretations. The absence of scoring short vowels and the reading difficulties created by misunderstanding between words with the same shape and consonants of the same shape led to the development of diacritical markings, which have now been fixed and have made reading easier. According to Al-Qarani (2004), Arabs have to adhere to a certain method in this regard to prevent misunderstanding (p.5). As a result, short vowels were introduced by placing red dots above or below the letters. Traditionally, Ali was the pioneer in establishing a system of harakat in Arabic, and he assigned the assignment to Abu al-Aswad al-Du'ali. According to Allam and Mahmoud (2009), Abu al-Aswad al-Du'ali invented a system of dots to represent the Arabic language's three short vowels. This dot system predates the i'jm, dots used to differentiate between distinct consonants. The harakat system developed by Abu al-Aswad al-Du'ali was not the same as the one we know today. The technique employed red dots, with each arrangement or location representing a particular short vowel and sound (p.74).

In accordance with his categorization, the vowel a was represented by a dot above a letter, the vowel I by a dot below, the vowel u by a dot on the side of a letter, and the tanwn by two dots. The vowel marks were only used in the early manuscripts of the Holy Qur'an for letters where they were required for proper pronunciation rather than for every letter that called for them.

It should be emphasized that al-work Du'ali's inspired other phoneticians to reexamine the significance of harakat in Arabic. As a result, al-Khalil Bin Ahmed al-Farahidi created the system of Abu al-Aswad al-Du'ali. This is the forerunner of the system we know today. According to al-Qarani (2004), al-Farahidi regarded the job of writing in two distinct colors to be tiresome and impracticable. Another issue was that the i'jm had been introduced by then, and while they weren't the symmetrical dots we see now; instead, they were short strokes, they may be misconstrued without a color differentiation (al-Qaisi, 1996: 45).

As a consequence, he substituted the harakat with small superscript characters, using little alif, y', and w' for the short vowels that correspond to the long vowels printed with those letters, a small s(h) for shaddah (geminate), and a small kh' for khaff (short consonant; no longer employed). His system is virtually the same as the one we use today.

2. 2 Classification of Diacritics in Arabic

Diacritics, which literally means "motions," are short vowel markings. In truth, there is significant debate among Arabic traditional and current phoneticians over the quantity and kind of diacritics in Arabic (cf. Ahmed, 2013). However, the categorization used in this study attempts to strike a balance between the quantity and kind of diacritics in Arabic, taking into account the contributions given by traditional and modern Arabic phoneticians. Diacritics in Arabic are:

2. 2. 1 Fathah الفتحه (ـَ)

Ibn Jinni (1970: 370) specifies that **fathah** (فَتْحَة) is the symbol for a short /a/, which is a little diagonal line that appears above a letter and sounds such as an initial sound in the English word "up.". The word *fathah* itself (فَتْحَة) implies *opening* and corresponds to the mouth's opening,

While generating an /a/. For example, with *dāl* (henceforth, the initial consonant in the subsequent instances): (د) /da/.

When a **fathah** is placed before the letter ⟨ا⟩ (*alif*), it symbolizes a long /a:/ (quite similar to the first sound of the English word "apple"). For example: (اَ) /da:/ (see also Anis, 1971: 24). The fathah is not frequently written for these situations. When a fathah is placed before the letter ⟨ي⟩ (*yā'*), it forms an /e:/ (as in "play"). Consider the following example:

1. دَخَلَ الشَّيْخُ إِلَى دَارِهِ (the sheikh entered into his house).

A closer look at (1) above reveals that when *fathah* is placed on a letter followed by ⟨ا⟩ (*alif*), it characterizes a long /a:/; and when placed on a letter without being followed by ⟨ا⟩ (*alif*), it denotes a short /a/.

2. 2. 2 Kasrah (كسرة)

An identical diagonal line below a letter is called a **kasrah** (كسرة) and designates a short /i/ (as in "Tim"). For example: (دِ) /di/.

Ibn Jinni (1993) realizes that when a *kasrah* appears before the letter *yā'* (ي), it signifies a long /i:/, similar to the word "steed" in English. Take this example: (دِي) /di:/. In such situations, the *kasrah* is frequently not written; nevertheless, to prevent mispronunciation, *fathah* should be placed on the previous consonant if *yā'* is sounded as a diphthong, /eɪ/ (p.101). The word *kasrah* means 'breaking'. Consider the following example:

2. رَأَيْتُ كَثِيرًا مِنَ الْمُتَصَدِّقِينَ (I saw many benefactors).

In example (2) above, the *kasrah* is placed under the letter before (ق) and displays that the pronunciation of (ي) her is as long as the English /i:/.

