Global Journal of English

$\&$ Translation Studies

G-JETS

About G-JETS

The global Journal of English and Translation Studies (Global JETS) is a high quality open access peer reviewed research journal published by the Faculty of Languages, Aden University. It is a brainchild of a group of academicians and research scholars in the field of English language and translation studies. It aims to provide a platform for the researchers, academicians, professionals, practitioners and students to impart and share knowledge in the form of high quality empirical and theoretical research papers, case studies, literature reviews and books reviews to make them available to scholars of English language studies. It is a biannual publication (January & June). The journal publishes in both print and online versions. The G-JETS was founded in 2014 by Dr. Gamal Mohamed Abdullah, dean of the Faculty of Languages-Aden University.

Global Journal
Of
English and Translation Studies

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Editorial

It is our pleasure to present the second issue of the Global Journal of English and Translation studies (G-JETS) with the international standard serial number (ISSN). The G-JETS has got the ISSN from the international center for ISSN in France at the beginning of January 2016. The ISSN will be an addition to our journal to move towards globalism. The G-JETS is an international peer reviewed, open-access journal published by the Faculty of Languages, University of Aden. The first issue received a wonderful reception from different institutions and scholars. Hence, we forward our great thanks to those who sent their articles and research papers, interacted actively and circulated our journal in its first appearance. It is worth mentioning that our first issue has been sent to more than one hundred universities and institutions in the world. The second issue will be sent to more universities and institutions. Thank you again for those who have sent their research papers and thank you for those who plan to send their papers. We welcome you all and promise to do our best to continuously make our journal appear better and better in every issue.

Chief Editor
Prof. Dr. Gamal, M. A. Abdullah

Notes for Contributors

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1. Paper should be in Times New Romans font with 12 font size on 4A paper printed at single side.

2. For online version, margins should be 2.5 cm on upper and lower sides and 2.5 on left and right sides. Email us for journal template or download it from the Faculty website. www.langfaculty-aden.com

3. The soft copy of the paper should be in MSW 2007 OR any latest MSW version.

4. A PDF format copy should also be included.

5. Contributors should follow APA referencing system.

6. The paper should not exceed 5000 words.

7. The paper should be acknowledged with a declaration that it is an original work and has not been published anywhere else.

8. Abstract should not be more than 200 words.

9. A short bio-note of the author should include name, institutional affiliation and brief career history.

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<u>Contents</u>

من الشعر العالمي المترجم

هذه مجموعة قصائد مترجمة من المجموعة الكاملة،

The Poetry of Robert Frost. Edited by

Edward Connery Lathem, 1969.

للشاعر الأمريكي روبرت فروست (1874- 1963)

قام بترجمتها ـ د. ابوبكر محسن الحَامد، أستاذ الأدب المقارن (العربي والانجليزي) والنقد الأدبي والترجمة بجامعة عدن، اليمن.

Ten poems by Robert Frost translated into Arabic

Poem No.1

The Pasture

I'm going out to clean the pasture spring;

I'll only stop to rake the leaves away

(And wait to watch the water clear, I may):

I sha'n't be gone long.—You come too.

I'm going out to fetch the little calf

That's standing by the mother. It's so young,

It totters when she licks it with her tongue.

I sha'n't be gone long.—You come too.

المـرعى

إني ذاهب هنـاك لا نظّـف مجرى المرعى

و سـاإلا قِّـف لا زيل الأوراق السابحة فوق ماء المجرى

ليس إلا ...

و لـربّمـا انتظر قليـلا لا تأمّـل المــاء عند مـا يصفو

لـن امكـث هنـاك طـو يـــــلا

فلترافقني! أفلا نمضي؟

الى المرعى معا!

إني ذاهـب هنـاك كيـمـا اعـو د

بـا لعجـل الصـغيـر الواقف بجـا نـب أمه

نعم، لا ز ا ل العجل صـغيـرا جـدا

يقفز عندمـا تلحسـه أمه بلسـا نهـا

لن ا مكـث هنـاك طـويـلا

هيّا! فـلنمض ألان!

الى المرعى مـعـا!

Poem No.2

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

وقفة إمام الغابة ذات مساء ملبد بالثلوج

هذه الغابات هل تدري لمن؟

بل إنا ادري لمن!

هي للساكن في الحي البعيد

لن يراني الآن أرنو لثلوج الغاب فتره

هذه الغابات تكسوها الثلوج

وحصاني وهو مازال صغيرا

هز أجراس اللجام

صار يرنو لي وفي فيه سؤال!

قال لي ماذا هنا؟ ولماذا تتملى!

لم نحن الآن في البرد وفي الليل وقوف!

ربما في الأمر سر؟

ربما في الأمر سوء!

فهنا لاكوخ في الغاب ولامزرعة فلماذا

ياترى هذا التوقف!

بين غاب دامس و بحيرة متجمدة

وهنا لأصوت في الليل البهيم!

فالمساء الآن أدجى مايكون!

ماسوى الريح وأصوات سقوط الثلج في أحلك أيام الشتاء!

وانأ والخيل في هذا المكان!

وأنا في وقفتي ألان هنا! أتملى!

فـالغاب أجمل مايكون

<div dir="rtl">

الغاب أحلك مايكون!

الغاب أعمق مايكون!

لكنني ياغاب احثو السير قبل النوم استبق الوعود

عندي على كتفي وعود

لابد قبل النوم اكمل ماتعلق من مهام او وعود!

أواه ياغابا تلفع بالجمال وبالظلام!

دعني!

فان عليّ طي مسافة أخرى قبيل النوم طي!

وعليّ طي مسافة أخرى قبيل النوم طي!

</div>

Poem No.3

The Road Not Taken

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference.

الشارع المرفوض

الشارعان هاهنا مفترقان

عند غابة صفراء يابسة

والسير في كليهما معا محال

فكيف لي اسلك شارعين

لذا وقفت ساعة وساعه

انظر للأول يمتد بعيدا

يلتوي خلف الشجر

والشارع الآخر مثله في الامتداد

يعلوه بعض العشب والنبات

لعله الأفضل فالإعشاب والنبات ترتديه

لكنه يفتقد الترميم

كلاهما عليهما ملامح المرور

بالتساوي في الإرهاق

الشارعان ذلك الصباح ممتدان بالتساوي

عليهما الألياف لم تمسها الإقدام

كما ترى فقد تركت الشارع الآخر خيارا آخرا

لكنني أدرك كيف طرق الحياة دائما

تقودنا من شارع لآخر

فشارع يقودنا لشارع

لذا اشك ان أعود لشارع تركته اختيارا آخرا

سوف احكي ماحكيته لكم

في دورة الزمان والمكان

بالآهات عاما بعد عام

الشارعان هاهنا مفترقان

لكنني اخترت الذي ما مره كثير

وذاك مايجعل خطوي غير خطو الآخرين!

Poem No.4

A Time to Talk

When a friend calls to me from the road

And slows his horse to a meaning walk,

I don't stand still and look around

On all the hills I haven't hoed,

And shout from where I am, 'What is it?'

No, not as there is a time to talk.

I thrust my hoe in the mellow ground,

Blade-end up and five feet tall,

And plod: I go up to the stone wall

For a friendly visit.

وقت للحديث معك!

يناديني صديق في طريقي

ويمشي جانبي خيلا فخيلا

فأمضي للحديث مع الصديق

ولا احفل بأعمال الحصاد

وأغرز منجلي في التربة المعشوشبة

وأحث وجهي صاعدا الدرب إليه

مهرولا الى الصديق، الى الوداد

Poem No.5

The Birthplace

Here further up the mountain slope

Than there was every any hope,

My father built, enclosed a spring,

Strung chains of wall round everything,

Subdued the growth of earth to grass,

And brought our various lives to pass.

A dozen girls and boys we were.

The mountain seemed to like the stir,

and made of us a little while-

With always something in her smile.

Today she wouldn't know our name.

(No girl's, of course, has stayed the same.)

The mountain pushed us off her knees.

And now her lap is full of trees

مسقط الرأس

هنا بعيدا

على سفح الجبل

بنى أبي سياجا حول كل شيء

سياجا أحاط بالنبع

ومنع نمو الإعشاب

وسمح لنا إن نعيش

أيامنا المختلفة بطلاقة في هذا المكان

كنا من البنين والبنات درزنا هناك

وبدا الجبل فرح بحيويتنا

وربانا زمنا وكان دائما يبتسم لنا

ابتسامة ممزوجة بشيء ما

ولكنه اليوم لم يعد يعرف أسماءنا

فالبنات طبعا لم تعد هي البنات

والقى بنا الجبل عن ركبتيه

وامتلأ حضنه بالأشجار

Poem No.6

Not Quite Social

Some of you will be glad I did what I did,

And the rest won't want to punish me too severely

For finding a thing to do that though not forbid

Yet wasn't enjoined and wasn't expected clearly.

To punish me over cruelly wouldn't be right

For merely giving you once more gentle proof

That the city's hold on a man is no more tight

Than when its walls rose higher than any roof.

You may taunt me with not being able to flee the earth.

You have me there, but loosely as I would be held.

The way of understanding is partly mirth.

I would not be taken as ever having rebelled.

And anyone is free to condemn me to death

If he leaves it to nature to carry out the sentence.

I shall will to the common stock of air my breath

And pay a death-tax of fairly polite repentance

ليس الأمر اجتماعيا بمعنى الكلمة!

بعضكم يسره مافعلت

وبعضكم لايود إن يعاقبني

قسوة على مافعلت

مافعلته ليس ممنوعا

ولكنه غير متوقع وغير محظور

تماما كما ترى

ليس سليما إن تعاقبني بقسوة

لمجرد إني أعطيتك مرة برهانا طيبا

المدينة لم تعد تسيطر على الإنسان كما كانت

أسوارها لايطالها أي سقف

لك إن توبخني على مكوثي بهذه الأرض

استبقيتني هنا طليقا بعض الشيء

طريقة الفهم هذه طريقة محترمه

لم أقاوم

كل إنسان حر في إن يشتمني

ينزل اللعنة علي تلو اللعنة!

كما يشاء

حتى الموت

والطبيعة ربما تنفذ حكم الإعدام علي

ولهذا الهواء المخزون كله

سأوصي بتنفسي

وسأدفع □ريبة موت

لتوبة مقبولة هادئة

Poem No.7

Unharvested

A scent of ripeness from over a wall.

And come to leave the routine road

And look for what had made me stall,

There sure enough was an apple tree

That had eased itself of its summer load,

And of all but its trivial foliage free,

Now breathed as light as a lady's fan.

For there had been an apple fall

As complete as the apple had given man.

The ground was one circle of solid red.

May something go always unharvested!

May much stay out of our stated plan,

Apples or something forgotten and left,

So smelling their sweetness would be no theft.

لم يتم قطافه بعد

رائحة عبير عند الجدار

لنترك الشارع العادي إذاً

وانظر معي ماذا هناك جعلني أتوقف

هناك كما نشتم شجرة تفاح

خففت عن نفسها حمل المصيف

ولم يبق معها ما تحمله سوى الغصون الخفيفة

هاهي ألان تتنفس بسهولة

كما تتنفس مروحة سيدة من النساء

وهناك هناك يتساقط التفاح

تماما كما سقط الإنسان يوما بسبب تفاحة

والأرض دائرة تفاح حواليها

شيئا ما لم يتم قطافه بعد

وقتا ما لم نخطط له بعد

تفاحات ما منسية او متروكة

ولكن شم عبيرها لن يكون سرقة

على أية حال

Poem No.8

Reluctance

Out through the fields and the woods

And over the walls I have wended;

I have climbed the hills of view

And looked at the world, and descended;

I have come by the highway home,

And lo, it is ended.

The leaves are all dead on the ground,

Save those that the oak is keeping

To ravel them one by one

And let them go scraping and creeping

Out over the crusted snow,

When others are sleeping.

And the dead leaves lie huddled and still,

No longer blown hither and thither;

The last lone aster is gone;

The flowers of the witch-hazel wither;

The heart is still aching to seek,

But the feet question 'Whither?'

Ah, when to the heart of man

Was it ever less than a treason

To go with the drift of things,

To yield with a grace to reason,

And bow and accept the end

Of a love or a season?

مقاومة

انطلقت عبر الحقول والغابات

وقفزت فوق الأسوار

وتسلقت تلالا وتلالا

ونظرت الى العالم من فوق

وانحدرت

أوراق ميتة على الأرض

وأخرى مخزونة بالسنديان

ينزعها واحدة فواحدة

وتمضي على الثلج المقشر

بينما هناك بعض وريقات نائمات

ثابتة محتشدة أرى الأوراق الميتة

لم تعد تتبعثر هنا وهناك

فزهرة النجمة لم تعد هنا

وزهور البندق ذابلات

والقلب ما زال يتوق لاتجاه

تسأله الإقدام أين الاتجاه؟

آه متى ياترى يشعر القلب

إن مايفعله ليس خيانة؟

إن ينحرف مع الأشياء

إن يستسلم للعقل

إن يتقبل مذعنا النهاية

نهاية حب او نهاية موسم

Poem No.9

Bond and Free

Love has earth to which she clings

With hills and circling arms about-

Wall within wall to shut fear out.

But Thought has need of no such things,

For Thought has a pair of dauntless wings.

On snow and sand and turn, I see

Where Love has left a printed trace

With straining in the world's embrace.

And such is Love and glad to be

But Thought has shaken his ankles free.

Thought cleaves the interstellar gloom

And sits in Sirius' disc all night,

Till day makes him retrace his flight

With smell of burning on every plume,

Back past the sun to an earthly room.

His gains in heaven are what they are.

Yet some say Love by being thrall

And simply staying possesses all

In several beauty that Thought fares far

To find fused in another star.

قيد وحرية

الحب، أرض الحب،

فيها الحب يمتلك الجبال

وتدور اذرعه مطوقة لهاتيك الجبال

للحب جدران وجدران بداخلها

لتبعد كل خوف

و الفكر لايحتاج ذلك كله

فللفكر جناحان شجاعان!

أرى فوق الثلج والرمل

وفوق هذا الموج أشياء كثيرة عن الحب

فعليها يترك الحب الأثر

لضمة بين الحب والعالم

وهكذا هو شأن الحب دائما

وهو سعيد بذلك

ولكن الفكر يطلق قدميه للريح

والفكر يخترق الظلام ذرى النجوم

ويقبع في (الشعرى اليمانيه) كرسيا طوال الليل

حتى ينبلج الصباح فيعاود الانطلاق

والروائح المحترقه خلل ريشه

عائدا مرورا بالشمس الى موقع بالأرض

والجنة عنده هي هذه الأشياء على حقيقتها

ولكن البعض يرى إن الجنة في الحب

وبقيد وعبودية الحب نشعر إنا امتلكنا كل شيء

في بعض شيء من جمال

ولكن الفكر يبتعد عن مثل ذلك

محلقا بعيدا

انصهارا في نجم أخر!

Poem No.10

Fire and Ice

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favor fire.

But if I had to perish twice,

I think I know enough of hate

To say thay for destruction ice

Is also great

And would suffice.

النار والجليد

النار ستكون سببا لدمار هذا العالم

هكذا يقول بعض الناس

والبعض الأخر يقول بل البرودة ستكون هي السبب

ومن خلال ما ذقته من رغبات

فأنا مع الذين يقولون النار سبب الدمار

ولكن إذا قدر للعالم إن يتدمر مرتين

فأنا أعرف قدرا كافيا من الكراهية

يجعلني أقول إن البرودة كالنار قوية

وكفيلة بتدمير العالم!

Some Grammatical Aspects of the Specialized

Reciprocal Expression in Arabic

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University of Aden

Abstract

This article is a modest attempt to study some morphological, syntactic, and semantic aspects of the specialized correlative reciprocal expression ba' dh + clitic pronoun … ba'dh 'some + clitic pronoun … some'. Though the major discussion in this paper is syntactic in nature, light will be shed on the internal structure of this complex expression as well as on the semantic function it can play in the sentence.

The English equivalent expressions each other and one another always occur as verbal or prepositional complements, or in a possessive case. But this expression is divided into two entirely separate parts. Each part is composed of the word ba'dh + case marker + clitic pronoun. The clitic pronoun is almost omitted from the second part. These two parts constitute the two arguments of reciprocity and occur in different syntactic positions, representing different grammatical relations, exhibiting different case markers, and are assigned different theta rules.

Key words: Reciprocal Expression, Clitic Pronoun, Genitive Construction

Introduction

Reciprocity is defined in the ' Oxford Advanced Learner's Dictionary of Current English' as a 'principle or practice of give and take, of making mutual concession.' And 'reciprocal pronouns are those expressing mutual actions or relations, e.g. each other and one another.' More precisely, Haspelmath (2007:1) reserves the term *reciprocal* for specialized expression patterns [forms] and uses the term *mutual* for the semantic plane [meaning], and he points out that 'a mutual situation can be defined as a situation with

two or more participants (A, B, …) in which for at least two of the participants A and B, the relation between A and B is the same relation between B and A.'

It is a general knowledge that reciprocal constructions (sentences) are grammatical means for the expression of symmetrical relations between some arguments by the use of a reciprocal expression. Reciprocal expressions can be separate nouns, pronouns, adjectives, adverbials, clitics, or verbal affixes. Sometimes single part elements of reciprocal markers are used to express the mutual situation and sometimes larger expressions can be used (see Nedjalkov, ed. 2007: Passim).

Reciprocal constructions are split into two major types: i) lexical reciprocal constructions, and ii) syntactic reciprocal constructions. Most languages use more than one strategy to express reciprocity. For instance, English uses the lexical reciprocal predicates in addition to the periphrastic reciprocal constructions involving the anaphoric pronouns *each other* and *one another* as follows:

(1) John and Jane met.

(2) John and Jane are similar.

(3) John and Jane met each other.

