

A Clinician's Guide to Arabic Language and Culture

Northern Tier:



Turkey



Iraq



Iran

The Fertile Crescent:



Jordan



Qatar



Saudi Arabia

The Largely Desert South Islands:



United Arab Emirates



Oman



Yemeni

The Western Area of Middle East:



Djibouti



Ethiopia



Sudan



Egypt

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This is an Arabic language manual that was compiled as a resource guide to aid clinician's in becoming familiar with the culture, traditions, history, and language with an individual from the Middle Eastern area. The manual provides a comprehensive overview of the Arabic culture with emphasis in the linguistic features such as phonology, morphology, syntax, and dialects. We have included several resources as well to assist in further research in the Arabic culture and language.

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What is “Arabic” Culture?

Arab culture is an inclusive term that draws together the common themes and overtones found in the Arabic-speaking cultures, especially those of the Middle-Eastern countries. This region's distinct religion, art, and food are some of the fundamental features that define Arab culture.

All above from: http://en.wikipedia.org/wiki/Arabic_culture

Arabic is used as a national language in the following 4 main geographic regions, with their respective countries listed below each: (Battle 2002)

1. Northern Tier:
 - Turkey
 - Northern Iraq
 - Northern and Western sectors of Iran
2. The Fertile Crescent :
 - Gulf states of Qatar
 - Saudi Arabia
 - Jordan (Southern sectors of the Middle East)
3. The Largely Desert South Islands:
 - United Arab Emirates
 - Oman
 - 2 Yemeni Republics (North and South)
4. The Western Area of Middle East:
 - Djibouti
 - Ethiopia
 - Sudan
 - Egypt

**** The Middle East is a predominately Arabic-speaking region that is populated primarily by Arabs. ****



Arab American History:

In the 1880s, Arabic immigrants came to the United States in search for opportunity and education and about 90% were Christian. The Muslims were hesitant to immigrate to the United States in fear that they would not be allowed to practice their religion. The early immigrants settled in urban areas such as Chicago and New York, where they made strides in the business community to support their families.

The second major wave of immigrants began in the 1940s, which was after World War II. It mainly consisted of well educated Muslims who were seeking educational and financial opportunities.

All above from: Battle 2002

Middle East: General Cultural Information

Ethnicity and Nationality

The Arab world remains as a diverse melting pot and are characterized by a multiplicity of racial groups. The most constructive method for classifying persons from the Middle East is according to the language they speak, religions they embrace, and traditions they honor. There are currently four major national groups: the Turks, Iranians, Israelis, and Arabs.

All above from: Battle 2002

Language:

The Arabic language is the largest member of the Semitic branch of the Afro-Asiatic language family (classification: South Central Semitic) and is closely related to Aramaic and Hebrew. It is spoken throughout the Arab world and is widely studied and known throughout the Islamic world. Arabic has been a literary language since at least the 6th century and is the liturgical language of Islam.

The Arabic language also has various dialects from the numerous countries and traditions. The Eastern Orthodox dialect of Arabic is extremely different than the normal every day spoken Arabic. Also, spoken Arabic differs greatly in speech than written Arabic, which is much more colloquial and formal.

Quite a few English words are ultimately derived from Arabic, often through other European languages, especially Spanish, for example, "sugar" (*sukkar*), or "cotton" (*quṭn*). More recognizable are words like "algebra", "alcohol" and "zenith".

All above from: http://en.wikipedia.org/wiki/Arabic_culture

Arabic Speakers and Culture

“National” versions of Modern Standard Arabic (MSA) are typically used by Arabic speakers in their everyday lives. In most cases, dialectal variations among native Arabic speakers reflect socioeconomic status, educational level, and nationality. In business, religious, or academic settings, formal versions of MSA are utilized. During family communication events, informal or colloquial Arabic may be used.

Native Arabic speakers are expected to use formal or standard Arabic with their elders, authority figures, and religious leaders. Majority of the time, Arabic speakers engage in intense, interactive, communicative dialogues that allow several speakers to talk at one time. Younger children within the family are never excluded from family communicative events. A communication disorder may be perceived as having a greater social penalty for Arab speakers than it does for English speakers, since Arab speakers strive to speak eloquently and to use their language creatively.

All above from: Battle 2002

Linguistic and Cultural Issues of Arab Americans in the Diaspora

Because the Arab world is comprised of a number of diverse countries, immigrants and political refugees that form the Arabic-speaking diaspora, represent a myriad of dialectal and cultural variations. Different countries have higher and lower levels of socioeconomic statuses. Arab speakers from Egyptian, Syrian, Palestinian, Lebanese, and Iraqi descent are likely to have higher levels of literacy in their native national language, as well as more proficiency in English. Arab speakers from less undeveloped countries, such as North and South Yemen, Sudan, Saudi Arabia, Kuwait, Bahrain, and Morocco have lower levels of literacy in Arabic and other languages.

The Arabic language is viewed as an object of worship that binds the men and the women to their god. Therefore, many Arabic families encourage their children to be bilingual and continue practicing their national language.

All above from: Battle 2002

Religion:

Over the centuries, Arab people have created great empires and established powerful centers of civilization. This was the birthplace of 3 well-known religions of the world, which include Christianity, Judaism, and Islam. The most widely practiced religion in the region is Islam, particularly persons in Egypt, Turkey, Syria, Jordan, Saudi Arabia, South Yemen, Oman, most of the Persian Gulf states, Afghanistan, Pakistan, and many countries of Central Asia and the countries of North Africa. Islam is also the fastest growing religion in the United States due to the immigration of people from the Middle East and the conversion of many African Americans. Most people from Israel follow Judaism. The Catholic religion may also be followed in parts of Egypt, Lebanon, Syria, Jordan, Israel, Iran, and Iraq.