2. 2. 3 Dammah (ضمّة)

al-Qarani (2004) claims that the diacritic of **dammah** is mostly like the letter (و) *wāw*. The **dammah** (ضُمَّة) is a small curl-like diacritic placed above a letter to denote a short /u/ (And sounds a lot like the 'oo' vowel in the English verb "took"). For example: (دُ) /du/. When a *dammah* is placed before the letter (و) (*wāw*), it denotes a long sound /u:/ (like the 'oo' sound in the English word "tool"). For example: (دُو) /du:/. The *dammah* is usually not written in such cases, but if *wāw* is pronounced as a diphthong /aw/ (p.7). To avoid mispronunciation, *fathah* should be written on the previous consonant (cf. Ahmed, 2013: 14), as in:

3. سَيَكُونُ الْمُؤْتَمَرُ يَوْمَ الْاِحْدِ (the conference will be on Sunday).

3. Error Analysis

For second language learners, errors are inevitable. As claimed by Shin (2022), learning errors indicate how much a learner has learned, provide clues to how learners learn a second language and can serve as a tool for learners to discover the rules of the target language. Many researchers have attempted to study second language acquisition by analyzing learning errors. Although many error analysis studies were conducted as early as the 1970s, this research continues with the desire to improve pedagogy and the need to learn a language.

Error analysis is a study field of language that detects, classifies, and interprets errors committed by individuals while speaking or writing. It aims to understand the learning challenges faced by learners and how to overcome them to improve their language skills. Error analysis focuses on the types of errors committed, the reasons behind these errors, and how to avoid them (Intan, Bandu, and Amelia, 2020).

As presented by Ahmed and Al-Heety (2022), Error Analysis is considered a method used to identify errors made by language learners and understand their reasons. Native speakers can notice these errors, unlike learners. Errors violating pronunciation patterns are considered. Such errors reveal the learner's interlanguage and language mastery. There are four steps of this method: data collection, error identification, error description, and explanation. Data collection involves massive, specific, and incidental samples. Identification is crucial after data collection. Errors are any linguistic form not produced by natives. Error description categorizes errors into four types. Explanation is the most important step where researchers analyze why learners make errors and provide remedies. Identifying error sources helps understand error production. This method will be used to identify, and describe errors committed by the EFL Iraqi students and find reasons causing these errors.

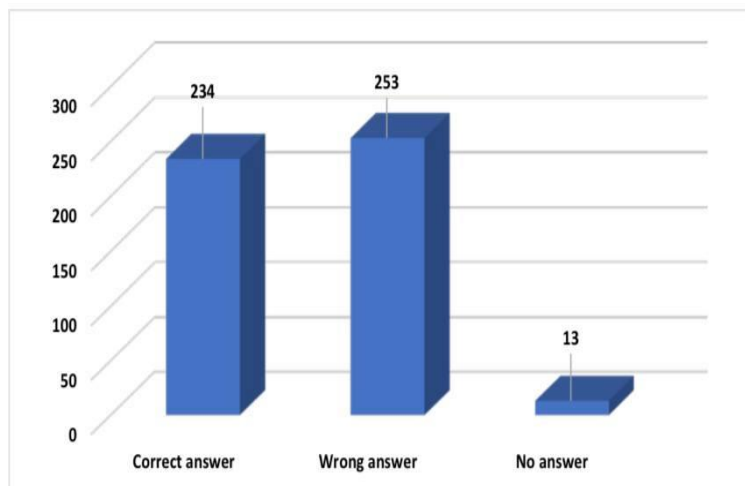
4. Data Collection and Analysis

4.1 Data Collection

The following table (1) shows the results of the test:

Table (1): The results of the test

No	Arabic Word or phrase	Pronunciation in English	Correct	Wrong	No answer
1.	سِن	/sin/	19	6	-
2.	كَاتِب	/ka:tib/	14	11	-
3.	جُبِن	/dʒubn/	12	13	-
4.	سَلِيم	/səli:m/	10	14	1
5.	عَامِل	/ʕa:mil/	8	15	2
6.	فُنُون	/funu:n/	8	16	1
7.	مُخْتَار	/muxta:r/	6	17	2
8.	سِينِي	/sini:n/	10	14	1
9.	كُرَّة	/kurə/	11	14	-
10.	سَنَّة	/səna/	15	10	-
11.	سُم	/sum/	17	8	-
12.	مَرْسَم	/mərsəm/	9	15	1
13.	عَامِل	/ʕa:məl/	6	17	2
14.	صُوف	/su:f/	16	9	-
15.	يَلْمَس	/jalməs/	10	14	1
16.	فِيل	/fi:l/	14	11	-
17.	أَسَد	/əsəd/	16	9	-
18.	سُور	/su:r/	11	13	1
19.	لِسَان	/lisa:n/	11	13	1
20.	كَاتِب	/ka:tab/	11	14	-
Total	20	20	234	253	13

The results of the test figure (1)

To collect the sample data of this study, a test that involved Arabic words with their diacritics was given to twenty-five Iraqi EFL students in their third year of English language studies. They were asked to transcribe these words concentrating on appropriately representing the diacritics using the English vowels. The primary source of data for analyzing phonetic transcription ability among students is these transcriptions.