In (1) the lexical reciprocal predicate, the intransitive verb *met*, expresses a symmetric action in which the participants came face to face in one atomic singular event. This type of predicate is known as allelic predicate (verb, adjective, and noun) since it can describe reciprocity without being derived from a corresponding lexical item and in the same form it can describe a non-reciprocal situation, e.g. *John met Jane*. The same event expressed in (1)above is also expressed in (3) above by the transitive verb *met*, with the difference that in (1) there is only one argument, the conjoint subject *John and Jane* , while in (3) there are two arguments: subject and object. The subject is known as the higher argument or the antecedent. It is also called the reciprocator (the explicitly expressed argument in the sentence). The object is known as the lower argument. It is also called the reciprocee

(because it is reciprocalized, namely, omitted and is replaced by a reciprocal expression, here, the bipartite term each other). In the same way, (2) above describes a symmetric reciprocal configuration by the use of the allelic adjective *similar*. In all three sentences, the relation between John and Jane is exactly the same relation between Jane and John irrespective of the order or position in which each conjoin appears.

Another instance is Arabic. The difference, her, is that verbs and adjectives in Arabic are in general derived (not allelic) from their corresponding lexical items. In (4) below, the intransitive reciprocal verb *yatasaa? aluuna* is derived from its corresponding transitive verb *yas?aluuna* 'they question' which is also derived from the base *sa?ala* 'questioned'; its root is the trilateral form *s?l.*

(4)   y-atasaa?al   -uuna

3. question. Reciprocal   plm (imperfective, indicative)

'they mutually question'

'they question each other'

The Noble Quran (37, 27)[1]

Here, we have only one argument, the plural subject that can be retrieved from the subject nominal features on the verb (= third person plural masculine human). This null type of subject is called small pro. In (5) below, the adjectival predicate describes a mutual configuration involving all those people who live in the paradise:

(5)   … 'alaa sururin mutaqaabil -   iina

on   beds   face to face . 3plm

'(They are) facing each other on thrones.'

The Noble Quran (15, 47)

It is plausible that each individual can be face to face with only one other individual and cannot be face to face with all that large number of people in one point of time, in one place. But the idea is taken that there are chairs and sofas facing each other, here and

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[1] (37) is the number of the suurah 'chapter' and (27) is the number of the aayah 'verse'.

there. In (6) below the complex reciprocal expression *ba'adhakum … ba'dhan* 'some of you … some' is used to express a mutual situation in which the set of the participants is a huge number of individuals comprising all the believers, and the transitive verb *yaghtabba* 'backbite' expresses an accumulation of forbidden sub-events:

(6)   wa laa y - aghtabb - u   ba'dh - a - kum   ba'dh - a (n)[2]

and not 3m. backbite.singular   some . Nom. your   some. Acc

'And   don't backbite one another.'

The Noble Qur'an (49, 12)

It is the norm that Arabic sentences in the order VSO have singular verbs even if subjects are plural.[3]

In (6) above, the reciprocal expression is divided into two separate parts: the first part is *ba'dhakum* 'some of you' which represents the subject hosting a nominative case marker, and the second part is the elliptical form *ba'dhan* 'some' from which an identical clitic pronoun is omitted. It represents the driect object hosting an accusative case marker. The two separate parts of the complex disjunct reciprocal expression are themselves the two arguments of reciprocity; the first one is the higher argument, the antecedent, and the second one is the lower argument. This means that this disjunct reciprocal expression behaves analytically where each of its parts occupies an independent position, has its own case, and plays a special thematic role.

(1), (2), (4) and (5) above, are examples of lexical reciprocal constructions. (3) and (6) are examples of syntactic reciprocal constructions. This article, which is syntactic in nature, is intended to study some morphological, syntactic, and semantic aspects of the reciprocal expression *ba'dh+clitic pronoun … ba'dh* 'some + clitic pronoun … some' (henceforth, the Rec) and is organized as follows: section 2 deals with the Rec internal morphological structure and agreement in comparison with the English Rec morphology.

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[2] See footnote (1) in 2.1.1 below.
[3] See (31) in 3.1 below.

Section 3 discusses its syntactic aspects such as base-position, categorical features, case, binding, function, and the inevitable relation between the first part (as well as the second part implicitly) and the required clitic pronoun that plays a central role in manifesting the nominal features of the antecedent whereby determining its identity. In this section, the impossibility of annexing nouns to the first part and the possibility of annexing infinitives to them is exemplified and accounted for and the colloquial usage of the Rec is syntactically refuted. In section 4 we prefer the immediate annexation (*? dhafah*) to the use of the definite article depending upon some grammatical and logical argumentation. This section also contains a short note on the argument structure and thematic roles in reciprocal sentences. Section 5 is a concise conclusion.

Data collected from the Noble Qur'an is translated following Al-Hilali et al. (2005) with some modification. Some references which parse the Noble Qur'an sentences were consulted too. The main of which is S̲afi (1995). For the explanation of the Quranic sentences, some references were looked at, the main of which is Al-T̲abari (2001).

Morphology

Form

Arabic

The major reciprocal expressions in Arabic are:

      i.   The nominal construction:

        ba'dh - u - clitic   ba'dh

        some. Nom. …   some

            'each other'

     ii.   The nominal construction:

        ?ah̲ad - u - clitic   al - aaxar

        one . Nom. …   the - other

           'one another'

iii.   The nominal construction:

kull - u - n   min - clitic al - aaxar

all   . Nom . nunation marker[4]   of.   …   the. other

'each other'

iv.   The verbal construction:

y - atakaatab   -   uuna   (and the like)

3 . mutually write – plm (imperfect, indicative)

'they mutually write (to each other).'

The basic meaning of this construction is encoded in its root which is composed of three radical consonants, i.e., *ktb.* This root is an abstract form since it is not used in the real speech. The actual forms of the verb are inflected, through a process of root-internal modification, in the lexicon according to the various nominal features of subjects as well as the verbal features. Below are some examples:

(7)

root: ktb

past form (3sm):   kataba

present form (3sm):   yaktubu

present form (3plm):   yaktubuuna

present reciprocal form (3plm):   yatakaatabuuna

Arabic language makes intensive use of affixing vowels and some little consonants in order to inflect its verb to satisfy various syntactic and semantic requirements. For instance, constructing causative, reciprocal, intensifying verbs, etc.

Independent distribution

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[4] Nunation is a language-specific phenomenon where the speaker pronounces the nasal consonant *n* at the end of a word in the continuous speech. When the speaker stops speaking, he may or may not pronounce this sound. It is in complementary distribution with the definite article. It is considered an indefinite marker when it accompanies common nouns. Its optionality will be designated by parentheses throughout this article. More is in 3.11 below.

The above-mentioned nominal reciprocals can only be used as reciprocals when they occur in the sentence in such correlation. However, when their components are used individually, each component has its own lexical meaning and function.

The components of the reciprocal *ba'dhahum ba'dh* 'each other' are the three words that literally mean 'some. their. some' which are independently used elsewhere. In (8) below, the qualifier *ba'dh* 'some' is shown:

(8)   **ba'dh** - **u**   an - nujuum - i   laame'at - u(n)

some. Nom   the. stars   Gen   brilliant   Nom

'some stars are brilliant.'

Here, *ba'dh* 'some' is characterized as an existential quantifier. It denotes that there exists some stars, such stars are brilliant. The second component is the clitic pronoun *hum* 'their' which occurs as a genitive phrase as in (9) below:

(9)   mudun – u – **hum**

cities   . nom. Their (Gen)

'their cities'

Clitic pronouns in Arabic have the same form whether they represent genitive NPs or accusative NPs. In (10) below, the form hum 'them' is a verbal direct object.

(10)   ?arsil - hum   ?ila - y

send   . them   to . me (Acc)

'send them to me.'

Similarly, the components of the reciprocal *? ahaduhum alaaxar* 'one another' are three words that mean 'one . their. the other' which behave independently in other linguistic environments. In (11) below, the indefinite pronoun? *ahad* 'one', which is originally numeral, occupies the subject position:

(11)   ?axbara - n[5] - ii **?ahad** - **u** - hum   ?anna …

---

[5] Arab grammarians called this sound *nuun alwuqaayah* 'the guarding or preventive *n*', because it prevents the final vowel of the verb from being absorbed by the long vowel *ii* , or *nuun ale'maad* 'the supporting *n*', because it serves as a sort of support to the clitic pronoun *ii*. (see Wrigh, 1967, vol.1, p101)

told.   …   me   one . Nom. their   that …

'one of them told me that …'

But in (12) below, it is a direct object:

(12)   maa - ra?ay - tu **?ah̲ad**- **a (n)**

neg.   saw   . 1s   one. Acc

'I didn't see (any) one.'

In (13) below, the definite adjective *alaaxar* 'the other' follows a definite head noun:

(13)   da' - na   nu - naaqishu   ar - ra?y - a   **al - aaxar - a**

let. us (Acc)   1pl. discuss   the. opinion. Acc   the.   other.

Acc

'let us discuss the other opinion.'

In the same way, the reciprocal *kull-un min-hum alaaxar* 'each other' contains the word *kull* 'all' in the meaning of 'each one' or 'everyone'. It is originally a universal quantifier as (14) below shows:

(14)   kull - u   al – musaafir - iina was̲al – uu

all. Nom   the ,passenger   Gen   arrived.3plm

'all (the) passengers arrived.'

English

The main reciprocal expressions in English are:

1. The nominal construction *each other*

2. The nominal construction *one another*

Both of them have the same meaning and syntactically behave in the same way as verbal or prepositional objects (see Quirk et al., 1985:364). The component *each* occurs independently as adjective or a pronoun as follows:

(15) **Each** student should have a book. (Adjective)

(16) **Each** of them wants to try.   (Pronoun)

In the same way, the word *other* occurs independently as an adjective or pronoun:

(17) Where are the **other** students? (Adjective)

(18) Where are all the **others**?   (Pronoun)

(see Quirk et al., 1985:388)

Quirk et al. (1985:388) say: '*each other* and *one another* are both written as word sequences, but it is better to treat them as compound pronouns rather than as combinations of two pronouns.' At the same time they (ibid) state that 'the reciprocal pronouns have the genitive forms *each other's* and *one another's*:E.g. The students can borrow   each other's   books.'

  one another's

Note that this bipartite compound pronoun occurs in one syntactic position as one argument and does not exhibit a case marker. It appears in a state of common case. But the two parts of the Rec in Arabic *ba'dhum ba'dh* occur in different syntactic positions. Consider the following facts that distinguish Arabic nominal reciprocals from English ones:

i) Each part hosts a different case marker.

ii) Each part represents an independent grammatical relation to the respective verb, subsequently different theta role. See section 4 below.

iii) A preposition or a substantive can occur between them or rather directly before the second part.

iv) Each part is annexed to a clitic pronoun though this clitic is omitted in the second occurrence under the identity of the first one. I assume that this clitic is the corner stone of reciprocity in the Arabic language, because it plays the central role in

manifesting the higher argument features, or in other words, in the reference to the antecedent. This will be clear in the following sub-sections.

v) The first part represents the higher argument, while the second part represents the lower one.

Agreement

Arabic

Nominal Reciprocals

As it was seen in the different reciprocal forms in Arabic, a clitic pronoun is almost obligatorily attached to the basic component of the reciprocal expression to the right of the necessary case marker. Agreement between the reciprocal and its logical explicit or implicit antecedent is morphologically realized in the form of the clitic pronoun itself. In most cases, the clitic pronoun within the first part of the disjunct complex reciprocal represents the underlying logical antecedent. However, in (19) below, the agreement between the reciprocal and an explicit plural male is clear in person, number, and gender:

(19) haa?ulaa?i ir – rijaal - u ba'dh- u - hum

these the. men. Nom some.Nom.thier

yusaai'du ba'dh – a (n)

help some . Acc

lit: These men some of them help some

'These men help one another.'

The first part of the reciprocal expression *ba'dhuhm* 'some of them' in (19) above is complex. It is in fact a genitive construction (annexation) composed of three elements:

i) *ba'dh* 'some', the annexed element. It is a noun phrase which appears in a construct state[6], i.e., it does not take the definite article or the nunation (see Schulz, 2004 : 94).

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[6] For a different description of the construct state, see Benmamoun (2000:140-55).

ii) *u* a nominative case marker where *ba'dhuhum* 'some of them' is the *mubtada?* 'initial subject'[7] of the verb 'help'

iii) The enclitic pronoun –*hum* 'their' to which the word *ba'dh* 'some' is annexed.

The internal syntactic structure of this complex and the external syntactic functions of its elements can be clear as follows:

(20)

Annexation

Genitive construction

ba'dh – u	*-hum*
some. Nom	their (genitive form)
the annexed	the annexed to
determined	determiner
modified	modifying
construct state	the genitive
govering head noun	the subordinate

(See Katamba, 1993: 241 and ch12)

It is like: bayt - u	-hum
house. Nom	their
'their house'	

Or: *bayt - u*	*Zayd - in*
house. Nom	Zaid. Gen
'Zaid's house'	
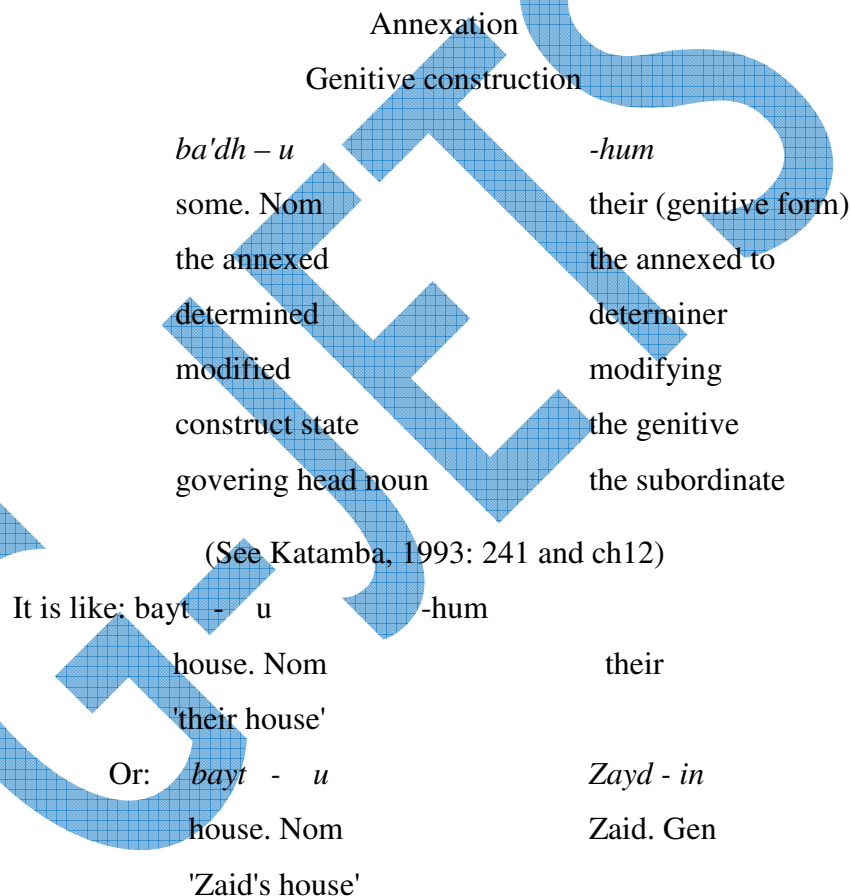
The governing head noun is assigned the relevant case for its grammatical relation in the syntactic position it occupies. The annexed to element is always genitive. This case type has nothing to do with the semantic relation between the annexed and the annexed to. In

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[7] See (39) in 3.3 below.

the construction *baytu zaydin* 'Zaid's house', Zaid is base-generated as a complement of *bayt* 'house' which assigns Zaid a theta role of possessor, whereas in the construction *ba'dhuhum*, the clitic *hum* is base-generated as a complement of *ba'dh* where ba'dh is associated with *hum* in a part-whole relationship. The question arises here is: what is the source of the genitive case in noun phrases and how is it assigned or checked? I refer the reader to (45) in 3.11 below.

Returning to agreement, the following chart shows the various forms taken by the clitic pronoun in order to reflect the φ-features (i.e., number, person, gender, etc) and case of the antecedent, and it shows that no other agreement elements occur elsewhere in the reciprocal:

(21)

Antecedent features	Clitic variants
1st plural, masculine/feminine	*ba'dh – u -naa*
2nd plural masculine	*ba'dh – u -kum*
2nd plural feminine	*ba'dh – u -kuma*
3rd plural masculine	*ba'dh – u -hum*
3rd plural feminine	*ba'dh – u -huma*

It is worth noticing that various forms of the clitic pronouns in the chart above are the same forms of personal pronouns when they occur in accusative or genitive positions as in (22) below where the clitic pronoun *–hum* 'them' represents 3rd person plural masculine:

(22)   hazam – naa - **hum**   fii balad - i - **him**

defeated. 1pl . them(Acc)   incountry.Gen.their(Gen)

'We defeated them in their country.'

Though the genitive form is *–hum* itself, it appears in the second occurrence in the form –

him as a result of vowel harmony with the preceding vowel *i*, the genitive case marker attached to *balad* 'country'.

Verbal Reciprocals

As it was seen in (7) in 2.1.1 above, the process of reciprocalization requires a special inflection inside the form of the verb. Moreover, the reciprocal verb is inflected in agreement with its antecedent subject, and in accordance with tense specification. In the following Quranic verse it agrees with a second person plural masculine subject and expresses imperfect tense in indicative mood:

> (23) maalakum laa t - anaasar - uuna
>
> Why. you not 2. mutually help plm (ind)
>
> 'Why do you not help one another?'
>
> The Noble Qur'an (37, 25)

The following chart shows the agreement markers that can be attached to the verbal reciprocal form. In the perfect form (=past form), the agreement suffix represents person, number, and gender; whereas in the imperfect form (=non-past), person represented by a prefix, and number and gender are represented by the suffix. The imperfect form here is in the inductive mood. No need here to go into the details of the subjunctive and jussive moods.