All above from: Battle 2002

Some general Muslim Religion Guidelines:

- In regards to the Muslim religion, they prefer to receive medical services from some of the same sex. Some Islamic individuals engage in daily prayer times, usually around noon on Friday's, their holy day. They also celebrate *Ramadan* which is a month-long period of fasting during daylight hours and cannot eat, drink, or chew gum. It is required of children to participate for specified periods of time until they are 8 or 9 years of age. The only time children and adults are allowed not to participate is if they are ill or have medical concerns. The *Eid-al-Feter* is a large feast that marks the end of the *Ramadan*.
- The Islam religion believes that God gave his final revelation to the prophet Mohammed, who they believe to be the last in a succession of prophets, including Moses and Jesus. The holy book containing Mohammed's revelations, known as the *Koran*, is believed to be the full expression of the divine will for human life. They believe in the strength of the family and children and that both wealth and children are the ornaments of this life.
- Muslims follow the lunar calendar, which refers to the phases of the moon. Each New Year starts on the second new moon after the winter solstice or any time between January and March.
- They do not advocate hunting for sports. Animals should only be killed for food. They do not give animals human-like characteristics, such as a story with a talking cat.
- Women do not wear revealing clothes.
- Women do not give men orders.
- Elders are considered authorities.
- It is common for children to have more than one mother. They may refer to them as *senior mother* and *natural mother*.
- Hugging, touching, and gazing are considered overly familiar behaviors, especially among members of the opposite gender. Men show respect to women by their avert gaze, not by establishing eye contact. Children are not allowed to look adults directly in the eyes.
- Muslims view their home as private and do not business activities within the home.
- They do not plan more than a few weeks ahead because they believe only *Allah* knows the future.
- They use the left hand to pass things, and always place the items in the individuals hand and not on the table.

All above from: Battle 2002

Employment and access to resources

The majority of persons in the Middle East are farmers or laborers; however, oil wealth has only benefited a fraction of the Arab population. Due to the lack of medical, educational, and human resources in the Middle East, many inhabitants of the Arab world have speech, language, and hearing problems. Children who need assistance in these areas are often sent to oil rich countries, such as the United States, Europe, and Israel, to receive services.

All above from: Battle 2002

Music

Arabic music is the music of Arabic-speaking people or countries, especially those centered around the Arabian Peninsula. The world of Arab music has long been dominated by Cairo, a cultural center, though musical innovation and regional styles abound from Morocco to Saudi Arabia. Beirut has, in recent years, also become a major center of Arabic music.

Classical Arab music is extremely popular across the population, especially a small number of superstars known throughout the Arab world. Regional styles of popular music include Algerian rai, Moroccan gnawa, Kuwaiti sawt, Egyptian el gil and Turkish Arabesque-pop music.

All above from: http://en.wikipedia.org/wiki/Arabic_culture

Food

Originally, the Arabs of the Arabian Peninsula relied heavily on a diet of dates, wheat, barley, rice and meat, with little variety, with a heavy emphasis on yogurt products, such as leben (yoghurt without butterfat). Arabian cuisine today is the result of a combination of richly diverse cuisines, spanning the Arab world from Iraq to Morocco and incorporating Lebanese, Egyptian and others. It has also been influenced to a degree by the cuisines of India, Turkey, Berber and others. In an average Arab gulf state household, a visitor might expect a dinner consisting of a very large platter, shared commonly, with a vast mountain of rice, incorporating lamb or chicken, or both, as separate dishes, with various stewed vegetables, heavily spiced, sometimes with a tomato sauce. Most likely, there would be several other items on the side, less hearty. Tea would certainly accompany the meal, as it is almost constantly consumed. Coffee would be included as well.

Due to the Muslim religion, they do not consume or discuss food products containing pork, such as bacon or sausage (Battle 2002).

All above from: http://en.wikipedia.org/wiki/Arabic_culture

Arab American Families and Arab Lifestyles

Family life, harmony, and religion is an important aspect of nearly all Arab and Middle eastern families. Most of the Arab American families are large. It is not uncommon for extended families to live together in one household. Ties between women and their blood relatives are continued even though they are separated from their natal families. It is common for the women to consult their natal families when their children experience difficulties.

The concept of honor is another key factor. A major consideration is the fear of scandal in their everyday lives, so maintaining the honor of the family is vital.

All above from: Battle 2002

Women in the Middle Eastern

The tradition of young women wearing the veil is to prevent them from being sexually appealing to men. Women were viewed as a weak link to the family's dignity in the past. Now, women are led to work outside the home, especially in the area of medicine, education, and social sciences. If women do choose to work outside the home, their household duties with regards to the children are not reduced.