4.2 Data Analysis

The following table (2) shows Correct Pronunciation, Incorrect Pronunciation 1, Incorrect Pronunciation 2, and Incorrect Pronunciation 3.

Table (2): Correct Pronunciation & Incorrect Pronunciation 1,2,3

No.	Words	Correct Pronunciation	No. Total of Inc. Pron.	Incorrect Pronunciation 1	No. of Inc. Pron.	Incorrect Pronunciation 2	No. of Inc. Pron.	Incorrect Pronunciation 3	No. of Inc. Pron.
1.	سين	/sin/	6	/sn/	1	/san/	1	/sen/	4
2.	كاتب	/ka:tib/	11	/katib/	5	/kateb/	4	/katip/	2
3.	جُبْن	/dʒubn/	13	/dʒubin/	6	/gubn/	3	/Jubn/	4
4.	سليم	/səli:m/	14	/selim/	8	/sali:m/	4	/salem/	2
5.	عامل	/ʕa:mi/	15	/amil/	6	/a:mi/	8	/a:mi:l/	1
6.	فنون	/funu:n/	16	/funon/	3	/fonu:n/	4	/funun/	9
7.	مختار	/muxta:r/	17	/muktar/	14	/mukta:r/	3	-	
8.	سنين	/sini:n/	14	/sani:n/	3	/sinin/	8	/si:nen/	3
9.	كُرَة	/kurə/	14	/kura/	7	/ku:rə/	5	/korə/	2
10.	سنة	/səna/	10	/sana/	4	/sana/	3	/sanah/	3
11.	سَم	/sum/	8	/su:m/	5	/som/	3	-	
12.	مرسم	/mərsəm/	15	/marsam/	4	/marsam/	9	/mursam/	2
13.	عامل	/ʕa:məl/	17	/a:mal/	5	/amal/	8	/amal/	4
14.	صوف	/su:f/	9	/suf/	5	/soof/	4	-	
15.	يلمس	/jalmas/	14	/jlməs/	6	/yalmas/	6	/jalmus/	2
16.	فيل	/fi:l/	11	/fl:l/	7	/fyl/	2	/fel/	2
17.	أسد	/əsəd/	9	/asəd/	3	/asad/	4	/a:sad/	2
18.	سُور	/su:r/	13	/sur/	8	/soor/	3	/sor/	2
19.	لسان	/lisa:n/	13	/lisan/	7	/li:san/	6	-	
20.	كاتب	/ka:təb/	14	/ka:tab/	8	/katab/	3	/katab/	3

For this study, the error analysis method will be used during the data collection process to identify and describe the errors that might be committed by the students when doing their phonetic transcription. Such errors include misinterpretations of Arabic diacritics; inaccurately representing vowel sounds; and other ones associated with this process. These errors can be systematically analyzed to provide insight into particular problems faced by EFL learners from Iraq when it comes to writing Arabic diacritics phonetically in relation to English vowels.

By analyzing this, recommendations will be made by the researchers to enhance pronunciation training and sought-after measures to deal with these challenges. Furthermore, the information collected and analyzed using this technique will lead to a better understanding of factors that affect Iraqi EFL students' competence in phonetic transcription as well as guide future studies in the field. The error in pronunciation of each word will be analyzed through three steps: error identification, error description, and explanation.

The first-word "سين" is correctly transcribed as /sin/. Regarding its vowel "i", it is represented by the diacritic "ي" (kasrah). The students incorrectly it as /sn/, /sɒn/, and /sen/. The first one shows that the student failed to represent the diacritic with a vowel. The student seems to depend on the spelling without referring to the diacritic. The other two incorrect mispronunciations include vowels that cannot represent the Arabic diacritic "kasrah". It is to be noted that kasrah and /e/, although they are different, have somewhat similar phonetic ranges which justifies the number of students who committed this error.