(24)

Antecedent features	perfect	Imperfect
1st person pl /dual, M/F	-naa	n-…-u
2nd person dual M/F	-tumaa	t-…-aani
2nd person pl M	-tum	t-…-uuna
2nd person pl F	-tunna	t-…-na

3rd person dual M/F	-aa	y-…-aani
3rd person pl M	-uu	y-…uuna
3rd person pl F	-na	y-…-na

Note that these agreement markers are the same agreement markers that are attached to any other non-reciprocal verb as it is shown in (25) below, where the subject is third person dual:

(25)　　　wa tafiq – **aa**　　　　y – axsif - aani

and began.3dual　　　3.cover . dual

a'alay - **himaa**　　　min　　　waraqi　　　il-jannatii

on   .   them (dual) from   leaves　　　the.paradise

'And they began to cover themselves with the leaves of paradise.'

The Noble Qur'an (20,121)

English

Nominal reciprocals

English nominal reciprocal forms, *each other* and *one another*, are invariant forms that do not exhibit any morphological agreement markers which denote their antecedent features as the following examples show:

(26)

a. The boys hit each other / one another.

b. The girls hit each other / one another.

c. Bill and Jane hit each other / one another.

d. The teacher made his students hit each other / one another.

e. Two horses look at each other / one another.

f. The friends exchange the pictures of each other / one another.

Verbal reciprocals

Similarly, English verbs are not inflected for the purpose of reciprocalization. Consider the two sentences in which the form of the verb *met* remains the same though its usage in (27) below is non-symmetric and in (28) below is symmetric.

(27) Juliet **met** Romeo.   (transitive)

(28) Juliet and Romeo **met**.   (reciprocal)

Such situations are expressed differently in the Arabic language. In (29) below, the transitive verb *laaqa* 'met' expresses a non-symmetric action, and in (30) below, the same verb is inflected as it is reciprocalized to express a symmetric action involving a uniplex event (=singular event)

(29)   **laaqa**   qaysun   layla   (transitive)

          met   Qais   Laila

          'Qais met Laila'

(30)   qaysun   wa   laila   **talaaqayaa**   (reciprocal)

          Qais   and   Laila   met

          'Qais and Laila met'

It is obvious in both languages that when the verb is reciprocalized, it loses the ability of assigning the accusative case, and its valency is reduced to contain only the external argument.

Syntax

Throughout the previous sections, it is noticed that the first part of the disjunct Rec *ba'dh* 'some' hosts the different case markers available in the Arabic language, i.e., the nominative, accusative, and the genitive markers; and the second part *ba'dh* 'some' never exhibits the nominative case since it never occupies a subject position. And throughout

the process of the analysis of the collected data for the purpose of this article, it is noticed that the two parts of the Rec occupy several syntactic positions. Therefore, I assume that these two parts are base-generated in two different base-positions according to their two different grammatical functions. Thus, they manifest the two arguments of reciprocity. This assumption will be elaborated in detail in the following subsections.

Subject and direct object

The first part of the Rec occupies the subject position and hosts a nominative case marker; and the second part occupies the direct object position and hosts an accusative case marker. The monotransitive verb[8] *yal'anu*, in (31) below, is a two-place predicate. Its subject is the first part of the nominal Rec; and its direct object, is the second part.

> (31)　　　… wa　yal'anu　　　ba'dh - u - kum　　　ba'dh - a (n)
>
> and　curse　　　some . Nom . your　some . Acc
>
> '… and (you) curse each other …'
>
> The Noble Qur'an (29, 25)

Though the subject of this sentence is plural, the verb bears partial agreement, i.e., agreement in person and gender only as if the subject is singular. This is a general property of all Arabic sentences that converge in the order VSO. This type of agreement is called a default agreement. The pronominal clitic *–kum* 'your' to which the first part is annexed agrees with, and refers to, the higher argument, the antecedent of reciprocity which is a second person plural masculine entity. The second part represents the lower argument.

Following, the minimalist / lexicalist hypothesis (Chomsky 1995) words of such a sentence are base-generated in their base-position fully inflected with all their morphological structure. The direct object *ba'dhan* is first merged, as a complement, with the transitive verb *yala'nu*. The subject *ba'dhukum* merges in [spec, vP] as a sister of the

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[8] Monotransitive verbs occur in type SVO, ditransitive verbs occur in type SVOO, and complex transitive verbs occur in types SVOC and SVOA (see Quirk et al., 1985 : 54). In Arabic those types can also be VSO, VSOO, VSOC, and VSOA

v (considering the VP-internal subject hypothesis). Thereafter, they move from this lexical domain overtly or covertly to the functional domain for feature checking. In (32) below, a tree diagram illustrates this idea, where TP appears higher than AgrsP. This follows from several facts such as the fact that negative markers with which tense specification is associated and the future tense marker appear before the verbs to which agreement morphemes are attached (see Ohalla, 1991:67, and the references cited there).

(32)
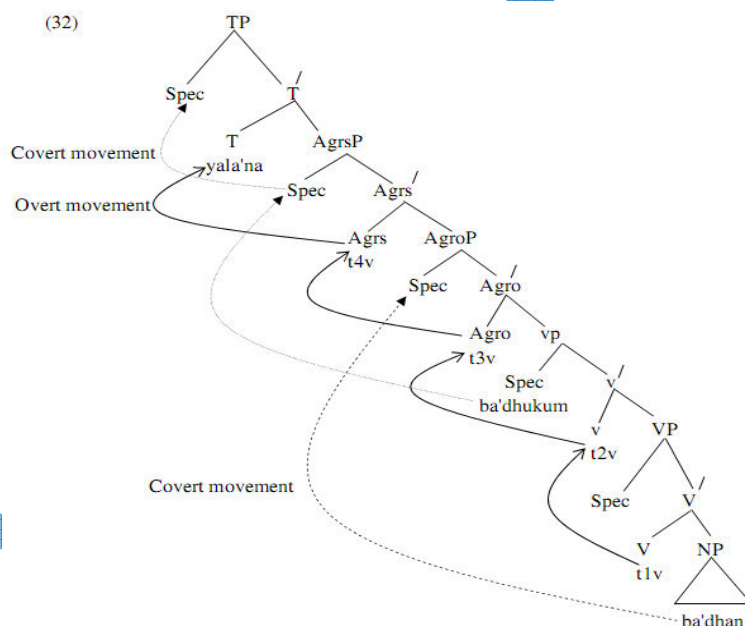
The verb *yala'nu* 'curse' assigns its NP complement a theta role of theme and overtly moves up, in head to head movement, first to the V to check its transitivity features, then to the Agro to check its accusative case feature, and then to the Agrs to check its subject ϕ-features. At last it settles down dominated by the head T where it checks its tense features as well as the nominative case feature. The VSO order requires the subject and object to remain in situ, but their features move covertly at LF for

checking purposes. The objective case feature is checked in [spec, Agrop] in a spec-head relation with the functional head containing the adjoining verb. Similarly, subject φ-features are checked in [spec, Agrsp], and the nominative case feature of the subject is checked in [spec, TP], where the head T, in fact, dominates a complex collection of heads [V, Agro, Agrs] all of them are finally adjoined to T.

It is worth noticing that the first part of the Rec *ba'dhukum* 'some of you' in (32) above binds the second part *ba'dhan* 'some' in accordance with the binding condition A which states that 'an anaphor must be bound in its governing category'. Binding is the relation which regulates the distribution of anaphors, pronouns, and referential expressions.

(33) Binding

A binds B iff:

(i) A c-commands B;

(ii) A and B are co-indexed.

(see Haegeman (1991: 195-216), and Ohalla (1999: 225-53))

The governing category in (32) above is the finite clause in which the second part of the Rec (the anaphor) in the complement position of the verb is governed by the head verb through the verb trace and is c-commanded by the subject of that verb, the first part of the Rec, the antecedent which, moreover, antecedent-governs this anaphor. The two NPs are co-indexed because they refer to the same entity. Recall that this anaphoric NP is an elliptical NP of which the omitted element is an identical clitic pronoun to that one in the first part.

Subject and small clause

The following Quranic verse in (34), below, shows the first part of the Rec *ba'dhunaa* 'some of us' occupying the subject position of a complex transitive verb. Hence, it is the antecedent, and its second part *ba'dhan* 'some' is in a small clause. This small clause

contains the direct object *ba'dhan* 'some', the lower argument, and an object complement? *arbaaban* 'lords'. Inside the small clause the first NP is the subject of the small clause and the second NP is its predicate.

(34) wa   laa   yattaxi<u>d</u>u   ba'dh - u - naa

     And not   take   some. Nom. our

     [ba'dh - an   ?arbaab - a (n)]

      Some. Acc   lords   . Acc

     'We should not take [each other (as) lords].'

                          The noble Qur'an (3, 64)

3.3 Subject and indirect object:

In standard Arabic the indirect object almost precedes the direct object and when it follows the direct object, it does not occur as an object of a preposition. (see Hasan, 1985, vol. 2, p177). In (35) below,? a'taa 'gave' is a ditransitive verb. Its subject *ba'dhuhum* 'some of them', the higher argument, and its indirect object *ba'dhan* 'some', the lower argument, constitute the two sides of reciprocity. And the direct object is *kitaab* 'book'

(35)   ?a'<u>t</u>aa   ba'dh - u - hum   ba'dh - an

           gave   some . Nom . their   some . Acc

           kitaab - a(n)

           book . Acc

     'They gave each other a book.'

Subject and prepositional object

In (36) below, the first part of the Rec *ba'dhuhum* 'some of them' is the subject of the verb

nazara 'look', hence, the higher argument. The second part, the lower agreement, is base-generated as a complement inside a prepositional phrase.

(36)   nazara   ba'dh - u - hum   ?ilaa   ba'dh - i(n)

         looked   some . Nom. Their   to   some . Gen

         'They looked at one another.'

The Noble Qur'an (9, 127)

Subject of a passive verb and others

In (37) below, the transitive verb *yadhumu* 'combine' or 'add' is passivized and then its internal argument turns out to be a nominative subject, since the verb loses the ability of assigning accusative case. This subject, the first part, is the higher argument, and the second, the lower argument, is a prepositional object:

(37)   wa laakin   li - yudhamu   ba'dh - u - haa

         And but   to be . combined   some . Nom . their

         ?ilaa   ba'dh - i (n)

          to   some . Gen

         lit: and but some of them (F) are to be combined to other

         'But some of them (F) are to be combined to one another.'

Al-Jurjani (2004 : 473)

The singular clitic pronoun *haa* 'her' above is used to refer to a plural feminine non-human.

Inchoative and others

The inchoative term refers to the Arabic term *mubtada?* which is the subject that initiates the sentence whose predicate may be a verb, an adjective, a noun, or a clause. In such

constructions, the first part of the Rec represents the inchoative itself. Hence, the antecedent of the reciprocity expressed by the predicate in that sentence. The lower argument, which is the second part, occupies a peripheral position taking a genitive case in a prepositional phrase or in a genitive construction (annexation). In (38) below, the NP *ba'dhukum* 'some of you' is an inchoative, the word *a'duu* 'enemy' is the predicate, and the second part *ba'dhin* 'some' is in a prepositional phrase.

(38)   wa   quln - aa   ahbit   - uu
            and   said . 1pl   get down . 2pl

            ba'dh - u - kum   li - ba'dh - in   'aduu
            some . Nom . your   to . some   . Gen   enemy

'And we said: (you) get down, some of you are enemies to / of the others.'
The Noble Qur'an (2, 36)

In (39) below, the first part of the reciprocal expression is an inchoative, and the second part is a modifying (determining) noun phrase in a genitive construction whose governing head noun, the determined, is the word *?awliyaa?u* 'helpers' which is in the construct state. The identity of the word *?awliyaa?u* is specified or defined by the following adjacent genitive pronoun *ba'dhin* 'some'.

(39)   wa   ?inna   az - zaalimiina   ba'dh - u - hum
            and   that   the . wrong-doers   some . Nom. Their
                                                                    incoative

            ?awliyaa?u   ba'dh - i (n)
            helpers   some . Gen

predicate

'And verily, the wrong-doers are helpers of one another.'

The Noble Qur'an (45, 19)

The sentence *ba'dhuhum?awliyaa?u ba'dhin* 'some of them are helpers of on another' is a clausal predicate. Its inchoative is *az-zaalimiina* 'wrong-doers'. This means that the word *ba'dh* 'some' can be subject of a clausal predicate but it cannot be a nominal predicate on its own.[9]

Two objects

In (40) below, the causative verb *?atba'naa* 'we made-follow' takes two objects: the first part *ba'dhahum* 'some of them' and the second part *ba'dhan* 'some'. Both of them exhibit the accusative case markers and represent different grammatical functions. This means that, though adjacent to each other, they are base-generated in different positions. In the English translation of this sentence, the causative verb is split into two parts; *made and follow*, where the first member *made* takes an indirect object *them* and the second member *follow* takes the other object which is realized in the reciprocal form *one another*. These two objects represent the two arguments of reciprocity respectively.

(40)   fa - ?atba'naa   ba'dh - a - hum

          and . we made-follow   some . Acc . their

          ba'dh - a (n)

          some . Acc

          'And we made them follow one another.'

          The Noble Qur'an (23, 44)

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[9] See (71-72) in 3.14 below.

Indirect object and others

In (41) below, the causative verb *yudiiqu* 'he makes-taste' takes two complements: 1) the first part of the Rec *ba'dhakum* 'some of you' representing the indirect object in the position of the higher argument 2) a genitive construction containing two members; the former is the direct object *ba?sa* 'violence' which is annexed to the latter member *ba'dhhin* 'some' that represents the lower arugument.

(41)   wa   yudiiqu   ba'dh - a - kum
            and   he-makes-taste   some . Acc. your

            ba'sa   ba'dh - i (n)
            violence   some . Gen

'And he makes you to taste the violence of one another.'

The Noble Qur'an (6, 65)

Direct object and others

In (42) below, the antecedent of reciprocity is the direct object *ba'dhahum* 'some of them', the first part, and the lower argument is the second part *ba'dhin* 'some' which is a genitive phrase in the genitive construction *fawqa ba'dhin* 'above some', where the word *fawqa* 'above' is an adverb of place. Following the English grammar *fawqa* 'above' is a preposition and *ba'dhin* 'some' is a prepositional object.

(42)   wa   rafa' - naa   ba'dh - a - hum
              and   raised . 1pl   some . Acc. their

              fawqa   ba'dh - in   darajaat - i (n)
              above   some . Gen   ranks   . Gen

'And we raised some of them above others in ranks.'

The Noble Qur'an (43, 32)

Two prepositional objects

In some constructions the two parts of the Rec occur as prepositional objects where the first is the antecedent and the second is the lower argument. This is exemplified in the following line of the immortal poem written by the ancient poet Ha<u>tt</u>aan Bin Al-Mu'alla when he described his little daughters as being together facing each other.

| (43) | lawlaa | bunayaatun | ka | - | zaghbi | ilqa<u>t</u>a |
| | But for | little daughters | as | . | eiderdown | sand grouse |

| | rudidna | min | ba'dh | - | in | ?ilaa | ba'dh | - | i |
| | Are returned | from | some | . | Gen | to | some | . | Gen |

'But for little daughters who are like the eiderdown of the sand grouse and are returned to each other.'

In (43) above, the internal argument of the passive verb *rudidna* 'are returned' is the subject noun *bunayaatun* 'little daughters' that hosts a nominative case in the first hemistich of the verse. The reciprocal parts are selected as complements of prepositions and they are in their elliptical form. But the reference to the logical antecedent is contextually understood to refer to the little daughters. In contrast, another poet annexed both of the two parts of the Rec to clitic pronouns for the purpose of reference: (the line is reproduced form Hasan, 1985, vol.3, p4).

| (44) | ?ayuhaa | ar | - | rrakibu | ul | - | muyamimu | ?ardh | - | ii |
| | vocative | the | . | rider | the | . | going to | land | . | my |

| | igra | min | ba'dh | - | ii | is | - | salaama | li | - | ba'dh | - | ii |
| | give | from | some | . | my(Gen) | the | . | greeting | to | . | some | . | my |

'O, the rider who is going to my land give the greetings form one part of me to the other part.'

This poet digresses in the second line saying that his body is in one area and his mind is another area along with his beloved. Here, the Rec is used to express an action going in one direction.

Genitive phrase and others

In some constructions, an infinitive (equivalent to the gerund) is annexed to the first part of the Rec which is itself always annexed to a pronominal clitic, the clitic that encodes the higher argument features. This infinitive behaves grammatically as a noun and a verb. In (45) below, the infinitive *du'aa?i* 'calling' is an object noun phrase governed by the preposition *ka* 'as', and at the same time it takes the second part of the Rec, the lower argument, as a direct object and assigns it an accusative case. The semantic relationship inside the genitive construction *du'aa?i ba'dhikum* 'your calling' is that between an agent and its action. The action is expressed by the infinitive whose subject is the first part and whose object is the second part.

(45)   laa   taj'al - uu   du'aa?i   al – rasuuli
        don't make . 2pl   calling   the. messenger

        baynakum   k - du'aa? – i   ba'dh - i - kum ba'dh - a(n)
        between you as. calling. Gen   some . Gen . your some . Acc

        'Make not the calling of the messenger among you as your calling one another.'

        The Noble Qur'an (24, 63)

In a similar way, the infinitive may be annexed to the first part to constitute a genitive

construction whose subject is the first part, but the second part originates as a prepositional object. This is exemplified in the following sentence. (45) above and (46) below show that the internal arguments of infinitives, like those of verbs, can be direct objects or prepositional complements:

(46)   wa   laa   tajahar - uu   la - hu   bi - lqawli

and   don't   apeak aloud . 2pl   to . him   in .   talk

ka -   jahr - i   ba'dh - i - kum   li - ba'dh - i

(n)

as. speak aloud . Gen   some . Gen . your   to .   some .

Gen

'Nor speak aloud to him in talk as your speaking aloud to one another.'

The Noble Qur'an (49,2)

While annexing infinitives which are equivalent to the gerund to the first part of the Rec is attested elsewhere, I did not find, during data collection, a genitive construction in which a proper noun or common noun annexed to the first part. At the same time, annexing nouns to the second part occurs across the board. For instance, look back at *?awliyaa?u ba'dhin* in (39) above, and *ba'sa ba'dhin* in (41) above.