All above from: Battle 2002

Demography

Sudan

- Population: 25 million
 - 0–14 years: 45%; 15–64 years: 53%; 65 years and higher: 2% of the total population
 - Life expectancy: 55.49 years for men; 57.66 years for women
- Religion: Majority Muslim
- Ethnic groups: Arabs and non-Arabized Black Africans
- Official Languages: Arabic, English
- 597 tribes that speak over 400 different languages and dialects
- Refugee generating country and also hosts refugees - 310,500 refugees in 2007
- Fast growing economy

Djibouti

- Population: 500,000
 - 0–14 years: 43.3%; 15–64 years: 53.3%; 65 years and higher: 3.3% of the total population
 - Life expectancy: 51.89 years for men; 54.96 years for women
- Religion: Majority Muslim
- Ethnic groups: the Somali and the Afar.
- Official Languages: French and Arabic
- Unemployment: 40-50%

Egypt

- Population: 83 million
 - 0–14 years: 31.8%; 15–64 years: 63.5%; 65 years and higher: 4.7% of the total population
 - Life expectancy: 68.77 years for men; 73.93 years for women
- Religion: Mostly Muslim
- Ethnic groups: Egyptians are the largest
- Most populated country in the Middle East
- Economy mainly agriculture

Jordan

- Population: 5,100,981 (Males – 51.5% and Females – 48.5% of population)
 - 0–14 years: 32.3%; 15–64 years: 62.4%; 65 years and higher: 4.1% of the total population
 - Life expectancy: 76.19 years for men; 81.39 years for women
- Religion: Muslim, Christian
- Official language: Arabic

Iraq

- Population: 31,234,000
 - 0–14 years: 39.7%; 15–64 years: 57.3%; 65 years and higher: 3% of the total population
 - Life expectancy: 67.76 years for men; 70.31 years for women
- Religion: Islam, 97%; Christianity or other, 3%
- Ethnic Groups: Arabs, Kurds, Iraqi Turkmen,^[3] Assyrian
- Official Languages: Arabic and Kurdish

Iran

- Population: 72 million
 - 0–14 years: 22.3%; 15–64 years: 72.3%; 65 years and higher: 5.4% of the total population
 - Life expectancy: 69.39 years for men; 72.4 years for women
- Religion: Mostly Islam
- Ethnic groups: Persians, Azeris, Gilaki, Mazandarani, Kurds, Arabs, Baluchi, Lurs, Turkmens, Laks, Qashqai, Armenians, Persian Jews, Georgians, Assyrians, Circassians, Tats, Mandaeans, Gypsies, Brahuis, Hazara, Kazakhs
- Official languages: Persian, Arabic is also spoken
- Hosts one of the largest refugee populations in the world

United Arab Emirates

- Population: 4.1 million
 - 0–14 years: 25.3%; 15–64 years: 71.1%; 65 years and higher: 3.6% of the total population
 - Life expectancy: 72.73 years for men; 77.87 years for women
- Religion: Islam is the largest
- Ethnic groups: Emirati, Arab, Persian
- Official languages: Arabic, English
- One of the most diverse populations in the middle east
- More than twice as many males as females

Turkey

- Population: 71.5 million
 - 0–14 years: 26.4%; 15–64 years: 66.5%; 65 years and higher: 7.1% of the total population According to the CIA Factbook,
 - Life expectancy: 70.67 years for men; 75.73 years for women
- Religion: Secular Republic – No official state religion; People are predominantly Muslim

- Ethnic groups: Turkish ethnicity; Other major ethnic groups: Abkhazians, Adjarians, Albanians, Arabs, Assyrians, Bosniaks, Circassians, Hamshenis, Kurds, Laz, Pomaks, Roma, Zazas
- Official language: Turkish; Other languages and dialects: Arabic, Bosnian, Circassian and Kurdish

Quatar

- Population: 824,789
 - 0-14 years: 21.8%; 15-64 years: 76.8%; 65 years and over: 1.4%
 - Life expectancy: 73.5 years for men; 76.98 years for women
- Religion: Mostly Muslim
- Ethnic groups: Arab, Pakistani, Indian, Iranian
- Official languages: Arabic; other languages: English

Saudi Arabia

- Population: 28,146,656
 - 0-14 years: 38.2%; 15-64 years: 59.4%; 65 years and over: 2.4%
 - Life expectancy: 75.8 years for men; 73.8 years for women
- Religion: Muslim, it is required by law
- Ethnic groups: Arab, Iraqis, Indonesians, Pakistanis, and Turks
- Official languages:

Oman

- Population: 3,001,583
 - 0-14 years: 0.1%; 15-64 years: 55%; 65 years and over: 2.5%
 - Life expectancy: 70.92 years for men; 75.46 years for women
- Religion: Mostly Muslim
- Ethnic groups: Arab, Baluchi, Filipino, Somali, South Asian, Indian, Pakistani, Sri Lankan, Bangladeshi
- Official languages: Arabic; Other languages: English, swahili, Indian dialects

Yemen

- Population: 19.72 Million
 - 0-14 years: 46%; 15-64 years: 51%; 65 years and over: 3%
 - Life expectancy: 60.6 years for men; 74.5 years for women
- Religion: Muslim
- Ethnic groups: Arab, Afro-Arabs, South Asians, and Europeans.^[1]
- Official language: Arabic

Etheopia

- Population: 82,544,840
 - 0-14 years: 44.98%; 15-64 years: 50.46%; 65 years and over: 4.55%
 - Life expectancy: 47.86 years for men; 50.24 years for women
- Religion: Ethiopian Orthodox, Protestant, Muslim, traditional, Catholic

- Ethnic groups: Oromo, Amhara, Somali, Tigray, Sidama, Gurage, Wolayta, Hadiya, Afar, Gamo
- Official language: Amharic, Oromigna, Tigrinya, Somali, Guragigna, Sidamo; other languages: Arabic, English, Italian

Population in the United States

According to the United States Census Bureau in 2000, 1.2 million individuals reported an Arab ancestry. The Arabs population in the United States increased by nearly 40% during the 1990's. People of Lebanese, Syrian, and Egyptian ancestry accounted for about three-fifths of the Arab population. Approximately 25% of Arabs were distributed equally across the four regions of the United States. However, Michigan, Ohio, and California consisted of the highest recorded Arabic population.