The Arabic words "كاتب" is correctly transcribed as /ka:tib/ and "عامل" /ʕa:mi/ with a long vowel /a:/. As for the incorrect pronunciations, 5 students transcribed it with a short /a/ instead of /a:/, 4 pronounced it with /e/ instead of /i/, and one substituted /b/ with /p/. The same happens with the second word but most students, in addition to the problems of representing the vowels correctly, had problems in

representing the letter (ع). The errors could be due to confusion or misinterpretation of the diacritic. Students may not give the due length vowel when they pronounce the word, or they, as mentioned previously, may have difficulty representing the kasrah as it is somehow similar to /e/ with a different phonetic range.

As for the words كَاتِب /ka:təb/, and غَامِل /ʕa:məl/, the students faced problems in pronouncing the second vowel in addition to the first one /a/. They pronounced it as /a/ and /ʌ/. They have the diacritic fathah with vowels that are more open.

The correct transcription of the word جُن is /dʒubn/. 13 students mispronounced it; 6 pronounced it as /dʒubin/ where they inserted /i/ between the consonants. This could be attributed to the fact that Arabic has few consonant clusters and students tend to insert vowels between the consonants. 3 students pronounced it with the correct vowel but substituted /b/ with /p/. The last initiated this word with /j/ which shows that they confused the letter j (pronounced /dʒei/) with /dʒ/. They followed the pronunciation of the letter j, so they used it as a sound.

The word "سَلِيم" is pronounced as /səli:m/, however, 14 students pronounced it wrong. 8 pronounced it with a /e/ instead of schwa, and these, although both the sounds are between mid-high and mid-low, are different vowels. Moreover, they used the short /i/ instead of its long equivalent. 4 pronounced it as /səli:m/. They confused the schwa with /ʌ/ as they both have similarities with a slight difference in the tongue height. In its production, the schwa is produced with a higher tongue position. 2 produced it as /səlem/. They represented fathah with /a/ and kasrah with, as mentioned before, with /e/.

The transcription of the Arabic word "فُنُون" presents challenges to the students under the study. They faced problems in accurately transcribing its diacritics due to confusion between vowel sounds and diacritics. 16 students transcribed it as /funon/, /fonun/ and /funun/. These transcriptions suggest errors where the long vowel /u:/ is replaced with a short vowel /o/ or /ʊ/. This could be a result of confusion between similar vowel sounds, where /u/ and /o/ are rounded and back vowels.

The word "مُخْتَار" showed the challenges EFL students face in accurately transcribing Arabic consonants and diacritics. As it is long and it contains the letter (خ), many could not transcribe it correctly. "/muktar/" is the transcription given by 14 students. This transcription suggests an error where the Arabic consonant /x/ (خ) is replaced with the similar-sounding English consonant /k/. This error may result from difficulty in articulating or recognizing the Arabic consonant. However, this is not the concern of the present study. What matters is the representation of the diacritic fathah and the letter (ل) together as a short vowel /a/. The students did not distinguish between different vowel sounds, especially long and short vowels, leading to errors in vowel transcription. When fathah comes with the letter (ل), it is to be transcribed as a long vowel.

The words سُم /sum/ and سُور /su:r/, start with the same letter and the same diacritic, yet, they require different pronunciations. In both cases, students made errors when transcribing the words where they replaced /u/, whether long or short, with /o/, and sometimes they doubled it. As mentioned before, this could be resulted from confusion between similar vowel sounds, where /u/ and /o/ are rounded and back vowels. The same happens in the case of the word صُوف /su:f/. But, it starts with a different letter. However, both س and ص are transcribed as /s/. Students neglected the fact the dammah with the letter و must be lengthened in transcription.

The correct transcription of the Arabic word "لِسَان" is /lisa:n/. 13 students transcribed the word incorrectly. 7 of them replaced the long vowel /a:/ with a short vowel /a/. They did not give the right length to the vowel. The others replaced /i/ with /i:/.

The rest of the words show the same problems mentioned above. Analyzing them will make the list long and represent nothing new as all show the same problems of incorrect representations of diacritics. In brief, kasrah is represented as /i, i: and e/ depending on the word itself. Also, the fathah is transcribed

incorrectly as /a/ or /ʌ/ and sometimes /a:/. The final diacritic is dammah where some students transcribed it incorrectly as /u/ or /o/.

Some students left a few words without transcriptions and why they did so is not clear. They could have missed them accidentally or they intentionally left them for certain reasons. However, most of these words include the longer ones (more than one syllable) which shows that the students may have found them difficult to transcribe.