I assume that the impossibility of annexing nouns to the first part of the Rec follows as a result of the case filter influence. Chomsky (1995:111) reproduces case fitter as follows: 'every phonetically realized NP must be assigned (abstract) case.' It is Vergnaud (1982) who first discussed case filter as a condition on NPs distribution. See also Chomsky (1986). Turning to such constructions where nouns are annexed to the first part, I found that the second part is stranded caseless as in (47a) below:

(47a)   * dammara   al?uxwatu   biyuuta

                 destroyed   the brothers   houses
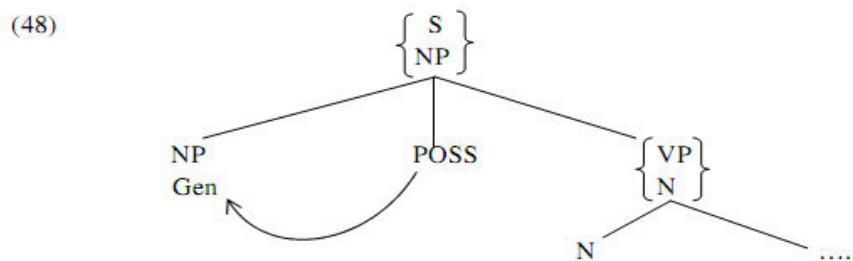

         ba'dh - i - him   ba'dh - Ø

         some . Gen. their   some . no case

The lexical head   *dmmara* 'destroyed' assigns an accusative case to the direct object *biyuuta* 'houses' . The clitic pronoun *him* 'their' is genitive by virtue of being annexed to in a genitive construction. It is in the same way that the first part gets its genitive case. Note that the NP *biyuuta* is annexed to the first part *ba'dhi* and this is annexed to the clitic. The second part is not governed by any head, hence, caseless. Therefore, the sentence is ruled out by the case filter. See (47b) in 3.12.

Annexing nouns to the second part thereby constituting a genitive construction does not have this effect, because the second part can be assigned an inherent genitive case by an internal mechanism inside the genitive construction. Inherent case is assigned under government and theta role assignment (see Haegeman, 1991 : 146; Chomsky, 1995 : 114; Ohalla, 1999 : 219)

Genitive case assignment is a common topic for debate among grammarians and linguists in all languages as well as all ages. According to the medieval and modern Arab grammarians, the annexed to element (*almudhaf ?ilayh*) is genitive by annexation. Therefore, *ba'dhin* in *ba'as ba'dhin* is genitive because it is annexed to. Blake (1994:6) points out that 'the genitive is mainly used to mark noun phrases as dependents of nouns, i.e., it is primarily an adnominal case. Among its adnominal functions is the encoding of possessors.' So, in the genitive construction *baytu zaydin* 'Zaid's house', the noun phrase *Zaid's* is dependent on the head noun *house*. *House* assigns a theta role of possessor to Zaid, hence, Zaid is genitive. Horroks (1987:106) denotes that 'the assignment of the genitive case to the subjects of gerunds and more generally to the subjects of NPs is a

consequence of government by POSS(essive).' He illustrates this idea by the following partial phrase marker [his 170]:

(48)

```
            ⎰ S ⎱
            ⎱NP ⎰
         ╱      ╲
        ╱        ╲
   NP          POSS       ⎰VP⎱
   Gen                    ⎱ N ⎰
                        ╱      ╲
                       N       .....
```

Moreover, Haegeman (1991:162) discusses the Chomsky's (1986a) view on the of-insertion in sentences like:

(49)   (his 35)

i) Poirot envies Miss Marple.

ii) * Piorot's envy Miss Marple.

iii) Piorot's envy of Miss Marple.

where the NP *Miss Marple* is assigned an accusative case by the verb *envies* in the first sentence, but the second sentence is ruled out by the case filter because the NP *Miss Marple* remains caseless, since it is preceded by the noun *envy*, where nouns are not case assigners. The third sentence is rescued by the of-insertion procedure. Regarding the genitive NP *Poirt's* which is in the pre-nominal position as was seen above, Haegeman (1991:163) 'assumes that there is an element POSS in the specifier position of NPs which is able to assign GENITIVE to the NP in that position.'

In a different point of view, Ohalla (1999:204) adopts the DP hypothesis and continues saying that 'Genitive case too is assigned via spec-head agreement with (Agr element of) D.' and he also says: 'We continue to assume that the morpheme *'s* is the spell out of the genitive case.' After discussing a number of nominal noun phrases,
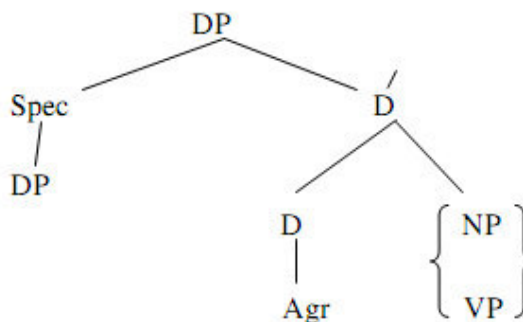
gerundive noun phrases, and nominal passives like the following respectively:

(50)

        i) Mary's translation of the book … (his 68)

        ii) John's keeping a rottweiler … (his 72)

        iii) The city's distruction … (his 64)

he suggests a unified abstract representation for them as follows: (with some modification)
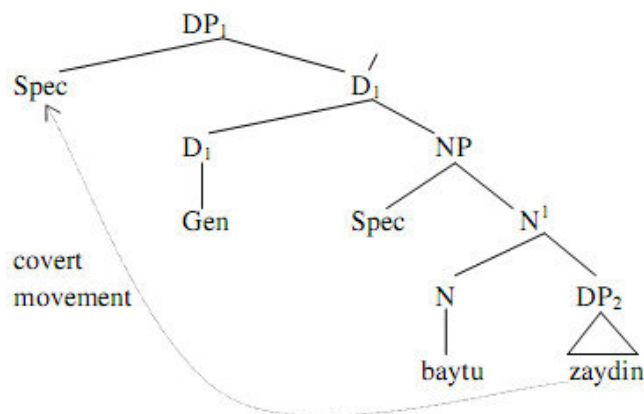
(51)

Henceforth, I shall use a similar analysis to account for case assignment in such genitive constructions, i.e, *?idhafah* 'annexation' like *baytu zaydin* ' Zaid's house' in which the nominative NP baytu 'house' is annexed to the genitive NP *zaydin* 'Zaid's':

(52)

```
                        DP₁
              Spec                D₁'
                        D₁              NP
                        |         Spec        N¹
        covert        Gen                N        DP₂
        movement                         |         △
                                       baytu      zaydin
```

According to Chomsky's (1993) minimalist program, generalized transformation process (GT) selects the NP *zaydin* "Zaid" from the lexicon in its full form, i.e., fully inflected and merges it to the DP phrase marker. The indefinite nominative NP *baytu* 'house' is also selected in the same way and is inserted under the head category N. The head N projects creating the intermediate projection N^1 under which the two NPs merge. Projection process continues to the maximal projection NP. The functional head D_1 which contains a bundle of nominal agreement features and a genitive case feature merges with the NP phrase marker constituting the D_1 which extends to the maximal projection DP_1 by the merge of the specifeir position to which move ∝ has to move the DP_2 for features checking in a spec-head agreement configuration. Consequently, the whole DP_1 can be merged to whatsoever phrase marker in the relevant derivation according to its grammatical relation where it follows a similar syntactic path to check the nominal and case features of the governing head noun *baytu* 'house', where the governing head noun pied pipes the genitive along with it as the following sentences show. The whole DP, here, occupies subject position in (i), direct object position in (ii), and prepositional object position in (iii) :

(53)

    i) [bayt - u   zayd - in]   faxm   - u (n)

      house . Nom. Zaid . Gen   magnificent . Nom

        'Zaid's house is magnificent.'

    ii) ra?ay - tu   [bayt - a   zayd - in]

      saw . 1sg   house . Acc   Zaid . Gen

        'I saw Zaid's house.'

    iii) makath - tu   fii   [bayt - i   zayd - in]

      stayed . 1sg   in   house . Gen   Zaid . Gen

        'I stayed in Zaid's house.'

But, in (52) above, the derivation will not proceed like that. If the DP$_2$ *zaydin* 'Zaid's' moves overtly to [spec, DP$_1$], the construction will end up *zaydin baytu* which is unacceptable in the Arabic language.

There are empirical reasons that compel this type of genitive phrase to remain in situ, i.e., the position in which an element originates and is assigned its theta role (here, possessor). In Arabic, word order requirements necessitate that the genitive phrase should follow the governing head noun. This phenomenon is not language-specific. Greenberg (1966), in his universal 2, states that 'in languages with prepositions, the genitive almost always follows the governing noun, while in languages with postpositions it almost precedes.'

But as you can observe, English is an exception. Though it is a prepositional language, the genitive precedes the head noun as in *John's house*, and sometimes the possessor follows as in *the spring of the river*, but the river is not genitive.

Theoretically, a caseless NP renders the derivation (in case this construction

enters the derivation as an argument) to crash at either PF or LF levels of representation. PF is the phonological form and LF is the logical form where every syntactic element must be semantically interpreted. To solve this problem, Chomsky (1995:266) proposes the procrastinate principle according to which NPs that cannot move overtly at PF can move covertly at LF. At LF, only features of syntactic elements can move for checking. This movement is more economical than the overt movement. He (ibid) writes 'procrastinate expresses the preference for the covert option.'

Following this analysis, the φ-features and case of the DP_2 *zaydin* 'Zaid's' in (52) above should move covertly for checking at LF whereby the genitive construction converges.

Let us turn to the reciprocal expression which appears sometimes in association with an enclitic pronoun, and sometimes without such a clitic (elliptical). When this reciprocal appears in its full form, it is in fact a full genitive construction (annexation, like *baytu zaydin* above) containing two elements: the first element, *ba'dh* 'some' is the head noun which is in a construct state; the second element is the clitic pronoun which is the genitive. Since the direction of derivation process is from bottom to top, the clitic is first selected and merged.

In the Arabic language, clitic pronouns can occupy several syntactic positions and can be assigned different thematic roles. They can be complements of verbs, prepositions, and complementizers and can be subjects in genitive constructions as in *baytu-hu* 'his house'. A clitic pronoun always expresses person, number, and gender features of its referent and it appears in the relevant case form of the grammatical relation it represents. (for more details see Masroor, 2010). Therefore, a clitic pronoun can be merged into a DP phrase marker as a maximal projection.

On the other hand, Chomsky (1995:58) points out that 'the functional head in this case is D, a position filled by a determiner, a possessive agreement or a pronoun.' Which

means that a pronoun can be inserted under D. Moreover, Ohalla (1999:207) writes that 'pronouns show number, gender, person, and case distinctions. These are exactly the features associated with Agr element of D.' then he (ibid) argues that 'pronouns are no more than the spell out (i.e. phonetic realization) of the bundle of features associated with (the Agr member of) D.' This point of view confirms the idea that pronouns can be merged with the head D.

Taking what have been mentioned above in consideration, clitic pronouns can be said to have dual status: a miximal projection (DP), or a head (D). Then they can be merged in the derivation as a D or a DP.

With respect to the other element in the reciprocal expression which is *ba'dh* 'some', it will enter the derivation according to its grammatical category. To determine its category, I shall follow the following line of investigation:

In the Arabic language, there are three types of word: nouns, verbs, and particles. Nouns are classified into two major categories: *mu'rab* 'declinable' which can host the three different case markers at its end and *mabni* 'indeclinable' which never changes its ending regardless of its position in a sentence. A declinable noun may be *munṣarif* 'declined with nunation' or *ghayru munṣarif* 'declined without nunation'. (See Wright, 1967, vol.1, p234, and Hasan, 1985, vol.1, p75). In addition, Schulz (2004:123) adds that 'indefinite nouns with nunation and three cases are called triptotes. Indefinite nouns without nunation and two cases are called diptotes.'

Throughout the previous subsections, the word *ba'dh* 'some' was seen to have the nunation sound *n* in association with the nominative case marker *u*, the accusative case marker *a*, and the genitive case marker *i*. Accordingly, the word *ba'dh* 'some' is a declinable triptote noun. Then it is not a verb for semantic reasons and not a particle, since particles almost have invariant forms. Hence, the noun *ba'dh* can be selected by the generalized transformation from the lexicon in its full form and be merged under the head

N as in (54) below:

(54)
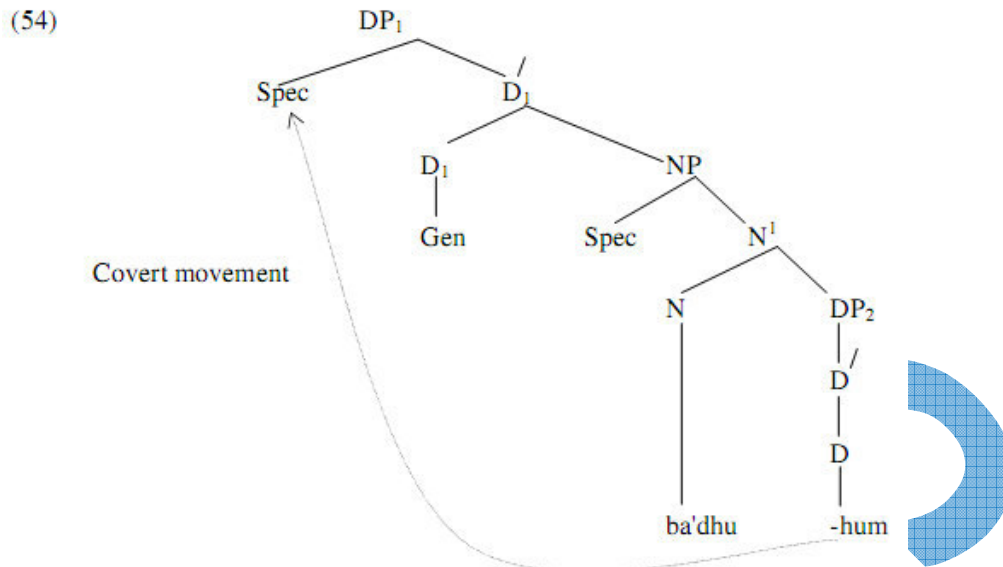
in (54) above, the clitic pronoun –*hum* 'their' is selected in its genitive form and merged in the genitive phrase position DP$_2$ as a complement of the head noun *ba'dh* 'some'. The clitic refers to a third person plural masculine entity. All these features can be checked in the specifier position of DP$_1$ against the compatible features encoded in the functional head D$_1$ in a spec-head relation. But the genitive phrase –*hum* 'their' cannot move overtly because of the fact that Arabic word order requirements locate the genitive phrase to the right of the head noun in addition to the fact that it has to cliticize on the head noun. The head noun may be subject (nominate), object (accusative) or object of a preposition (genitive) which means that it has to move to a different position. In this case the procrastinate principle delays the clitic movement for checking until LF. Only features can raise covertly at LF leaving the lexical material behind which means that the clitic will move automatically to cliticize onto the right side of the head noun through head-to-head movement and adjunction, as the following partial phrase marker shows:

/

(55)

Overt movement
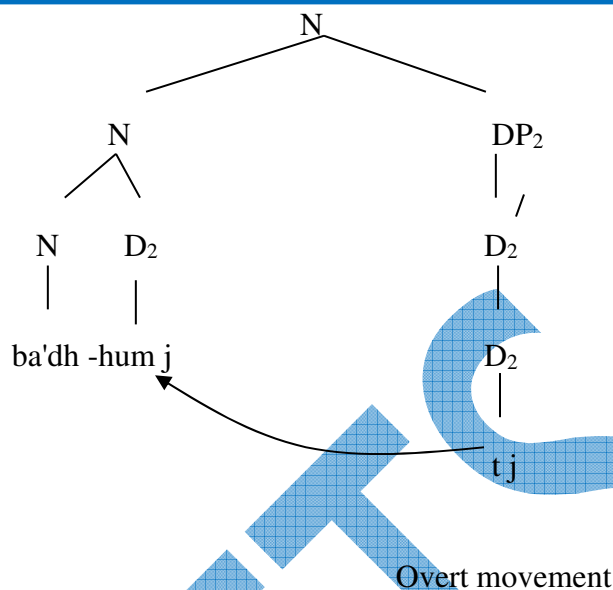
Appositive and others

In (56) below, the first part, the antecedent, is an appositive for the subject *azzaalimuuna* 'the wrong-doers', hence nominative, and the second part, the lower argument, is a direct object for the transitive verb *ya'edu* 'promise', hence accusative.

(56)   bal   ?in   ya'edu   a<u>z</u>-<u>z</u>aalimuuna
       nay   that   promise   the . wrong-doers

       ba'dh - u - hum   ba'dh - an   ?illa   ghuruura (n)
       some . Nom . their   some . Acc   but   delusions

            'Nay the wrong-doers promise one another nothing but delusions.'
       The Noble Qur'an (35, 40)

In (57) below, the first part is an appositive for the object *annaasa* 'people', hence

accusative, and the second part is an object of a preposition.

(57)   wa   law   laa   dafa'u   allahi   in - naas - a
        and   if   not   pushing   Allah   the . people . Acc

        ba'dh - a - hum   bi - ba'dh - i (n)   la - fasadati   al – ardth – u
        some . Acc. their   with.some. Gen   then. spoiled   the. earth. Nom

'And if Allah didn't check one set of people by means of another, the earth would indeed be full of mischief.'

The Noble Qur'an (2, 251)

Recall sentence (47a) above, which is ungrammatical for case reasons. If such a sentence, and the like, is paraphrased by the use of the appositive strategy, it can be rescued as follows:

(47b)   dammara   al - ?uxwat - u   ba'dh - u - hum
         destroyed   the . brothers . Nom   some . Nom . their

         [biyuut - a   ba'dh - i (n)]
         houses . Acc   some . Gen

'The brothers destroyed each other's houses.'

In this paraphrased version of the sentence (47), the first part is nominative by virtue of being in apposition relation to the subject NP *al?uxwatu* 'the brothers'. It copies the subjective case. The accusative object NP *biyuuta* 'houses' is annexed to the second part constituting a genitive construction in which *biyuuta* is the head noun, and the second part is the subject of this construction where it is assigned a genitive case. By now all NPs in (47b) above are assigned case, hence the derivation can escape the case filter and converges.