Linguistic Features

Dialects

Similar to the way Latin is used in the Catholic Church, *Classical Arabic* is typically used and seen in the religious writings of the Koran. Normally, Classical Arabic is strictly used for religious writings and reciting and is not to be used in conversations or writings that are non-religious.

Written and spoken Arabic are two different linguistic and dialectal forms that differ among Arabic cultures. Arabic language is typically referred to as “colloquial” and a “diglossic” language. Colloquial refers to the different dialects used by Arabic speakers, where as diglossic, refers to the difference usage of Arabic during different contexts. **Modern Standard Arabic (MSA)** is commonly known as the formal language; however, most Arabic speakers typically use a colloquial or dialectal form of MSA in everyday conversation. MSA is normally confined to formal writing and speeches (i.e. news, academic discourse/writing, official political speeches). In many Arabic cultures, the usage of MSA (i.e. formal vs. colloquial/dialectal) can exhibit an individual's social class/status, ethnographic background, and nationality.

(Battle, 2002; Prochazka, 2006)

Phonology:

Consonants

The Arabic phonetic inventory consists of 28 different consonants. However, due to the variation in dialects, many of the consonants are produced with emphatic stress and non-emphatic stress. Emphatic stress refers to the production of consonants that are produced with the back of the tongue approaching the pharynx. Interestingly, the most frequently used consonant phoneme in the Arabic language is /r/.

(Watson, 2002)



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ARABIC PHONEMIC INVENTORY

Please remember that dialectal differences exist for each language and should be considered when using the phonemic charts.

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	b			t d t̤ d̤			k	q		ʔ
Nasal	m			n						
Trill				r						
Tap or Flap				ɾ						
Fricative		f	θ ð θ̤ ð̤	s z s̤ z̤		ʃ		χ ʁ	ħ ʕ	h
Affricate					ɟʒ					
Glides (Approximant)	w					j				
Liquid (Lateral Approximant)				l						

t̤, d̤, s̤, and ʔ̤ reflect emphatic consonants. According to IPA guidelines, these emphatic consonants may be transcribed as *tʰ, dʰ, sʰ, ʔʰ*.

Reference:

Amayreh, M. (2003). Completion of the Consonant Inventory of Arabic. *Journal of Speech, Language, and Hearing Research, 46*, 517–529.
 Amayreh, M., & Dyson, A. (1998). The acquisition of Arabic consonants. *Journal of Speech, Language, and Hearing Research, 41*, 642–653.
 Saleem, A., & Dyson, A. (2003, November). *Arabic Preschool Phonological Screening Test—Revised (APPST-R)*. Poster session presented at 2003 Annual Convention of the American Speech-Language-Hearing Association, Chicago.

IPA: Arabic Consonants			
IPA	Letter(s)	Nearest English equivalent	Trans.
b	ب (Bā')	but	b
t	ت (Tā')	sting	t
t^[1]	ط (Tā')	No equivalent	ṭ
d	د (Dāl)	do	d
d^[1]	ض (Dād)	No equivalent	ḍ
dʒ	ج (Gīm)	joy	ǧ, j
k	ك (Kāf)	skin	k
f	ف (Fā')	fool	f
θ	ث (Tā')	thing	th
ð	ذ (Dāl)	this	dh
ð^[1]	ظ (Zā')	No equivalent	ẓ
s	س (Sīn)	see	s
s^[1]	ص (Sād)	No equivalent	ṣ
z	ز (Zayn)	zoo	z
ʃ	ش (Shīn)	she	sh, š
h	ه (Hā')	hen	h
m	م (Mīm)	man	m
n	ن (Nūn)	no	n
l	ل (Lām)	leaf	l
h:	هـ (Hā')	hall	ll (in Allāh only)

IPA: Arabic Vowels			
IPA	Letter(s)	English Examples	Trans.
i:	ي	see	ī
i		sit	i
æ:, a:^{[1][2]}	ا	fan, fawn	ā
æ, a^{[1][2]}		fat, fought	a
u:	و	soon	ū
u		soot	u

r	ر (Rā')	<u>trilled</u> run	r
w	و (Wāw)	we	w
j	ي (Yā')	yes	y
x	خ (Hā')	loch	kh, ħ
ɣ	غ (Ġain)	<i>No equivalent</i>	gh, ġ
h^[1]	ح (Hā')	<i>No equivalent</i>	h
ʕ^[1]	ع ('ayn)	<i>No equivalent</i>	ʕ
ʔ	أ ('Alif)	uh-(ʔ)oh	ʔ, ā

Arabic Phonology and English Correlations

- Consonants /p, v, ng, r/ do not have equivalents in Arabic
- /p, b, f, v/ are considered allophones
- Phonemes in English NOT in Arabic
 - /p/, /v/, /ɹ/, /ʒ/, /g/, and /ŋ/
- Phonemes in Arabic NOT in English
 - /t/, /d/, /ð/, /s/, /χ/, /ʁ/, /ħ/, /ʕ/, and /ʔ/
- /ge/ (e.g. “beige”) is pronounced as /g/ by some Arabic speakers (e.g. Egyptian & southern Yemeni)
- Uvular fricatives of the classical period have become velar or post-velar