5- Conclusions

In this regard, the above mistakes can be treated as examples that draw the attention of a learner to Arabic transcription in general and vowels in particular with reference to the right pronunciation and meaning. By recognizing and correcting these mistakes, learners can improve their transcription skills and enhance their understanding of the representation of the IPA symbols. As the analysis shows, Based on the analysis of the transcription errors made by EFL learners, it can be deduced that the major challenges lay in accurately representing Arabic diacritics. Such mistakes result from different factors including differentiating between similar vowels, mix-up or incorrect interpretation of Arabic diacritics, and the absence of diacritics to properly reflect vowels. Kasrah is often incorrectly written as /i/, /i:/, or /e/, and fathah is commonly transcribed as /a/, /ʌ/, or overemphasized with /a:/, which is a mistake. Damma diacritic may be represented inappropriately as /u/ or /o/.

The above errors are due to certain factors like the lack of familiarity with Arabic diacritics and their IPA representation leading to errors in vowel transcription.

Another factor is the transfer from native language patterns as it is the case where the student breaks the consonant cluster in جُبْن /dʒubn/ by inserting /i/ before /n/. The last and most important one is their limited exposure and practice of transcription. As noticed, most students did not transcribe the diacritics properly, they could not transcribe the sounds that they studied for two years like /p, dʒ, and j/. They presented them using the wrong sound symbols. So, students are encouraged to practice more and more and teachers are recommended to give targeted instructions on how to improve the students' transcription skills.

اللفظ الصوتي للعلامات الاعرابية في اللغة العربية بواسطة طلاب اللغة الإنجليزية كلغة أجنبية مع الإشارة إلى حروف العلة الإنجليزية

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ملخص البحث:

التحويل الصوتي لتلفظ الكلمات والحروف هو مهارة تتيح للطلاب تقديم الرسم الصوتي لأي حرف بناءً على اللفظ، حيث أن جميع اللغات تشترك في بعض الأصوات التي تتقاسمها. تلخصت هذه الدراسة في قيام الباحثين بدراسة الرسم الصوتي للعلامات الاعرابية العربية من قبل 25 من طلاب اللغة الانكليزية كلغة أجنبية وربطها بأصوات العلة الانكليزية. تم إجراء البحث في جامعة الانبار - كلية التربية للعلوم الانسانية، بهدف معرفة مدى جودة طلاب اللغة الانكليزية كلغة أجنبية في كتابة وقراءة العلامات الاعرابية باستعمال رموز الابدادية الصوتية الدولية. يهدف هذا البحث إلى جمع وتحليل العينة المكتوبة صوتيًا من 20 كلمة، لتحديد أخطاء النقل الصوتي الشائعة التي يقع بها طلاب اللغة الانكليزية كلغة أجنبية عند نقل الحركات العربية باستخدام رموز IPA وإيجاد الاسباب وراء تلك الاخطاء. وقد أوضحت الدراسة وجود أخطاء في كتابة العلامات الاعرابية للغة العربية، والتي يمكن أن تساهم في فهم أوضح للمتعلمين لكيفية نطق حروف العلة في اللغة الإنجليزية. من الواضح أن الأخطاء في نقل علامات التشكيل الاعرابية يمكن أن تساهم في فهم أوضح للمتعلمين لكيفية نطق حروف العلة. تكمن المشكلة في أن متعلمي اللغة الانكليزية كلغة أجنبية من المحتمل أن يقعوا في أخطاء عند تمثيل علامات التشكيل العربية بدقة. وجد ان غالبًا ما يخلط الطلاب بين نفس حرف العلة أو يحرفون علامات التشكيل. على سبيل المثال، مثل بعض الطلاب الكسرة ك //i:، i:، أو /e/؛ والفتحة ك //a، ا، أو /a:/. الاختيار الصح يمكن في لفظ الطالب للكلمة بشكل صحيح. يرتكب الطلاب هذه الأخطاء بسبب عدم معرفتهم بالعلامات الاعرابية للغة العربية وتمثيلاتها ب IPA. كما يرتكبون أخطاء لاتباعهم أنماطاً لغوية في لغتهم الأم غير موجودة في اللغة الانكليزية، مثل إضافة الأصوات الخاصة بلغتهم إلى الانكليزية أو نطق الكلمات، مما يجعلهم يكتبون الرسم الصوتي للكلمة بشكل غير صحيح. علاوة على ذلك، يواجه الطلاب مشاكل في كيفية الكتابة الصوتية للأصوات /p، dʒ، وj/. لذلك، فإن المزيد من التدريب من شأنه أن يجعل عملية الكتابة أسهل، كما أن التعليمات المناسبة من المعلمين ستساعدهم في تنسيق مهاراتهم في النطق والكتابة الصوتية.