Further evidence

Ungrammaticality of (47a) and grammaticality of (47b) produce a further piece of evidence on the fact that the two parts of the nominal Rec *ba'dhuhum ba'dhan* are completely separate NPs whether they occur adjacent to each other or separated by prepositions or nouns. They cannot be stacked as successive nouns in one noun phrase, and they cannot be combined in one compound word. In the former case, Arabic allows unlimited number of nouns to be stacked in one noun phrase of the type called a genitive construction. The following examples are illustrative where *mu'allim* 'teacher' is annexed to the clitic pronoun *hum* 'their':

(58a)   mu'allim - u - hum

            teacher . Nom . their

            'their teacher'

In (58b) below, the genitive case form of the clitic changes into *–him* as a matter of vowel harmony with the preceding vowel *i*.

(58b)   s̲adiiq - u   mu'allim - i - him

            friend . Nom   teacher . Gen . their (Gen)

'Their teacher's friend'

(58c)   zawjat - u   sadiiq - i   mu'allim - i - him

wife . Nom   friend . Gen   teacher . Gen . their

'Their teacher's friend's wife'

(58d)   xaatam - u   zawjati   sadiiqi   mu'allimi - him

ring . Nom   wife   friend   teacher . their

'Their teacher's friend's wife's ring'

and so on, where any preceding noun assigns the following noun a thematic role (here, processor) and any following noun defines or specifies the preceding one. For example, in (58a) above, the semantic relation is that one which holds between a teacher and his students. Stacking nouns to the word *ba'dh* 'some' which is itself annexed to a clitic pronoun is possible as follows:

(59a)   ba'dh - u - hum

some . Nom . their (Gen)

'some of them'

(59b)   mu'allim - u   ba'dh - i - him

teacher . Nom   some . Gen . their (Gen)

'The teacher of some of them'

Or 'some of them's teacher'

(59c)   sadiiq - u   mu'allimi   ba'dhi - him

friend . Nom   teacher   some . their

'The friend of the teacher of some of them'

Or 'some of them's teacher's friend'

and so on, even the word *ba'dh* 'some' itself can be stacked to (59a) above in the same way:

(59d)   ba'dh - u   ba'dh - i - him

              some . Nom   some . Gen . their (Gen)

              'some of some of them'

(59e)   ba'dh - u   ba'dhi   ba'dhi - him

              Some . Nom   some   some . their

              'Some of some of some of them'

and so on in case the original portion is divided and sub-divided further.

Let us now try to annex (59a) to the word *ba'dh* 'some:

(60a)   ba'dh

              'some'

In (60a) above, the word *ba'dh* does not need any case marker because it is isolation, i.e., outside any linguistic construction. Annexing (59a) above to (60a) above will yield (60b) below:

(60b)   * ba'dh - u - hum   ba'dh

              some . Nom . their (Gen)   some

even annexing the clitic –hum to (60a) is impossible:

(60c)   * hum ba'dh

              their some

in these erroneous constructions, the final ba'dh is still in isolation; (59a) cannot be annexed to it contrary to the other way round, as is (59d) above. I attribute this failure to the major difference between *?idhaafah* 'annexation' and cliticalization. In annexation, words are annexed on the left hand side[10] of other words. In cliticization, clitics are attached on the right hand side of their hosts. It is the fundamental syntactic property of clitic pronouns to be base-generated as complements of lexical heads. In a right branching language, like Arabic, complements follow their heads. Therefore, the genitive construction *ba'dhuhum* in (59a) above, in which the last element is a clitic cannot be annexed to the word *ba'dh* or to any other word as will be seen below:

(60d)   * ba'dh - u - hum   an - naas

 some. Nom . their   the . people

Though clitic pronouns, in Arabic, never cliticize on the left side of other words and never accept other words to be attached on their right side, clitic pronouns themselves can cliticize on the right hand side of one another, as (61) below shows, where the transitive verb *yakfi* 'suffice' takes two objects: the clitic pronoun *–ka* 'you' and the clitic pronoun *–hum* 'them':

(61)   fa - sa - y - akfi   **-ka - hum**   Allah - u

 and . will . 3m . suffice   you . them   Allah – Nom

 'And Allah will suffice for you against them.'

The Noble Qur'an (2, 137)

This means that it is the clitic that prevents stacking in noun phrases.

In the latter case, compounding involves building a new word out of elements that function independently in other circumstances (see Crystal, 3rd. ed, 1991 : 70). In other words, Quirk et al. (1985 : 1567) define this term saying: 'A compound is a lexical unit

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[10] This is the case when we write Arabic in phonetic transcription from left to write. Otherwise the opposite is true.

consisting of more than one base and function both grammatically and semantically as a single word.' They (ibid) say: 'although both bases in a compound are in principle equally open, they are normally in a relation whereby the first is modifying the second.' This means that the first element is essentially predicated of the second element which is the head of the compound if it is of the type endocentric as in *girlschool* where this compound word refers to a type of school. In contrast, the compound word *greenhouse* refers to one thing which is not a house and not green, hence, a headless compound (exocentric) in which there is no element that is predicated of the other.

Turning to the respective nominal Rec, it is originally composed of two separate genitive constructions containing identical clitic pronouns. Both of these genitive constructions have the following structure:

(62)   ba'dh + case marker + clitic pronoun

Let us take *ba'dhuhum* 'some of them' as an example. If we put another construction *ba'dhuhum* in front of the first one in order to build a compound word the result would be:

(63)   * ba'dh - u - hum   ba'dh - u - hum

                some . Nom . their (Gen)   some . Nom . their (Gen)

                'Some of them some of them'

In this new complex sequence of morphemes, the two elements are still clearly recognized: *ba'dhuhum* and *ba'dhuhum*. Each one of them is a genitive construction which is taken for granted that it is a non-compound word. No semantic relation can be envisaged to be established between those two parts, and there is no way for either of them to be predicated of the other. Besides, their combination does not refer to one thing; it has not been lexicalized for a purpose like this, nor can it be considered a reduplicative compound like *goody goody* 'a virtuous person' or *din din* 'dinner, in child's speech'. In fact, I did not find such a string of morphemes in one sentence or precisely in one

syntactic position as a subject, object, or any other grammatical function. But if the case markers of the two parts are different as was seen in the previous sub-sections, then we are dealing with two different grammatical relations constituting a reciprocal expression. And if the clitic pronouns are different, then the resulting sentence is a normal statement without reciprocity as in (64) below:

(64)   zaara   ba'dh - u - naa   ba'dh - a - kum

         visited   some . Nom . our   some . Acc . your

         'Some of us visited some of you.'

In conclusion, the two parts of the Rec *ba'dhuhum ba'dh* cannot be stacked or compounded inside one noun phrase.

Colloquial usage

Schulz (2004 :145) in his book 'Modern Standard Arabic' produces the following sentences in the assumption that they are standard sentences. He wrote them in the Arabic orthography and translated them into English. I shall write them in the adopted transliteration, and gloss them as well, keeping his own English translation:

(65a)   zur - naa   ba'dh - a - naa   al - ba'dh - a   /   ba'hd - a (n)

         visited . 1pl   some. Acc. our   the. some. Acc   some . Acc

         'We visited each other.'

(66)   y - urahib - uuna   bi - ba'dh - i - him   al- ba'dh - a   /   ba'hd - a (n)

         3.welcome. plm   with.some.Gen.their   the. some.Acc   some . Acc

         'They welcome each other.'

(67)   ghaadar – uu   ma'a   ba'dh – i – him   al-ba'dh - a / ba'hd - a (n)

Left . 3plm   with   some. Gen. their   the. some.Acc   some . Acc

'They left together.'

(68)   ijtama' – uu   bi – ba'dh – i – him   al- ba'dh - a / ba'hd - a (n)

meet . 3plm   with. Some. Gen. their   the. some.Acc   some . Acc

'They came together.'

Note that each one of them has two alternative endings: either *alba'dha* or *ba'dhan*. Both of them are in the accusative case. The definite article *?al* 'the' in the first alternative will be discussed in the subsequent section.

In (65a) above, the monotransitive verb *zurnaa* 'we-visited' is a two-place predicate. Its subject is a small pro (recall that Arabic is a pro-drop language) which is clearly recovered from the subject agreement morpheme *naa* attached to the verb. This morpheme manifests person and number features of the subject. Therefore, the subject is understood to be the first person plural, *we*. Although this predicate, *visit*, requires only one direct object, still there are two arguments in the predication of this sentence; all of them are in the accusative case. They are *ba'dhanaa* 'some of us' and one of the two alternatives *alba'dha* or *ba'dhan*. If we choose one of these three arguments as the necessary object that completes the meaning of the sentence, the other one will be stranded in isolation, out-side the sentence. Also, if we can account for the accusative case on one of them as being assigned by the verb *visit*, which assigns only one

accusative case, the other NP will be ruled out by the case filter. This means that the additional NP will remain without case and without a thematic role. The idea that these two NPs (the necessary object and either one of the alternatives) constitute a compound word is proved to be inadequate in the previous subsection.

Let us assume dialectically that these two NPs are in a small clause like that in (34) in 3.2 or like this in (69) below:

(69)   I thought [John a great friend]

(Haegeman, 1991: 481)

The main syntactic property of the small clause is to contain two parts: subject and predicate. Here, the NP *John* is the subject and the NP *a great friend* is the predicate which assigns the subject a thematic role. The meaning of this small clause can be expressed through a counterpart finite clause as follows:

(70a)   John was a great friend. ,

(70b)   John became a great friend. , or

(70c)   John seemed to be a great friend.

If this syntactic property is available in the two successive accusative NPs in (65) above, their combination can be considered a small clause and the whole sentence may be rescued. Let us examine the both alternatives:

Alternative 1: ba'dh – n – naa   al – ba'dh – a

some. Acc. our   the. some. Acc

'some of us the some'

Paraphrasing it to express its meaning will result in:

(71a)   * ba'dh – u – naa   kaana   al – ba'dh – a

some .Nom. our   was   the. some. Acc

'*Some of us was the some.'

(71b)   * ba'dh – u – naa   <u>s</u>aara   al – ba'dh – a

some .Nom. our   became   the. some. Acc

*'Some of us became the some.'

Alternative 2: ba'dh – n – naa   ba'dh – a (n)

some. Acc. our   some. Acc

'some of us some'

(72a)   * kaana   ba'dh – u – naa   ba'dh – a (n)

was   some. Nom. our   some. Acc

'*Some of us was some.'

(72b)   * <u>s</u>aara   ba'dh – u – naa   ba'dh – a (n)

became   some. Nom. our   some. Acc

'*Some of us became some.'

The two alternatives fail the syntactic examination whether in the SVO order or in the VSO order. The second NP cannot be predicated of the first. Semantically, the lexical properties of the predicate *zaara* 'visited' requires only two arguments, as it is explicitly expressed in (65b) below, and does not require an obligatory object complement. As for adjectives and adverbs, they can normally adjoin to such a sentence. Therefore, the small clause assumption does not work. The above-applied syntactic tests present an empirical evidence that the word *ba'dh* 'some' does not suffice to be a nominal predicate, as the nominal predicate *ṭabiib*, for example, in *zaydun ṭabiibun* 'Zaid is a doctor'.

Assuming the second NP, *alba'dha* or *ba'dhan*, to be in apposition relation to the first NP, *ba'dhanaa*, cannot solve the problem as well. In the apposition strategy, the

appositive NP should not appear in the same form as the first one unless the appositive NP adds more meaningful details to the first one (see Hasan, 1985, vol.3, pp 665-6). This condition is not satisfied in (65a) above, where the second NP appears either definite by the definite article or elliptical. Definiteness is not a novel notion added by the second NP, since it has already been implemented by annexing the first NP to the clitic pronoun. On the other hand, the full form of the first NP provides a clearer information than the elliptical one.

Lastly, I do not have enough concrete evidence to characterize the second NP to be *tawkiid lafzy* 'verbal emphasis' or to negate this trait.

As far as standard sentence principles are concerned, I assume that (65a) above is colloquial, not standard. This assumption is also applied to (66), (67), and (68) above, where the subject in all of them is small pro and the first NP is an object of a preposition, hence genitive, and the second NP is more problematic than its counterpart in (65a) above if we enquire about the putative factor that may license the accusative NP that follows a genitive NP.

In any case, such sentences, and the like, are nowadays heard in the daily speech of the Arab people all over the Arab countries, and sometimes we encounter them in newspapers, magazines, some translation works, etc. this deviation from the standard norm might occur as a language change under internal linguistic factors or under the influence of foreign languages. I leave this topic open for further research.

The proposition expressed by (65a) above can be standardly expressed as follows:

(65b)   zaara   ba'dh – u – naa   ba'dh – a (n)

visited   some. Nom. our(Gen)   some. Acc

'We visited each other.'

And the other colloquial sentences can be paraphrased in the same way. Note that verbs

in reciprocal sentences are almost always singular whether the word order is VSO or SVO. Using the plural form of the verb in (65b) is unacceptable.

Semantics

Definiteness

The word *ba'dh* 'some' is semantically vague. It cannot per se refer to an individual or entity. Although it can orthographically stand on its own as a free morpheme, it cannot occur in a grammatical sentence alone unless it occurs elliptical in a second occurrence in the same sentence as a part of the correlative Rec as was seen in the previous section. Because of its vagueness, *ba'dh* has to be annexed to another word to acquire its definiteness and reference (see Al-Dehdah, 1989 : 212). In (73) below, *ba'dh* is annexed to a clitic pronoun with the features of second person plural female. Therefore, it is defined and specified to refer to a portion of the respective set:

(73)   ba'dh – u – kunna

some. Nom. your, female (Gen)

'some of you (F)'

In(74) below, it is annexed to a definite noun:

(74)   ?inna   ba'dh – a   az – zann – i   ?ithm – u (n)

indeed   some. Acc   the. suspicion. Gen   sin .   Nom

'Indeed, some suspicions are sins.'

The Noble Qur'an (49, 12)

In (75) below, it is annexed to a relative pronoun which introduces a nominal relative clause. It is this clause that determines the identity of what is given up:

(75)   fa – la'alla – ka   taarik –   un   ba'dh – a

and. may . 2sgm   giving up. Nom   some. Acc

[maa   yuuḥaa   ?ilay - ka]

what   is-revealed   to . you (Gen)

'And you may give up a part of [what is revealed to you].'

The Noble Qur'an (11, 12)

In (76) below, it is annexed to an indefinite temporal noun functions as a measure of a period of time:

(76)   qaal – uu   labith - naa   yawm - an

said . 3plm   stayed. 1pl   day .   Acc

?aw   ba'dh- a   yawm - i (n)

or   some.Acc   day .   Gen

'They said: we have stayed a day or part of a day.'

The Noble Qur'an (18, 19)

Thus, *ba'dh* acquires its definiteness and meaning from the following linguistic element to which it is annexed. It is said in Ibn Manẓuur (1981 : 312) and Al-Deḥdaḥ (1989 : 212), that 'the word *ba'dh* should always be annexed.' When annexed, it does not accept the definite article as any other noun in a construct state. Being always annexed means being always without a definite article. However, Wright (1967, Vol.2, P 207) points out that 'in modern Arabic the second *ba'dh* is often omitted—lastly, *al-ba'dh* … is sometimes used instead of *ba'dh* with the genitive.' This means that it is possible for

ba'dh to take the definite article when it is not annexed to a genitive. This was seen in the colloquial sentences in 3.14 above. Ibn Man<u>z</u>uur (1981 : 312) introduces the word *ba'dh* in his dictionary "*liassnu Al-Arab*' The Tongue of the Arab" to mean 'a part' or 'a portion' with the plural form *?ab'aadh* 'parts' and the morphologically related verbs *ba''adha* 'subdivided' [he divided something into parts] and *taba''adha* which is a middle verb that means 'self subdivided' as when we say *the door opened*. He (ibid) distinguishes between two points of view regarding the use of the definite article with *ba'dh*: Az-Zajjaji, as a representative of one side, says we metaphorically use the definite article *?al* 'the' with *ba'dh*. On the other hand, Al-A<u>s</u>ma'i strongly refuses this usage saying that *ba'dh* does not need the definite article. In addition, Abu <u>H</u>atem [in Ibn Man<u>z</u>uur] comments that those grammarians who permits this usage do not have enough knowledge of the Arab's speech, he was pointing to Sibawayh and Al-Axfash, two ancient Arab grammarians who used the definite article with *ba'dh*.

In fact, I did not find *alba'dh* in the Noble Qur'an, which is the authentic source of the Arab's speech, nor did I find it in the little amount of the ancient poetry I read during data collection. Second, adding the definite article to *ba'dh* does not add any information to it, I mean it does not relate it to anything, but annexing it does. Third, even if the definite article is used with *ba'dh* still it is necessary for *ba'dh* to be indirectly related to a noun or a pronoun by the use of a preposition, as shown below:

> (77a)   al - ba'dh - u   min   as - siyaasiyiin - i   ?umanaa? – (u)
>
> The . some . Nom   form   the. politicians . Gen   honest . Nom
>
> Lit: The some of the politicians honest
>
> 'Some politicians are honest.'

The use of the definite article in (77a) above necessitates the presence of a preposition to relate *ba'dh* to a noun for the sake of reference. This state of affairs is implemented in (77b) below by the use of the immediate annexation strategy:

(77b)   ba'dh - u   us - siyaasiyiin - i   ?umanaa? – (u)

some . Nom   the. politicians . Gen   honest . Nom

'Some politicians are honest.'

Both (77a) and (77b) above express the same proposition. The latter is shorter and more economical. So that it is preferred to the former. Fourth, using *alba'dh* instead of *ba'dhan* in the second occurrence in reciprocal sentences is liable to the same considerations. Furthermore, it faces another problem. (78a) and (78b) below are illustrative where (78a) is the original wording before ellipsis:

(78a)   yahatarimu   ba'dh - u - hum   ba'dh - a - hum

 respect   some . Nom . their   some . Acc. their

Lit: some of them respect some of them

'They respect one another.'