(Amayreh, 2003; Amaryreh & Dyson, 1998;
http://en.wikipedia.org/wiki/Arabic_phonology)

Vowels

There are three basic vowels, /a, i, u/ which can be produced either in a long or short form. Like consonants, vowel productions vary among different dialects. Short vowels have little significance in Arabic; they are often omitted or confused when Arabic speakers attempt to learn English. Short vowels that are frequently confused are: /ɪ/ for /e/ (bit for bet), /eɪ/ for /E/ (raid for red), /ou/ for /a/ (hope for hop). Since many consonant clusters seen in the English language do not occur in Arabic, individuals who are Arabic-English speakers, typically add short vowels into the cluster (e.g. *spiring* for *spring*). Distinction between long and short vowels in pronunciation is important because many words consist of minimal pairs and are exclusively distinguished by vowel length.

(Battle, 2002, Watson, 2002)

Similarly, *stress* patterns are influenced by syllable/vowel length (Most, T. et al 2008). For example:

- Only one of the last three syllables may be stressed
- For this scenario, the last “superheavy” syllable that contains a long vowel or ending in a consonant is stressed.
- If there is no such syllable, the pre-final syllable is stressed if it is “heavy.” Otherwise, the first allowable syllable is stressed.
- In Standard Arabic, a final long vowel may not be stressed. (This restriction does not apply to the spoken dialects, where original final long vowels have been shortened and secondary final long vowels have arisen).

http://en.wikipedia.org/wiki/Arabic_language

Other features that might be observed with individuals who speak Arabic and English is over exaggerated articulation with equal stress on all syllables. Spelling issues may also be present in Arabic-English speakers. Words are phonetically spelled in Arabic, which causes individuals to spell English words phonetically.

(Battle, 2002)

Morphosyntax:

Arabic morphology is a root based system in which words are derived from radicals. Radicals are considered the fundamental consonants used in an Arabic word. Typical Arabic roots consist of three consonants, while some roots consist of four consonants. Less complex words, normally words used with children, consist of only two radicals (e.g. *'ab-* father, *yad-* hand).

The following two abstracts from Prchazka (2006), present common rules that govern verbs in Modern Arabic:

The principle is exemplified by the root *q-ṭ-* 'cutting'.

- I: *qaṭa'-a* 'to cut (in two)'.
● II: *qatta'-a* 'to cut into pieces'.
● III: *qāṭa'-a* 'to dissociate'.
● IV: *'aṭa'-a* 'to make cut'.
● V: *taqatta'-a* 'to be cut off'.
● VI: *taqāṭa'-a* 'to break off mutual relations'.
● VII: *'inqaṭa'-a* 'to be cut off'.
● VIII: *'iqṭata'-a* 'to take a part'.

(Prchazka, 2006)

Table 2 Stems of triconsonantal verbs in Standard Arabic

Stem	Perfect	Imperfect	Verbal noun	Active participle ^a	General functions	Frequency/MSA ^b
I	CaCVC-	ya-CCVC-	CVCC/CVCVC ^c	CaCIC-	basic	40.07%
II	CaCCaC-	yu-CaCCIC-	taCCIC-	muCaCCIC-	causative/intensive	14.28%
III	CaCaC-	yu-CaCIC-	muCaCaC-at ^d	muCaC:C	conative and others	5.14%
IV	'aCCaC-	yu-CCIC-	'iCCaC:C	muCCIC-	causative/factive	10.56%
V	taCaCCaC-	ya-taCaCCaC-	taCaCCuC-	mutaCaCCIC-	reflexive/passive	10.80%
VI	taCaCaC-	ya-taCaCaC-	taCaCuC-	mutaCaCIC-	reciprocal	4.44%
VII	'inCaCaC-	ya-nCaCIC-	'inCaCaC-	munCaCIC-	intransitive/passive	2.93%
VIII	'iCaCaC-	ya-CtaCIC-	'iCaCaC-	muCaCIC-	reflexive	6.94%
IX	'iCCaCC-	ya-CCaCC-	'iCCaCC-	muCCaCC-	colors ^e	0.19%
X	'istaCCaC-	ya-staCCIC-	'istaCCaC-	mustaCCIC-	reflexive and others	4.67%

^aThe passive participle has an a instead of / in the last syllable, except in stem I, where the pattern maCCIC- is used.

^bRelative frequency of the stems in a modern dictionary; from Cuvalay-Haak (1997: 88).

^cBoth occur also with the suffix -at; there are numerous other patterns, in CA approximately 40.

^dAnd CiCaC-.

^eFor instance 'hmarr-a 'to be red, to blush'.

(Prchazka, 2006)

Noun Inflection

Arabic has three grammatical cases: nominative, genitive and accusative. Nominative cases are subjects of a verbal sentence or predicates of a non-verbal sentence. Certain adverbs retain nominative markers as well. Accusative case is direct object after the transitive verb. Genitive case refers to the marking of a noun modifying another noun.

- Nominative case
 - Singular nouns marked with /-u/
- Accusative case
 - Singular nouns marked with /-a/
- Genitive case
 - Singular nouns marked with /-i/

Number

Arabic distinguishes between nouns based on three different quantities. Nouns are either singular, dual, or plural. Dual is typically marked with the suffix *-ani* while the plural form is either formed by *-una* for masculine or *-at* for feminine.

Genders

The masculine gender of a noun is unmarked, while the feminine gender of the noun is typically marked *-at*.

- Male teacher: *mu"allim*
- Female teacher: *mu"allima(t)*

Tense

For finite verbs, Arabic has two tenses: perfect and imperfect. A different vowel patterns are used to form passive voice (e.g. *dar**q**b-a* “he hit” vs. *dur**i**b-a* “he was hit”). According to Battle, the most commonly used verb tense is imperfect tense (2002).

Word order

Unlike the English language, Arabic morphosyntax is typically patterned and predictable. For example, the verb is often placed before the subject noun, while adjectives follow their nouns in which they describe (Battle, 2002). As a result, Arabic speakers use *participles* to “bring out” the subject in front of the verb. *'inna*, meaning “it is true that”, is a common participle used in Arabic. For example,

- Arabic: *'inna ('a)l-walad(a) ya**q**ra'(u) kitaaba-h(u)*
- Meaning: it is true that the boy reads (the) book (of) him
- Translation: the boy reads his book

<http://arabic.tripod.com/VerbLikeParticles1.htm>

Other word order characteristics of Arabic:

- Auxillary verbs precede main verbs, and prepositions precede their objects
- Adjectives follow the noun they are modifying and agree with the noun in case, gender, number, and state
- When producing negatives, the particle is placed before the verb.
- There is no copula verbs, auxillary “do,” future tense, modal verbs, gerunds, or infinitive forms in Arabic, and no indefinite articles.
- Plural nouns agree with feminine singular unless they denote human beings (Prchazka, 2006)

Semantics: Although there is limited information in regards to Arabic language development, particularly in semantics, many Syrian Arabic speakers use baby-talk when speaking to children. Like most English speakers, most words that are learned/developed first typically consist of nouns (names, food, body parts, animals).

(Battle, 2002)

Middle Eastern Countries

<http://www.youtube.com/watch?v=qZbHweYskoQ>

News in Arabic

<http://www.youtube.com/watch?v=OMycHV61T-o>

Music Video

<http://www.youtube.com/watch?v=iHxiQo3pPdo&feature=PlayList&p=B447271EC9A5B685&index=0>

Arabic Dance

http://www.youtube.com/watch?v=qBsN_sxbWYw&feature=PlayList&p=B2C975D332184A05&index=0

Universities in Middle East with Communication Disorders Departments

American Middle East University - Amman

Speech Pathology and Audiology

School of Paramedical Sciences

Enquiries:

Prof Seif al-Wady Romahi

Co-Founder of the University

American Middle East University

PO Box 35087

Amman

Jordan

551-3274

fax 552-8328

University of Haifa

Communication Sciences & Disorders - Haifa <http://hw.haifa.ac.il/>

Other Places and Websites in the Middle East with Speech-Language Services

Mona Mohammed, M.A
Speech and Language Pathologist,
Ear, Nose and Throat Department,
Speech and Audio logy unit,
Salmanyah Medical Complex,
P.O Box 12,
Manama,
Kingdom of Bahrain.
Tel : 00973-17288888 ext 6209
Fax: 00973-17279767
Email : mona5050@hotmail.com and mona.slp@gmail.com

The Libyan Jordanian Centre for Hearing Care and Speech and Language Therapy
PO Box 80516
Tripoli, Libya
Tel and Fax: 00218 21 3600081

Speech-Language Therapy Unit
Hamad Medical Corporation
P.O.Box 3050 Doha, Qatar
speech@hmc.org.qa

Turkish Hearing & Speech Rehabilitation Foundation
P.K. 876
Karakoy-Istanbul, Turkey

Rashid Paediatric Therapy Centre
P.O Box 456, Dubai, UAE
00971 4 340 0005 fax 00971 4 340 2662
rashidce@emirates.net.ae

Dubai Autism Center
P.O.Box:103737, Dubai-U.A.E.
Tel: +971 4 3986862
Fax: +971 4 3988262
www.dubaiautismcenter.ae
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saleh.shaalaa@mail.mcgill.ca
The New England Centre for Children-Abu Dhabi
Abu Dhabi-United Arab Emirates

Kuwait Center for Autism
254-0179
Ask for: Rawdad Hawally

Dasman Model School
Speech and Language Department
Kuwait City Sharaq Square
Contact Mr Ahmed Al-Bustanji, BSc (SLP and Audiology)
Speech and Language Pathologist
Phone 00965 66373064
ahmedbustanji@hotmail.com

Tests

LangNet

Self-assessment tool that teachers can offer their students as a supplemental instrument to learning. Students take the self-assessment test to find out their proficiency level. Available in Arabic.

CAL-Computerized Oral Proficiency Instrument (COPI)

A semi-adaptive test of Modern Standard Arabic or Spanish oral proficiency intended for use with native-English-speaking students in later years of high school, college students, and professionals.

Test of English as a Foreign Language (TOEFL)

Evaluates English proficiency of those whose native language is not English.

Bilingual Verbal Ability Test (BVAT)

Evaluates English proficiency of those whose native language is not English.

Typical Errors in English Made by Arabic Speakers

Grammatical differences:

The basic word order in a sentence is: subject:-verb-object (SVO).

The first person pronoun is the same for masculine and feminine gender.

The second and third person pronoun is different for masculine and feminine gender. Ten different person pronouns exist in Arabic.

In the Arabic language, a definite article is before a noun.

A various selection of prepositions exist indicating the place, time, conditions and verb tense.

There are different verb tenses indicating past/present/future.

Extra letters in a word are added to the singular form to make plurals or to indicate masculine or feminine gender.