In (78b) below, the second clitic pronoun is omitted under the identity of the first one. Therefore, a nunation arises there which is called *tanwiin al'iwadh* 'the nunation of compensation'. This nunation is optional at the end of any utterance:

(78b)   yahatarimu   ba'dh - u - hum   ba'dh - a (n)

respect   some . Nom . their   some . Acc

'They respect one another.'

In (78c) below, *alba'dha* is used instead of *ba'dhan*. But *alba'dha* is not the elliptical form of *ba'dhahum*. Hence, the resulting sentence is unaccepted:

(78c)   * yahatarimu   ba'dh - u - hum   al - ba'dh - a

respect   some . Nom . their   the. some . Acc

'They respect one another.'

Depending upon all what have been discussed above, I adopt the immediate annexation strategy at the expense of the definite article usage. The use of *alba'dh* may be accepted in little cases where the speaker and the listener are aware of its meaning (=reference), the preposition and its complement are not used, and there is no sense of reciprocity, as in the following sentence:

(79)   kullu   ut - talaamii<u>d</u> - i   ghaadar - uu   ul – madras at - a

          all   the. pupils .   Gen   left . 3plm   the . school . Acc

          laakinna   al - ba'dh - a   'aad
          but   the. some . Acc   returned

'All the pupils left the school, but some (of them) returned.'

Even though this sentence is acceptable, its use is limited among people. The use of *ba'dhahum* instead of *alba'dha* in such sentences is common.

Argument structure and theta-roles

The theta-criterion (ɵ-criterion) organizes the distribution of the theta-roles in a sentence. Ohalla (1999 : 163) reproduces the ɵ-criterion as follows:

(80)   ɵ-criterion

          i) Each argument must be assigned one and only one theta-role.

          ii) Each theta-role must be assigned to one and only one argument.

This criterion states that there must be a on-to-one correspondence between noun phrases

and thematic roles (see also Chomsky (1988) and Haegeman (1991)). On the other hand, Jackendoff (1972 and 1990) suggested that one entity might fulfill more than one role. One of his examples is:

Pete threw the ball.

Source Theme

Actor Patient

(see Saeed, 1997 : 143-4)

Let us now discuss the ɵ-criterion in relation with the reciprocal sentences starting with the following sentence:

(81) fa?in ?amina ba'dh - u - kum$_y$ ba'dh – a (n)$_y$

and-if entrusted some . Nom . your some. Acc

'And if you entrusted one another.'

The Noble Qur'an (2,283)

in which the monotransitive verb *?amina* 'entrusted' has the lexical property that it can semantically select two arguments. The external one is realized by the nominative subject *ba'dhukum* 'some of you' and the enternal one is realized by the accusative direct object, the elliptical form, *ba'dhan* 'some'. The first argument is assigned the ɵ-role agent and the second one is assigned the ɵ-role theme. The former is the first part of the Rec, hence, the antecedent of reciprocity, and the latter is the second part, hence, the lower argument. The clitic pronoun –*kum* 'your', attached to the first part as well as the second part and is subsequently omitted from the second part, identifies the antecedent as being a second person plural male. The first part refers to a group of the whole set and the second part refers to a group too. Since neither of them designates specific members of the whole set, there is no clear-cut distinction between these two groups. It is the case that the first group, indicated by the first part, subsumes the members of the second group and vice

versa. This means that the first part refers forward (cataphorically) to the second one, and the second one refers backward (anaphorically) to the first one. Therefore, I assume that the combination of the two correlative parts of the Rec, even though they are syntactically distinct, refers to the whole members of the shared referent, which means that there is a common mutual situation in which everyone of the whole set entrusts everyone of the whole set and everyone is entrusted by everyone. In this case, everyone in the antecedent set is an agent and theme, and everyone in the lower argument is a theme and agent. Though this strong type of reciprocity is the general reading, a weaker type is possible whereby not everyone participates as an agents and theme, but some members participate as agents, others as themes, and some others may not participate altogether. The thematically double nature of the arguments (participants) above, though incompatible with the θ-criterion, is in fact logical. It is an inherent property of reciprocity and reflexiveness. In reflexive sentences too, the argument represented by the subject refers to the same entity referred to by the argument represented by the object, and is co-indexed with it. In this case, the subject itself is affected by the action described by the verb in the respective sentence. Consider the following example:

(82) ?alam   taraa   ?ilaa alladiina   [yuzakkuuna ?anfus - a - hum]

      have-not you see   to   who   sanctify   selves .   Acc. their(Gen)

      'Have you not seen (those) who [sanctify themselves]?'

      The Noble Qur'an (4, 49)

where the copy relative pronoun[11] identity is specified by the subject features which are explicitly expressed by the subject agreement morpheme attached to the verb. Thus, the restrictive clause means 'they sanctify themselves'. Here, the former argument is assigned

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[11] For the characterization of the term 'copy relative pronoun', see Masroor (2010) and the references cited there.

the role agent and the latter is assigned the role theme. But these two arguments refer to the same entity (referent). Hence, the same entity plays the roles of agent and theme. While in the reflexive sentence above the verb describes a simple situation, in the reciprocal sentence (81) above the verb expresses a collection of accumulated (multiplex) mutual events which occur simultaneously or sequentially where the situation is more complicated. In addition, the Rec can naturally be used to portray reciprocal configurations as in (5) in 1 and (23) in 2.2.1.2.

The Rec is sometimes used to describe a non-reciprocal situation. In (42) in 3.9 for example, there is a hierarchy where some people are in the high rank, some others are in different successive ranks in the middle, and some others are in the lower rank which means that the whole set of the participants are not divided into two groups, but they are divided into several groups, where each group has its own members and it does not subsume some members of other groups. Here, a state of sequence is expressed not a situation of reciprocity. This is similar to the event described in (40) in 3.7 where the members are made to follow one another.

Not only is this asymmetry described by the Rec, but the Rec can also be rarely used to describe situations with non-reciprocal actions. In (83) below, the Rec is misleading, since the participants are only two persons; while one of them wronged the other, the second went to the judge. Thus, the action of wrong-doing is going in one direction.

(83)   xa<u>s</u>maani   baghaa   ba'dh - u - naa   ?alaa   ba'dh - i

          two litigants   wronged   some . Nom. our   on   some. Gen

          '(We are) two litigants, one of whom has wronged the other.'
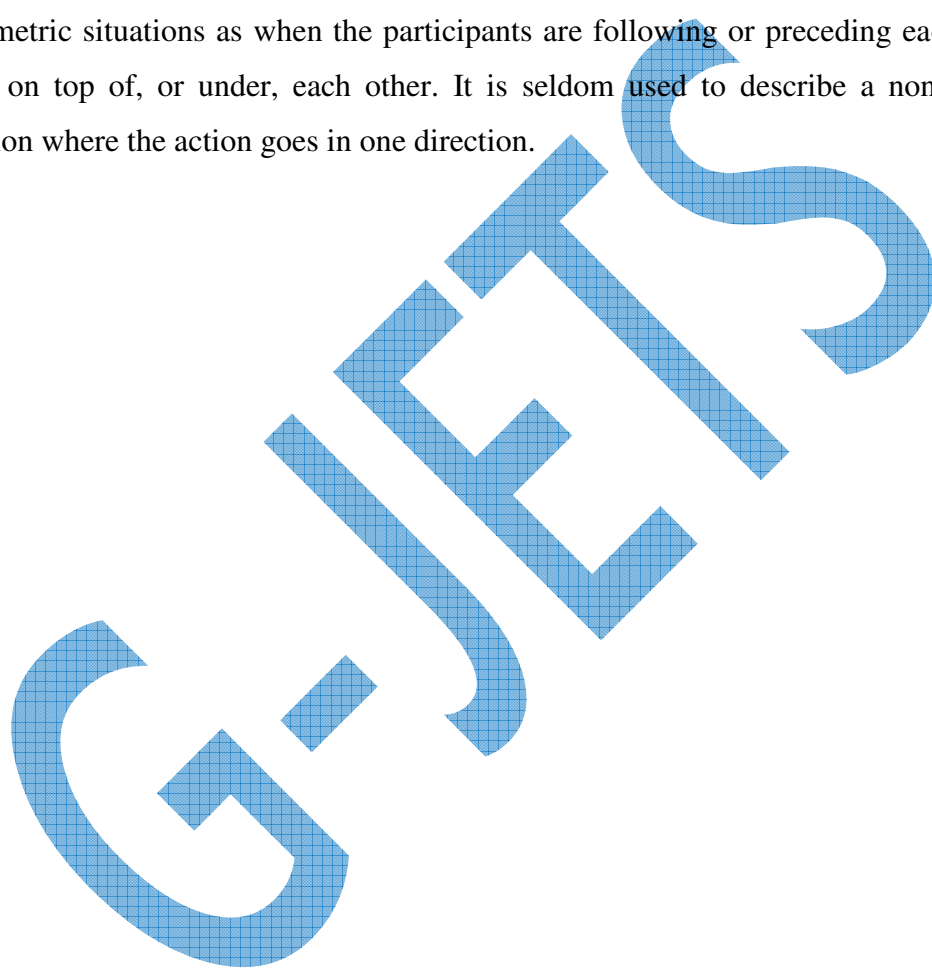
The Noble Qur'an (38, 22)

Conclusion

The Arabic language uses more than one strategy to express mutual configurations (=actions and states). Among these strategies is the use of lexical reciprocal items (=verbs and adjectives), where some transitive verbs, because of their lexical properties, are reciprocalized via a morphological process of inflection whereby they lose their ability of assigning accusative case, and their valency is reduced in such a way that they subcategorize only for one NP, the subject, as was seen in (23) in 2.2.1.2. Some adjectives are derived from transitive verbs and are reciprocal by nature. For instance, the adjective *mutashabihaani* 'are similar' in the sentence *huwa wa ?uxtahu mutashabihaani* 'He and his sister are similar' describes a mutual configuration. Another strategy is the use of nominal reciprocal expressions especially the correlative disjunct reciprocal expression *ba'dh+clitic pronoun … ba'dh* 'some+clitic pronoun … some' which is specialized for reciprocity. Morphological, syntactic, and semantic aspects of this expression are explored. It is found that its two identical parts occupy two different syntactic positions representing two different grammatical relations with two different case markers and therefore apparently playing two different thematic roles or rather they share the two roles. The first part is the antecedent of reciprocity by virtue of containing a clitic pronoun that determines the person, number, and gender of the antecedent. The first and the clitic pronoun constitute a genitive construction in which *ba'dh* is the governing head noun and the clitic is the modifying genitive phrase. The second part is the lower argument of reciprocity which means that the higher and lower arguments of reciprocal sentences are explicitly expressed with the difference that the clitic pronoun is omitted from the second one. The configurational relationship between these two parts is controlled by condition A of Binding Theory because the higher one c-commands the lower one, and they refer to the same entity, hence, co-indexed. Putting them in one syntactic position, as was seen in the colloquial sentences in 3.14, is ruled out by case

filter and other syntactic grounds where they cannot be stacked or be compounded in one noun phrase. The word *ba'dh* 'some', because of its vagueness, is obligatorily annexed to a noun or a pronoun for definiteness and reference. Being always annexed means being always in a construct state which does not accept the definite article.

This reciprocal expression is mainly used to describe mutual configurations, and asymmetric situations as when the participants are following or preceding each other or being on top of, or under, each other. It is seldom used to describe a non-reciprocal situation where the action goes in one direction.

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Language Choice and Minority Groups: A Case Study of the Indonesians in Yemen

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Abstract

This study aims to find out which language is used mostly by the Indonesians and whether they continue using their mother tongue or erosion an eventual loss of language skills. It seeks to look for what domains they used their language for. The population includes all Indonesian people in Yemen. The sample of this study consists of fifteen Indonesians live in Yemen. They have been selected randomly out of the population. Results indicate that the choice of this language or that has been deeply determined by the domains in which this or that language is used. Arabic is used by the Indonesians when they are dealing with Yemeni at work or school to enhance the social interaction. However, Malay that is used when they are at home or when they are dealing with each other in the presence of Yemenis to show ethnicity. These results collaborate and support the findings of other researches and papers done in this field..

Key words: group, Hadramout, social, immigrant

Introduction

People migrate to other countries for two main factors: push or pull. The first refers to immigration by force of war, flood, or food shortage; the second refers to ability to enjoy freedom, better climate or food supply. Immigrants are called minority groups because they are new comers and so different from the society they come to. This small group of people is different from the main population in race, religion, language and political persuasion. They exert an effort to communicate with the new society to ensure stable life. So, they obliged to learn the official language which can be any language declared

officially however, the language they spoke as their mother tongue is called minority language.

For minority groups, it is important to develop skills in both languages in order to enhance cognitive, linguistic and academic growth. . It is not only a desire but also a necessity for them to be bilingual. That means they should have two languages at least; first, their mother tongue, second, the language of the new society). Language thus is an essential aspect. It is intimately connected with our perception and

Interpretation of the world, with our identity as individuals and as members of a community, with self-expression and the expression

of our culture and values (Vlaeminck 2003: 36). Jim (1981), found that bilingualism doesn't develop automatically in minority-language children and that language proficiency ought to be a difficulty to acquire. Moreover, the positive and negative attitude of parent's towards language and culture can affect minority children in a good or bad way to acquire another language. In addition, Children get a valuable development in the mother tongue proficiency   because of the interesting and motived heritage-language classes.

Minorities and their languages have been the focus of many researchers' studies.

Wallace and Taylor, (1996) discuss the chances for survival of minority languages in immigrant-receiving nations like the USA and Canada in North America, or the UK,France, and Germany in Western Europe. They find that social forces operating in Miami's Hispanic community may temper or even override parental orientations by sustaining and nurturing Spanish language skills, particularly for the first-born child, who in turn can have determining influences on the development of Spanish skills of younger siblings. Lucy and McQuillan (1996) study reveals that children's self-concepts are impacted and shaped by the brokering experience and communication between home and school for many linguistic minority students is mediated at best, non-existent at worst,

depending on the level of responsibility students assume for making educational decisions. Thomas and collier (2002) suggest the importance of providing a socialculturally supportive school environment for language minority students. The study reveals that each school context can affect students' academic achievement. Moreover, bilingually school students outperform monolingual schooled students in all subjects after 4-7 years of bilingual education. Martha, (2003) explores barriers and strategies involving minority and low-income families. The study reveals that language differences are one of the main barriers in children schooling. It indicates that it is necessary to address the complex interactions among families, communities, and schools to close the achievement gap. Amelia (2007), studies the role that religious affiliation plays in forming the experiences of life in Australia for the Indonesian community of Sydney. The study reveals definite nuances in the case of the complicated role that religious affiliation has played on the lives of both Muslims and non-Muslims in the Sydney Indonesian diaspora and the way in which Indonesians have analyzed their own experiences, and how they have perceived the way in which Australians have treated or viewed them. Aline, (2008), discusses the role of the media in the preservation of minority languages. He finds that Media in minority languages cannot replace or substitute language use within the family and the community. Its uses in the mass media is not a sufficient condition in itself to change the precarious situation in which some linguistic minorities find themselves, but it is part of the range of means that could help them conquer a wider audience and to escape marginalization. Pádraig, (2008) tests the socio-linguistic impacts of after-school activities of adolescents attending second level schools. The study reveals that the parents who use Irish within the home have an important influence upon the use of language both at home and outside the family, girls are less well catered for than boys in terms of access to out of school activities where Irish is used. Besides, there are linkages between schools and working environment. Eva, (2008) discusses the protection

of national minorities and the promotion of their linguistic rights through the international legal instrument. Her case study in this research is Polish minority in the Czech Republic. She finds various attitudes and views on the protection of minority languages, Tatjana (2014), aims to understand minorities' choice of language in education and how it is organized in the Republic of Latvia. Also, the parent's motivations in choosing a school for their children. The sample is two minority groups Russians and Poles. He finds that the most important factors of a decision making process are language structure and the education system for minority parents when it comes to choose a school for their offspring. Furthermore, the study reveals the value and significance to ones identity for favoring minority schools.

In, Yemen, there are different linguistic minority groups such as Suaheli, sumalian and Indonesian. The Indonesians constitute one of these minority groups who live in Yemen and share them in religion, work and social interaction

The purpose of the study:

Since the Indonesians live side by side with the Yemenis, this study aims to find out which language is used mostly by them and whether they continue using their mother tongue or erosion an eventual loss of language skills. It seeks to look for what domains they used their language for.

Questions of the Study

This study seeks to answer the following questions:

1) Which language is used by the Indonesians who live in Yemen, Is it their mother tongue (Malay), or (Arabic language) or both?

2) In what domains do they use their language?

3) To what extent can they - the Indonesians- preserve their mother tongue?

The Significance of the Study

The importance of this study arises from the fact that there are few studies investigating

the language used by the minority groups in the Arab world in general and in Yemen in particular. Consequently, the present study might be a modest contribution to the field of Arabic studies done on sociolinguistics.

Methods and Procedures of the Study

The population includes all Indonesian people in Yemen. The sample of this study consists of fifteen Indonesians who live in Yemen. They have been selected randomly out of the population. They were selected depending on the purposes of their migration: religion, business and social interaction. All are cooperative after explaining the notion of the paper and its goals. The researcher uses a questionnaire as a study instrument. The questionnaire items are designed and divided into three sections the first section is intended to evaluate the use of language according to the first criteria: religion, the second is intended to evaluate the participants attitude to the second criteria; school and work the third is intended to evaluate the participants' attitude to the third criteria social interaction. The frequencies of the participants' responses had been put in percentages and were estimated depending on the criteria mentioned above. All in all, the items are put to know if the Indonesians continue using their mother tongue or not. So, the data were collected and then analyzed

The Validity and Reliability of the Study Instrument

The questionnaire was validated by group of Hadhramout University experts to make sure that it is appropriate to be conducted. Those are expert in linguistics changed some items, added others and helped the researcher to choose the suitable statements that will be given to the Indonesians. To get reliability of the questionnaire, it has been given as a pilot study group, to five Indonesians students who live in Hadhramout.

Findings and Analysis

The data were collected and analyzed according to two main categories:

First: Education, and Second: social Interaction.