Adjectives come after the noun.

Verb inflection signals gender.

Arabic uses gender for all known nouns. There are no neutral nouns.

The first person adjective singular or plural is the same for masculine and feminine gender. This does not apply to the second and third person adjective singular or plural form.

Arabic language uses five specific prepositions as verbs; the right order is preposition + noun + verb. This preposition is a verb with tense (past/present/future).

Arabic language uses suffixes but no prefixes, consisting of usually of one or two added letters. The suffix is different when used for masculine and feminine gender.

Script features and differences: -

Writing in Arabic starts from right to left in a horizontal form.

Arabic writing sits on the line.

In the Arabic language there are no capital letters.

Arabic punctuation is similar to English except for comas, which sit on the line instead of under the line.

Space is left between words in a sentence.

Some of the Arabic letters change shape depending on whether they are at the start of a word, in the middle or at the end of the word.

Arabic language has 29 letters - with 3 letter sounds, which do not exist in English.

Arabic does not distinguish between vowels and consonants; the use of a small sign on the top or under the letter indicates the pronunciation.

Typical Errors:

Arabic use incorrect use of auxillary verbs: "I am gone for visiting the city" (instead of "I am going to the city").

Use incorrect use of personal pronouns.

Arabic has difficulties in placement of noun-adjective: "My friend the bossy one" (instead of "My bossy friend").

Use inappropriate use of no, not, none, much, many etc.

Use inappropriate word order when using auxillary verbs, adjectives.

Therapy Materials

The Autism Society of Minnesota – Diversity Materials

<http://www.ausm.org/educationServices/diversityMaterials.asp>

Diversity Materials for treating bilingual Arabic speaking clients with Autism.

NOYI Public Library - International Language Materials and Literacy

<http://www.novilibrary.org/language-literacy.htm>

Consists of therapy materials for literacy in fifteen different languages including Arabic.

Language Guide

<http://www.languageguide.org/arabic/>

The language guide is a picture vocabulary guide with audio recordings for the Arabic language.

Enchanted Learning – Arabic Language Activities

<http://www.enchantedlearning.com/themes/arabic.shtml>

This website contains several different activities geared toward the Arabic language. These activities can be easily adapted for speech therapy.

Examples of Materials That Can Be Adapted For Therapy by Judith Maginnis Kuster

<http://www.mnsu.edu/comdis/kuster2/sptherapy.html>

This website is a collection of therapy resources on the internet that can easily be adapted for various clients.

Websites

Working with Culturally and Linguistically Diverse Students

<http://www.asha.org/slp/CLDinSchools.htm> - ASHA Web Site

This resource offers documents, guides and tips for working with and addressing the needs of culturally and linguistically diverse students.

Encyclopedia of Language and Literacy Development - Arabic

<http://literacyencyclopedia.ca/index.php?fa=items.show&latest=true>

This website lists and describes the milestones of language development in Arabic.

Yahoo Groups – Discussing Speech-and-Language Activities

<http://groups.yahoo.com/phrase/speech-and-language-activities>

This website allows you to post comments and questions for other professionals in the field as well as parents when seeking advice about a specific client or therapy activity.

Bilingual Therapies

<http://www.bilingualtherapies.com/bilingual-speech-pathologist-resources/websites/>

A compilation of bilingual therapy ideas and resources.

Linguanaut – Arabic Phrases and Expressions

http://www.linguanaut.com/english_arabic.htm

A resource guide for common Arabic phrases and appropriate responses.

CARLA - Center For Advanced Research on Language Acquisition

Pragmatics and Speech Acts

<http://www.carla.umn.edu/speechacts/compliments/arabic.html>

Descriptions of Arabic speech acts and pragmatics.

Videos

[American Accent Training for Arabic or Farsi First Language Speakers](#) YouTube

Tips for accent modification when working with Arabic speaking clients.

Arabic Alphabet – Sounds and Symbols YouTube

<http://www.youtube.com/watch?v=g3LAVJkBwVA>

The symbols and pronunciations of the Arabic alphabet.

Arabic Video Phonetics Application

http://www.youtube.com/watch?v=_ghuO1RV_E8 YouTube

Description of a program for Arabic speakers with phonological disorders.

Minimal pairs – Arabic

<http://www.youtube.com/watch?v=s0P7fkDWqXs&feature=related> YouTube

List of Arabic minimal pairs including the symbol and pronunciations.

Speech-Language Pathologists and Audiologist

Certified speech-language pathologists and audiologists may be found on the ASHA website at:

<http://www.asha.org/proserv/>.

Arabic speaking Speech-Language Pathologists in Texas

- **The Methodist Hospital**
6565 Fannin NA 200
Houston, TX 77030
Director: Laurie Sterling, M.S., CCC-SLP
Email: LSterling@tmhs.org
Phone: 713-441-5913/713-441-5916

Audiologists

- **Al-Muhtaseb, Nabil MB.CHB,MS.**
2855 Gramercy St.,
Suite 106
Houston, TX 77025
Email: nalmuhtaseb@houstoneye.com
Phone: 832-553-7180
- **The Methodist Hospital**
6565 Fannin NA 200
Houston, TX 77030
Director: Laurie Sterling, M.S., CCC-SLP
Email: LSterling@tmhs.org
Phone: 713-441-5913/713-441-5916

All above from: <http://www.ASHA.org>

Speech-Language Pathologists in the Middle East

Egypt:

- **Egyptian Society for Phoniatics & Logopedics**
Prof. Nasser Kotby
11 El Ansary Street
Manshiet El Bakry
ET-1134 Cairo, Egypt

Qatar:

- Speech-Language Therapy Unit
Hamad Medical Corporation
P.O.Box 3050 Doha, Qatar
Email: speech@hmc.org.qa

Jordan:

- **[American Middle East University - Amman](#)**
Speech Pathology and Audiology
School of Paramedical Sciences
Prof Seif al-Wady Romahi
Co-Founder of the University
American Middle East University
PO Box 35087
Amman, Jordan
Phone: 551-3274
Fax: 552-8328

Turkey:

- ***Association of Speech and Language Pathologists (DKBUD)***
Karum İş Merkezi, B Asansörü
Kat.4 N. 5 Kavaklıdere
Email: www.dkbud.org info@dkbud.org
06680 Ankara, Turkey
Phone: +90-312-4685700
Fax: +90-312-4685702
- **Turkish Hearing & Speech Rehabilitation Foundation**
P.K. 876
Karakoy-Istanbul, Turkey

United Arab Emirates:

- **Dubai Al Noor Training Centre for Handicapped Children**
 Box 8397
 Dubai, UAE
 Phone: 971 4 392 088
 Fax: 971 4 392 108
- **Dubai Community Health Centre**
 Meg Klein
 Fatima Nurani
 Mandy Summers
 Dubai, UAE
 Phone: 00971 4 395 3939
- **Dubai Centre for Special Needs**
 Box 24921
 Dubai, UAE
 Phone: 971 4 440 966
 Fax: 971 4 441 861
- **Gulf Montessori Centre**
 Dubai, UAE
 Phone:: 971 4 335 2073
- **Kids First**
 Leizel van der Spuy
 Jemma Parsons
 Gitte Schreuder
 Email: www.kidsfirstdubai.com
 Phone: 04 348 5437
- **Rashid Paediatric Therapy Centre**
 P.O Box 456, Dubai, UAE
 Email: rashidce@emirates.net.ae
 Phone: 00971 4 340 0005
 Fax: 00971 4 340 2662
- **Dubai Autism Center**
 P.O.Box:103737, Dubai-U.A.E.
 Email: www.dubaiautismcenter.ae info@dubaiautismcenter.ae
 Phone: +971 4 3986862
 Fax: +971 4 3988262
- **Dubai Physiotherapy and Family Medicine Clinic**
 Sima Hall, MSpPath (LaTrobe), CPSP

Speech and Language Pathologist
Email: sima@speechpathologist.org
Phone: +971 50 465 9604

- **The New England Centre for Children-Abu Dhabi**
Saleh Shaalan, M.Sc., SLP(C), CCC-SLP
Speech-Language Pathologist
Email: saleh.shaalan@mail.mcgill.ca
Abu Dhabi-United Arab Emirates

All above from: <http://www.speech-language-therapy.com/mena.htm>

Additional Local Recourse:

<http://www.utexas.edu/cola/depts/mes/mesattx/>

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Austin, TX 78712-0527

Phone: 512.471.3881

Research Articles

The following articles are useful clinical resources about the Arabic language.

Abou-Elsaad, T., & AbdelTawwab, M. (2006). [Mismatch Negativity in Children with Specific Language Impairment.](#) *Journal of International Advanced Otolaryngology* 5 (1), 87-92, 6p

Fattah, M., & Ren, F. (2008). [English-Arabic proper-noun transliteration-pairs creation.](#) *Journal of the American Society for Information Science & Technology* 59 (10), 1675-1687, 13p

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore: Paul H. Brookes.

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Rahman, T., Abdel, E., & Maha, M. (2009). [Montreal Cognitive Assessment Arabic version: Reliability and validity prevalence of mild cognitive impairment among elderly attending geriatric clubs in Cairo.](#) *Geriatrics & Gerontology International* 9 (1), 54-61, 8p

Salameh et al (2004) Developmental perspectives on bilingual Swedish-Arabic children with and without language impairment: a longitudinal study. *IJLCD* 39:1

Salameh E-K., Nettelbladt U., Norlin K. Assessing phonologies in bilingual Swedish-Arabic children with and without language impairment, pp. 338-364 (27)

Saleh, M., Shoeib, R., Hegazi, M., & Ali, P. (2007). [Early Phonological Development in Arabic Egyptian Children: 12–30 Months](#). *Folia Phoniatica et Logopaedica* 59 (5), 234-240, 7p

Tavano et al. (2009). [Language and cognition in a bilingual child after traumatic brain injury in infancy: Long-term plasticity and vulnerability](#). *Brain Injury* 23 (2), 167-171, 5p

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Snyders, Cathy Pearse (3/27/2007) [Bringing Smiles to Children: An SLP in Egypt](#). *ASHA Leader* 12 (4), 10-11, 2p

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http://www.youtube.com/watch?v=qBsN_sxbWYw&feature=Playlist&p=B2C975D332184A05&

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The TOEFL® Test - Test of English as a Foreign Language. Retrieved June 2, 2009, from ETS Web site: http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=69c0197a484f4010VgnVCM10000022f95190RCRD&WT.ac=Redirect_ets.org_to_efl

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Arabic Language. Retrieved May 21, 2009, from Wikipedia The Free Encyclopedia Web Site: http://en.wikipedia.org/wiki/Arabic_language

Arabic Phonology. Retrieved May 23, 2009, from Wikipedia The Free Encyclopedia Web Site: http://en.wikipedia.org/wiki/Arabic_phonology

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