The following table presents the frequencies and percentages of answers of the sample:

Table No (1)

Items	Agree		Disagree		None	
	F	P	F	P	F	P
1. I speak Arabic language very well.	8	53%	7	47%	0	0%
2. I always speak Malay at home.	9	60%	6	40%	0	0%
3. I speak Arabic at school.	5	33%	1	7%	9	60%
4. I do not speak Arabic.	4	26%	10	67%	1	7%
5. Though I cannot speak Arabic, I can contact with Hadhrami people by using body language, interpretation or other languages.	11	73%	2	13%	2	13%
6. I learned Arabic language after a short period of time.	3	20%	11	73%	1	7%

7. I have strong attach with Arabic language as my mother tongue.	4	27%	11	73%	0	0%
8. I feel awkwardness when I speak Arabic with Hadhrami people.	7	47%	8	53%	0	0%
9. I feel good when I speak Arabic.	11	73%	4	26%	0	0%
10. I may use Arabic language with Indonesian.	6	40%	9	60%	0	0%
11. I can contact with Hadhrami people easily.	7	47%	8	53%	0	0%
12. When I do not find appropriate Arabic word, I replace it with a Malay word	15	100%	0	0	0	0%
13. I feel proud when I speak Malay among Hadhrami people.	14	93%	0	0	1	7%
14. My children speak Malay.	0	0%	7	47%	8	53%
15. I live among Indonesian.	9	60%	6	40%	0	0%
16. I usually communicate with people in my home land.	12	80%	3	20%	0	0%
17. I am married to a Hadhrami person.	7	47%	3	20%	5	33%

18. I use Malay at formal sitting such as schools or worships.	2	13%	9	60%	4	26%
19. I send my children to institutes to learn Arabic language.	3	20%	5	33%	7	47%
20. I prefer to make my children learn Arabic language rather than Malay.	8	53%	5	33%	2	13%
21. I think my first language will be forgotten if I live longer in Hadhramout.	1	7%	14	93%	0	0%
22. I may lose chance of getting a job because I cannot speak Arabic.	10	67%	3	20%	2	13%

Results reported in table (1) show that the majority of the Indonesians speak Arabic language very well (53%). They use it everywhere. 67% disagreed of the participants when asked whether they do not speak Arabic. Moreover, they try to use the body language when they are not using Arabic to enhance the role of social interaction between them and the Yemeni society. However, they do not acquire Arabic easily. 73% agree that it took them along period of time to learn Arabic. They

do not feel awkwardness when they use it. In spite of that 73% agreed that they feel good

and at their ease when they speak Arabic. Moreover, 60% agreed that they may use Arabic with Indonesians too.

This will not deny the fact that they are still using their mother tongue. 60% agreed that they always use Malay at home. To them, Malay is their ethnic language. As 73% disagreed when they were asked whether they have a strong attach to Arabic more than Malay. They prefer using Malay among themselves instead of Arabic. This shows their ethnicity and solidarity. Such results are of great importance because the close relations among them help to use and preserve their language and affect to some extent their contact with Yemeni people. Since the matter is so, the intrusive language is considered a strong barrier in the formation of social interaction. In the course of the interaction between Yemenis and Indonesians, it happens that 100% agree that they use Malay when they do not find the appropriate word in Arabic. This is a natural Phenomenon. The reason behind using Malay is that, they live among Indonesians here in Yemen as 60% agreed while 40% disagree. Furthermore, 80% agreed that they are still in contact with their people at home land. This close attachment with their people in Yemen and at their home land, Indonesia, affects them in the process of acquiring Arabic even at work and schools.

Therefore, results show that 33% only used Arabic .By using Malay, 93% of the Indonesians feel proud when they speak it among Yemeni people. And when asking them whether they send their children to Arabic institutes 20% agreed while 33% disagreed and 47% remained undecided However, when asked them whether their children speak Malay, 47% disagreed and 53% remained undecided. Such a result indicates shows that the new generation is starting to lose their attachment with their mother tongue. In addition, 47% were married to Yemeni which might be considered as another reason for the loss of their mother tongue, as the father is a Yemeni and the mother is Indonesian.

To the children- as the researcher noticed that- Arabic language takes a big deal to their' interest. To be a part of the Yemeni society they prefer their children to learn Arabic instead of Malay, so that he or she might be a member of this indigenous society. This has been strongly expressed when 67% agreed that they might not having the chance of getting a job unless they learn Arabic Fluent and well. This indicates the necessity for their children to learn Arabic. 53% agreed with this idea while 33% disagreed.

Conclusion and Discussion

The results reported in this paper have given great insights into the minority language choice as exemplified by the Indonesians who live

in Yemen. The choice of this language or that has been deeply determined by the domains in which this or that language is used. Arabic is used by the Indonesians when they are dealing with Yemeni to enhance the social interaction. They believe that Arabic should be used at formal settings as school and, work which supports the finding of other researchers. Marriage with Yemenis has its negative impact to language preserve. Such finding goes against what Dweik and Bader (2014). To them marriage is a crucial factor in maintaining and preserving Assyric identity and language

However, it is Malay that is used when they are at home. Moreover, they use Malay in the presence of Yemeni. To them it is the source of their identity. It represents their ethnic language. This result supports Fishman (1991) and Moein (2014) findings. Moein (2014: 6) states: "Language is an important indicator and preserver of ethnicity among immigrants" The tight relation with their people at homeland is another reason for them to preserve their language. It is because of this that they are able to preserve their own language. These findings go ahead with what Dweik and Bader, (2014) in their study of Assyric language who claim that the positive attitudes of the Assyrians towards their ethnic language make them stick to it so that they be able to maintain their language in

Baghdad.

Meanwhile, the use of Malay by the Indonesians might be considered as a barrier for immigrants in the formation of social interaction and so they may lose the chance to get jobs they deserve. Portes and Rumbaut, 2001:113 assert," language is considered as one of the major barriers to successful integration into the host country, creating a paradoxical dilemma: "On the one hand, the languages that they bring are closely linked to their sense of self-worth and national pride. On the other hand, these languages clash with the imperatives of a new environment that dictate abandonment of their cultural baggage and learning a new means of communication". Marriage with Yemeni people is another reason for the Indonesians to lose their mother tongue. By doing so the children will not be able to acquire Malay since the domain where Malay is limited in the daily communication.

All in all, the analysis of the results has shown to some extent the Indonesians were persistence to keep and preserve their language. However, because of many factors they would not be able to do so.

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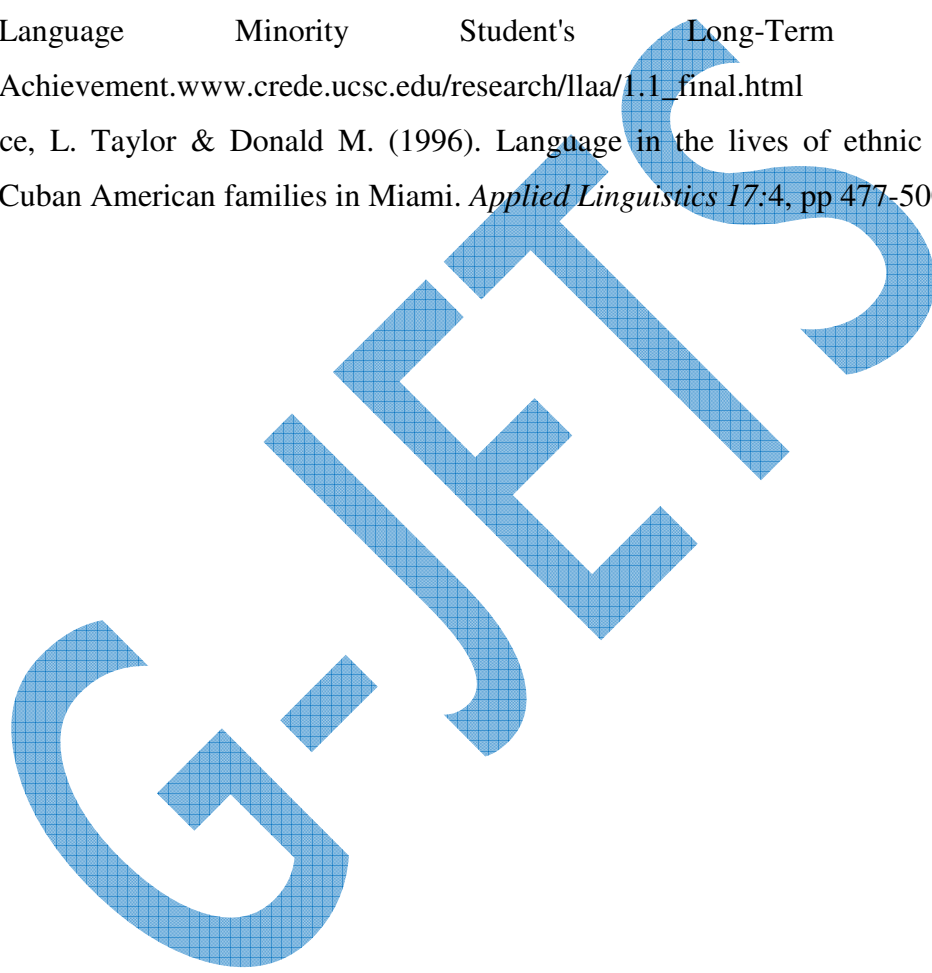
Appendix

Dear participant, this questionnaire aims to find out which language is used by the Indonesians as a group minority living in Yemen. Please give your most thorough response to the statement given to you below.

Items	Agree	Disagree	None
1-I speak Arabic language very well.			
2. I always speak Malay at home.			
3. I speak Arabic at school.			
4. I do not speak Arabic.			
5. Though I cannot speak Arabic, I can contact with Hadhrami people by using body language, interpretation or other languages.			
6. I learned Arabic language after a short period of time.			
7. I have strong attach with Arabic language as my mother tongue.			
8. I feel awkwardness when I speak Arabic with Hadhrami people.			

9. I feel good when I speak Arabic.			
10. I may use Arabic language with Indonesian.			
11. I can contact with Hadhrami people easily.			
12. When I do not find appropriate Arabic word, I replace it with a Malay word			
13. I feel proud when I speak Malay among Hadhrami people.			
14. My children speak Malay.			
15. I live among Indonesian.			
16. I usually communicate with people in my home land.			
17. I am married to a Hadhrami person.			
18. I use Malay at formal sitting such as schools or worships.			
19. I send my children to institutes to learn Arabic language.			
20. I prefer to make my children learn Arabic language rather than Malay.			

21. I think my first language will be forgotten if I live longer in Hadhramout.			
22. I may lose chance of getting a job because I cannot speak Arabic.			

EFL Teachers' Perspective about the Methods of Teaching English to Undergraduate Students in Aden University in Yemen

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Abstract

This study explores teachers' perceptions of the method they prefer (Grammar-translation / Communicative methods) to use in teaching English in the Yemeni tertiary context. It also tries to get suggestions to improve the teaching of English to Yemeni undergraduates with data collected from classroom observations and a questionnaire, the findings revealed a discrepancy between teachers' intentions and teachers' implementations. Teachers failed to implement faithfully what was required from the method they prefer in the classroom. Rather, they conducted teaching based on the classroom realities. This study was conducted in the Yemeni tertiary setting. The subjects of the study consisted of 50 teachers teaching in five faculties at Aden University in Yemen. Follow up observations were conducted with six selected teachers. The method of the data analysis employed in this study is in the descriptive manner. The quantitative data is analyzed using descriptive statistics. The qualitative data was presented and discussed according to themes.

Key words: Methods used: Grammar-translation and communicative method, preferred teaching method

Introduction

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. English is learned everywhere because people have found out that knowledge of English is a passport for

better career, better pay, advanced knowledge, and for communication with the entire world. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own. In the Yemeni context, English became the dominant language of communication among the educated classes. It is taught as a foreign language. It is a compulsory school subject to all students, right from class seven of the primary school education through six years up to the end of their secondary education, whereas, in the university, English is taught in the first year for all the BA students in the different colleges in the university as well as a subject of specialization for all the students in the English departments of those colleges. When English is introduced in the school curriculum as a language to be learned, it is inevitable that the government and the universities would look for training the students to meet the demand. Given the importance as an international language, university students need to be able to communicate for academic and occupational purposes.

Teaching and learning English as a foreign language has many implications. One of the main principles is classroom practice. It is ultimately based on the implication of theories, methods and procedures of teaching. Bialystok and Hakuta (1994) claim that, the process of learning and understanding a second language, poses a great challenge, so the success in it depends on several variables. These variables include phonological, social, and cultural factors as well as the implementation stage where all decisions taken so far are tried out by the teacher. Therefore, the teacher has to be something of a theoretician as well as a practionnaire. He must know precisely what he is doing and why he is doing it. The underlying theoretical principles and actual classroom all together form a method. According to Al-Mikhlafi, (1999) the well-known and widely used method in teaching English at the Yemeni schools is the Grammar-Translation method. The author claims, at university level, traditional method is considered the most appropriate in acquiring language concepts. Recently, traditional method has been

ineffective and inefficient by learning theories from both the cognitive and behavioral schools of thought. Cognitive psychologists support the communicative method that concentrates on cooperative learning which allows active for active and meaningful learning and promote long term retention (Gagne, E.D. et al., 1993).

The Research Context

The study explores 50 teachers' perspective of the preferred teaching method/ methods (the grammar-translation and the communicative methods) the teachers who teaches English to Yemeni undergraduates use. It was conducted in the Yemeni tertiary setting, where two types of English language education exist: one for English major students and the other for non-English major students (Wang, 2001). English Language teaching for English majors concentrates on developing students' language proficiency to advanced/sophisticated level where all the subjects taught are English. The English syllabus covers the following subjects: grammar, reading, writing, speaking, listening, drama, translation, material production, second language learning and so on. Therefore, for English students' major, English language is used as a subject of specialization for all the students in the English Department. While for non-English majors, English taught as a subject called "General English," which refers to the English language instruction in universities and colleges. Non-English majors constitute the largest proportion of tertiary-level students pursuing undergraduate degrees in a variety of disciplines such as arts, sciences, engineering, management, law, and medical science. These students study English primarily as a tool to help them achieve advancement in their own fields.

Under the guidance of the English Language Teaching (ELT) plan (1998) of the Departments of English in the University of Aden, all English major students are required to study English for four years B.A degree course. They take a total of 96 teaching hours of English professional courses distributed in 7 semesters, in order to meet the basic requirements as future English teachers. While for non-English majors, English is taught

for 2 hours per week. They take a total of 32 teaching hours of English.

Literature Review

The various approaches to language teaching have gone through changes in language teaching methods. These changes have reflected different views. These views try to approach the language from their specific perspective. According to Richards and Rodgers (1986), there are three theoretical views of language approaches and methods of teaching: (1) The structural approach, (b) Functional approach, which emphasizes the semantic and communicative and (c) the communicative or Interactional approach. Richard and Rodgers' definitions (1984) say that an Approach includes beliefs, assumptions and theories of learning while a Design is the relationship between theory and practice. A Procedure according to the researchers includes the techniques and practices derived from approach and design.

A method, as defined by Anthony (1963), is an overall plan for the orderly presentation of language material. Along this line, Rodgers (2001) describes a method as a notion systematic set of teaching practices based on a particular theory of language and language learning. Richards and Rodgers (1986:16) classified methodology as one of the most important factors in language learning. Richards and Rodgers say "a method is an umbrella term for the specification and interrelation between theory and practice" (p.154). They believe that an experience in using different teaching approaches and methods can provide teachers with basic teaching skills, they can later add to or supplement as they develop teaching experience. Different sources actually make a strong claim for the teaching method's effect on the progress in the students' skills of acquiring the English language (Carrel. 1991, Paris, Lipson, & wixson, 1983; Baker & Brown, 1984). Teachers may use various methods in order to teach English. The Grammar-Translation method (GT) and the Communicative method (CM) are methods used by teachers these days. These methods are wide spread methods.

The Grammar- Translation Method (GT)

The Grammar- Translation (GT*)* is considered one of the methods that can make instruction more effective. Learning is largely done by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. Teachers believe that this method is helpful in teaching EFL through the students' native language. According to Bowen, Madsen**,** and Hilferty, (1985, p19), "The Grammar-Translation method focus is on "communicating words to memory, translating sentences, drilling irregular verbs, memorizing, repeating and applying grammatical rules with expectations" thus resulting in "insufficiency of instruction," and "limited oral proficiency.

According to Stern (1983), the *Grammar- translation method* ''emphasizes the teaching of the second language grammar. Stern points out that the first language is maintained as the reference system in the acquisition of the second language. He says the users of this method believe that they could teach the rules of the target language (TL) by the rules of the mother tongue (MT). Richards and Rodgers (1986) also demonstrated that the goal of the *Grammar-Translation* is to learn a language in order to read its literature. This method focused on the reading and writing skills; little attention is paid to speaking or listening. They say, this method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules and then they memorize the rules and facts to understand the morphology and syntax of the foreign language. The focus is always on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language, it is taught in the form of isolated word lists. There is much talk in the mother tongue which is translated by the

teacher for repetition by the student.

Communicative Language Teaching Method (CLT)

The other method which is used by teachers is the *communicative language teaching method* (CLT). The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she/he would be likely to find herself/himself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location. Teachers believe that learners will learn the communicative aspects of the language, which is the main goal for learning a language.

However, Savignon, (2001:27) says, *Communicative Method* is designed to enhance the interpretation, expression, and negotiation of meaning''. It is focused on the learners' needs for using the target language. Wilkins' (1972) described that language could serve as a basis for developing communicative syllabuses for language teaching. The *Communicative Method* is a student-centered approach. It encourages pair and group work activities. It is a shift from language forms to communicative skills and abilities of interactions. This method has engendered many ways of class management and a wide range of teaching strategies. Some of these words are "notions", "functions", "communication", "interaction", "elicitation", "group activity", "tasks", "fluency", "and accuracy" and so on. A clear understanding of these terms is essential to a communicative language teacher. The purpose of language (the goal of teaching) is communication.

According to O'Grady, et al. (1993), in this method, attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. This method argues that "merely knowing how to produce a grammatically correct sentence is not enough. This method argues that "merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent

person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. . . . (Communicative competence) includes having a grammatical knowledge of the system, . . . knowledge of the appropriateness of language use . . . (such as) sociocultural knowledge, paralinguistic (facial and gestural) and proxemic (spatial) knowledge, and sensitivity to the level of language use in certain situations and relationships . . ." (p.96).

The theories of language and learning are concretely expressed in terms of syllabus, teaching material and procedures of teaching. Clarke and Silberstein (1979) argue that English language teaching depends on precise coordination of a number of special procedures of teaching which equip students with means to develop consistent language 'practices. These skills which include language skills should be taught and be the focus of any language program. The researchers formalize a framework for teaching English as a second language, based on psycholinguistic views proposed by (Goodman, 1971; Smith, 1973; Miller, 1967; Goodman and Burke, 1973). At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the *Grammar-Translation Method* and its derivatives. However, we must remember that a successful English Language teacher is not necessarily biased in favor of one method or another. She/he should be first of all competent in and comfortable with the methods she/he wants to use. She/he tends to select different teaching strategies from different methods, and blends them to suit the needs of their materials and students.

Methodology

Using purposive sampling (Patton, 2002), this study aims to investigate the participating university teachers' perspectives of the methods they use (CLT and GTM) in teaching English. A descriptive method was used for collecting the data. This section focuses on the approach and procedure that have been used to investigate the topic of this study.

Subjects

The subjects of the study were 50 EFL teachers in the departments of English of three faculties in Aden University. The intention was to ensure that the 50 teachers could provide "information-rich" cases with respect to the purpose of the study. The researchers expected them to have a sound knowledge and better understanding of college English teaching in the departments of English in the University of Aden in Yemen.

Instruments

A classroom observation and a questionnaire were intended to address and answer the research questions. The researchers designed an observation checklist (see Appendix A) to facilitate classroom observations. This checklist referred to Fröhlich, and Allen's, (1985) (Communicative Orientation of Language Teaching) (COLT). The observation checklist comprised of three main features: (1) participant organization, (2) activity type, and (3) use of target language. Participant organization describes who is conducting most of the talking in terms of teacher talk and student talk. Activity type focuses on what kind of teaching activities are conducted in the classroom to promote students' language learning. Use of target language identifies how much mother tongue and target language are used respectively in classroom teaching and learning. The classroom observations were carried with the six teachers lasted from March 7 to 23, 2014. Together, five classroom observations were carried out with each teacher, within a span of two weeks. During each time slot, there were two class teaching lectures, each lasting 50 minutes. The researchers observed one unit of the "Reading and Writing" (eight class teaching lectures) and one unit of the "Listening and Speaking" component (two class teaching lectures). Field notes were taken from what was observed in the classroom teaching setting.

The second instrument that used was a questionnaire. The statements included in the questionnaire reflected the criteria of the study. The teachers were asked to select one

answer from provided choices.(a) Always (b) Sometimes (c) Rarely (d) Never. All the 50 teachers responded to the questionnaires. From the questionnaire, the researchers wanted to find out why teachers conducted teaching in the ways that they did. In so doing, the researchers aimed at examining what methods they prefer and how teachers actually conducted their teaching to achieve the intended methods. From classroom observations, the researchers tried to observe the teachers' method implementations in achieving the objectives of the University English Language Teaching (UTPE) plan (1998) of the departments of English in the University of Aden. It included the (a) teaching activity: (b) how much activities of the target language were used and (c) the classroom teaching setting.

Research Questions

1. What is the preferred teaching method university teachers' use? (Grammar-translation / Communicative methods).

2. What teaching method do the teachers use in the classroom context? (Grammar-translation / Communicative methods).

3. How are the activities in the intended methods (Grammar-translation / Communicative methods) interpreted by classroom teachers?

4. What are the teachers' suggestions in teaching English in the territory level?

Data Analysis

The data from the questionnaire was analyzed using descriptive statics using (SPSS), percentages, means and standard deviation. Analysis of the observation data in this study involved combining readings of the researchers' field notes. Following the observation checklist, the researchers conducted the analysis as follows: In the first stage, we compared the recorded notes from the six observed EFL teachers and then we examined the two researchers' field notes. In the second stage, we reviewed the detailed

field notes coupled with the questionnaire and identified themes that emerged. In the third stage, through analysis of lessons recorded and field notes, we demonstrated how the teaching methods were used and interpreted by the six teachers.

Findings and Discussion

As for data analysis, percentages were used to see the difference in the teachers' answers and then compared with the results of the observations. The findings resulted in a number of themes which we have summarized and grouped into the following four emergent themes: (1) Preferred method(s); (2) Method(s) the teachers actually use; (3) Teaching Activities used for teaching English; (4) Suggestions for teaching English. Below is the presentation of each of these themes.

Preferred method(s) (Grammar-translation / Communicative methods)

The findings revealed from the first part of the questionnaire, as in Table 1, shows that 28(56%) of the teachers prefer to use the communicative method more than any other method. From 50 teachers, 15 (30%) prefer to use both methods, while only, 7(14%), prefer to use grammar-translation method.

Table 1. Responses to "Preferred method(s)

Preferred Method	Frequency	Percent
Grammar-Translation Method	7	14.0
Communicative Method	28	56.0
Both	15	30.0
Total	50	100.0

In their responses to the statement: The method that teachers actually use in teaching English as cited in table (2) shows that 26(52%) of the 50 teachers reported that they actually use grammar-translation method, while 16(32%) of the teachers said that they use both methods and only 8(16%) of the teachers said that they use the

communicative method in teaching English.

Method(s) the teachers actually use (Grammar-translation/Communicative methods)

Table 2. Responses to "Method (s) the teachers actually use''

Used method	Frequency	Percent
Grammar-translation method	26	52.0
Communicative method	8	16.0
Both	16	32.0
Total	50	100.0

The majority of the teachers who use the grammar-translation method stated some reasons to clarify their choice: The respondents reported the following answers: (1) Because of crowded classes so it will be easy to control the class; (2) Lack of teaching aids in the classroom; (3) Students are weak in grammar, therefore, we have to concentrate on grammatical activities; (4) Grammar- Translation method activities are more controlled. One participant teacher noted, "*the grammar-translation method is suitable in a situation where the number of students in the classroom is more than 80. This teacher wrote, most of the classrooms in all the faculties are overcrowded*". For example one of the teachers *said because of the big number of students in the classroom, the teachers use the grammar-translation method. Teachers believe that using grammar-translation method make learning very much under control.* Other reason stated by the teachers *was that it can be used in small size classes with big number of students.* Another teacher commented*, that this method does not demand much from the teacher.* One teacher commented*, "Teaching English, needs facilities I mean visual aids as well as language labs, these things are not available in the colleges., therefore, grammar-translation, is a suitable method for teaching in a situation like that.* One of the teachers

commented,' *"though using this method in teaching seems not so much useful to teach the four skills of language to students but in a situation where visual aids are not available it may be helpful and do not demand much from the teacher.* One of the respondents *wrote English activities are sometimes exercised in the context of translation. It means exercise that practice grammatical competence are more successful in decreasing the students' EFL problems.*

For example, the teachers prescribed what teaching methods that language teachers should use. As was pointed out, there was a lack in the teaching procedures suggested by Richards and Rodgers (1986). From Yemeni studies results of Al-Mikhlafi, (1999)' standpoint, the intention was to offer teachers enough freedom and space to explore or create new ways of language teaching in classrooms. Al-Mikhlafi, (1999) preferred teachers absorbing from different approaches rather than blindly following one certain foreign teaching method.

However, from the teachers' point of view, such eclecticism implied that they could adopt whatever methods they preferred. This absence of guidance, in fact, may have encouraged teachers to stick to the teaching method they felt most comfortable with, albeit not necessarily effective or appropriate. When asked about the teaching methodology employed, the 50 teachers responded that they use communicative teaching methods. Our observations revealed that the six observed teachers used mainly a grammar-translation method. For instance, one teacher in her "Listening and Speaking" class even asked his students to translate sentences from Arabic to English to ensure that students fully mastered the structure and its meaning. To a certain degree, the use of the grammar-translation method was counterproductive—not promoting students' communicative skills, especially speaking skill, as prescribed in the syllabus.

Section (b) in part 2 of the questionnaire deals with the teaching activities the teachers use in teaching English. In this section the teachers were asked to choose one of

the options: (a) Always, (b) Often, (c) Sometimes, (d) Never. The responses provided as "always" and "often" by the respondents considered as positive answers, whereas "rarely" and "never" considered as negative answers. These results should be compared with the results revealed from the observations to demonstrate their truthfulness or untruthfulness. Table (3) shows the results.

Teaching Activities used for teaching English

Table 3. Teaching Activities used for teaching English

No	Statement	Always	Sometimes	Rarely	Never
1	I ask students to Photocopy a suitable text and cut it diagonally into four, giving each part to one student.	18 (36%)	20 (40%)	12 (24%)	0
2	I seat students in fours and give each a piece of the text and discover missing pictures	10 (2%)	16 (32%)	24 (48%)	0
3	I give each group a set of questions and ask them to answer questions	21 (42%)	17 (34%)	6 (12%)	6 (12%)
4	I ask students to compare answers	12 (24%)	22 (44%)	8 (16%)	8 (16%)
5	I train students to solve problems	13 (26%)	22 (44%)	10 (20%)	5 (10%)

6	I ask students to summarize the topic	13 (26%)	18 (36%)	16 (32%)	3 (6%)
7*	I ask student to look at language of the text	24 (48%)	16 (32%)	9 (18%)	1 (2%)
8*	I present grammar rules through translation	3 (6%)	17 (34%)	28 (56%)	2 (4%)
9*	I let the students to use the native language to compare between the target language and native language	11 (22%)	25 (50%)	10 (20%)	4 (8%)
10*	I ask students to look at basic structural patterns	25 (50%)	16 (32%)	6 (12%)	3 (6%)
11	I use group and pair works in the classroom teaching and learning.	18 (36%)	25 (50%)	3 (6%)	4 (8%)

Note: Grammar-Translation activities are marked by asterisk

The study showed that (76%) of the teachers always ask students to photocopy a suitable text and cut it diagonally into four, giving each part to one student, while (24%) of the teachers rarely use this activity. In seating students in fours and giving each a piece of the text and discovering missing pictures,(34%) of the teachers responded that they use it, while (48%) of the teachers pointed out that they rarely use this. In this study (76%) of the teachers give each group a set of questions and ask them to answer questions while

only (24%) rarely use this activity. In training students to solve problems (70%) of the teachers encourage students to solve problems, while, only (30%) assumed that they rarely train students in solving problems. It was further reported that (68%) of the teachers ask students to compare answers while (32%) rarely use. About (62%) of the teachers ask students to summarize the topic while (38%) pointed out that they rarely ask students to do this activity. For teachers who ask student to look at language of the text, the study has found that (80%) of the teachers ask student to look at language of the text while only (20%) of the teachers rarely ask student to look at language of the text. As for presenting grammar rules through translation (40%) of the teachers recorded that they present grammar rules through translation while (60%) responded that they rarely present grammar rules through translation. This study has also noted that (72%) of the teachers let the students to use the native language to compare between the target language and native language while only (28%) of the teachers encourage students to use the native language to compare between the target language and native language. It was also discovered that (82%) of the teachers said that they ask students to look at basic structural patterns while (18%) of the teachers stated that they ask students to look at basic structural patterns. It is observed that 18(36%) always use group work and pair works in the classroom teaching and learning, as well as 25(50%) who reported that they sometimes use this activity, while only, 3(6%) noted that they rarely use and 4(8%) said they never use group work activities.

The statistics above confirm for us much of what we already believed that the teachers use the grammar-translation method more than the communicative method. What is important for teachers to create opportunities and communicative skills for interpreting texts in the classroom? According to the observation results, the teaching activities that the majority of the observed teachers used in teaching English were based on the grammar-translation method activities. However, these results, do not match with

the results of the questionnaire in which the majority of the teachers reported that the method they prefer and the one they actually use is the communicative method.

Policymakers emphasized that to implement the textbook designers' teaching principals teachers must adopt a learner-centred approach and ought to use English entirely in instruction. In contrast, classroom observations of the six teachers confirmed that college English teaching remained teacher-centred with more teacher talk and less student talk. These findings are consistent with **researchers** who also elaborated that tertiary teaching and learning in Yemen was teacher-centred, grammar-focused, and test-oriented (Yar , 2006; Qaid, 2008). ELT Teachers emphasizing structure, grammar and translation, text analysis, vocabulary, rote memorization, and reproduction of knowledge (Anderson, 1993; Campbell & Zhao, 1993).

Teachers' non-implementation of the communicative method was caused by policymakers' failure to take into consideration the classroom realities, where teachers' professional and linguistic capacity, learner capacity, support services, and poor communication functioned as hindering elements. Similarly, Pressley, (2002) examined teachers' attitudes towards the communicative learner-centred approach in Greek public secondary schools. She found that although most teachers held favorable attitudes towards such innovation, these teachers still conducted teaching in the teacher-fronted and grammar-oriented manner, an apparent discrepancy between policymakers' intentions and teachers' executions.

To further explain why such a discrepancy existed and how to bridge the gap, Richards, & Rodgers, 1986) said that policymakers need to bear in mind that teachers' role in curriculum implementation cannot be undermined and their classroom realities need to be adequately considered.

The findings of this study revealed a mismatch of intentions and executions between what the teachers prefer and what they implement. Teachers as implementers did

not carry out the preferred method. On the contrary, they conducted classroom instruction based on grammar- translation because of the context and reality where they were teaching.

Teachers' Suggestions

Table 4. Suggestions

	Statement	yes	No
1	Suitable Classroom setting	17 (34%)	43 (66%)
2	Arrangement of the desks should be changed for group work?	18 (36%)	32 (68%)
3	Visual aids such as (tape recorders, TV, laboratories) should be available?	16 (32%)	34 (68%)
4	Students should practice English outside class rooms	24 (48%)	29 (52%)

When asked to suggest some suggestions for improving teaching English for Yemeni students in the tertiary most of the teachers expressed their difficulties in implementing the method they prefer. They listed the suggestions on Table 4. The result shows that teachers' classroom practices are negatively affected because of the classroom teaching setting. This study reinforces the point that implementation of a communicative method is a very complex matter (Fullan & Stiegelbauer, 1991; Snyder, Bolin, & Zumwalt, 1992; Ramadan, & Mohmoud, 1998). Any language teaching will have an acceptable and possible practice in context (Johnson, 1989).

Conclusion

It was noticed from the first results that the classroom teachers carried out activities based on their classroom reality by following the grammar-translation method. It needs to be emphasized that the observations showed that classroom settings cannot provide English language environment where teachers and students should play integral roles.

Language acquisition occurs if and only if the goal of the language teaching is communication. Very little teaching is done in the target language. Instead, readings in the target language are translated directly and then discussed in the native language. Little or no attention is given to pronunciation. This shows that the teachers implemented grammar- translation method activities which give students the wrong idea of what language is. Language is seen as a collection or words which are isolated and independent.

It seemed there was no need for students to master the four skills of English (listening, speaking, reading, and writing). The grammar-translation method is the easiest for a teacher to employ. It doesn't require a teacher to speak good English or make good lesson preparations. Despite recent moves from what might be called 'traditional teaching''; the reality is that there is still a preponderance of traditional roles held in most classrooms.

Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to the other. e.g.:

a. Little active use of the target language

b. Much vocabulary is taught in the form of lists of isolated words.

c. Long elaborate explanations of the intricacies of grammar are given.

d. Grammar provides the rule for putting words together, and instruction often focuses on the form and inflection of words.

e. Reading of difficult classical texts is begun early.

f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g. No interaction between the teacher and students.

Recommendations

English language activities in the classroom can be arranged to induce English language teaching as lifelong learning. New approach to teaching and learning of English language skills must be considered. It is also most pressing that students be given the necessary skills that emphasis the students' purposes for learning English language as a medium of communication. It was also suggested that teachers employ flexible and practical methods according to different learners at different teaching stages.

Teachers in the university need to be actively involved in teacher training and professional development programs such as expert seminars, academic conferences, and research undertakings. Teaching is an ongoing and life-long learning process. Teachers, therefore, should see curriculum innovation as an opportunity which facilitates them in upgrading their professional capacity.

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Appendix A

Teachers' Questionnaire

No	Statement	Grammar-Translation Method	Communicative Method	Both
	Section One			
1	method you prefer			
2	method you actually use			
3	Why you use ?			

	Section Two			
	Statement	**Always**	**Sometimes**	**Rarely**	**Never**
1	I ask students to Photocopy a suitable text and cut it diagonally into four, giving each part to one student				

2	I seat students in fours and give each a piece of the text and discover missing pictures				
3	I give each group a set of questions and ask them to answer questions				
4	I ask students to compare answers				
5	I train students to solve problems				
6	I ask students to summarize the topic				
7*	I ask student to look at language of the text				
8*	I present grammar rules through translation				

9*	I let the students to use the native language to compare between the target language and native language				
10*	I ask students to look at basic structural patterns.				
11	I use group and pair works in the classroom teaching and learning.				
	Section Three				
	Give your Suggestions				

Appendix B

Classroom Observation Checklist

No	Statement	used	Not used	Comments
1	Teaching activity			

	Brainstorming using questions Discussing previous points Using charts Using Pictures Discussing new points Individual discussions Group discussions Whole classroom discussions			
2	**Amount of Activities used**			
	The teacher asked students to Photocopy a suitable text and cut it diagonally into four, giving each part to one student			
	The teacher seated students in fours and give each a piece of the text and discover missing pictures			

	The teacher gave each group a set of questions and ask them to answer questions			
	The teacher asked students to compare answers			
	The teacher asked students to summarize the topic			
	The teacher asked student to look at language of the text			
	The teacher presented grammar rules through translation			
	The teacher let the students to use the native language to compare between the target language and native language			

		The teacher use group and pair works in the classroom teaching and learning			
	3	**Classroom Teaching settings**			
		Writing board setting of chairs			
		visual aids: records, television,			