CHAPTER IV
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4.1. Intonation of Arabic

4.1.1. Preliminaries

Arabic language is not as musical and melodious as the English language is. Although Arabic is spoken with tunes, there are some extra-intonational means, which determine the meaning of an utterance. These extra intonational means, such as facial expressions, addition of lexicon, level of pitch, together with the intonation reveal the intention of the speaker. In other words, intonation by itself reveals only partly whether the speaker is friendly, aggressive, affectionate, casual etc.

Thus, intonation is significant to a certain extent. It distinguishes the meaning of the same utterance if they are said with different tones. Despite the fact that the extra contextual variables play a major role in determining the meaning of an utterance, intonation is systematic in the sense that the tones are not used randomly. Every tone has a specific meaning and thus rules can be given to describe these tones. The misuse of a tune in Arabic might give a foreign accent to the speech, but it does not lead to total misunderstanding if the segmental level is taken care of.

4.1.2. Word Groups

In sentences like لىامما واتل ال ماناتفرة المفتار مافا/ (when I reached the station, the train moved), the speaker has only two options to make a pause. Preferably the whole sentence can be uttered in one tone group. But if the speaker
wants to divide the sentence into tone groups, he should stop only after *al mahaţa* (the station). Any other pause through the sentence gives rise to misunderstanding. In /**tilk al maraţa al gama:ia al wa:qiţa bi ga:nib al gida:r zawaqat assayyed Abdu/** (The beautiful lady, who is standing by the wall, is Mr. Abdu’s wife), the sentence can potentially be divided into three tone groups only:

**tilk al maraţa al gama:ia** (that beautiful lady)

**al wa:qiţa bi ga:nib al gida:r** (who is standing by the wall)

**zawaqat assayyed Abdu** (is Mr. Abdu’s wife).

This division is not obligatory and the whole utterance may be said in one tone group.

The number of word group we choose to use is not important for the meaning. For example, /**oXti, alii ta:ţif fil kuwait Sindaţa zamasat at:ţa:/**. (My sister who lives in Kuwait has five children), whether the speaker uses one tone group, two tone groups or three tone groups, the meaning remains the same. However, in an exceptional case like /**maffatat wa ra:ţafat al bint/** (She combed and fed the girl) the sentence is ambiguous. As one word group, it is the girl, who is both combed and dressed; in two word groups she combed herself and then dressed the baby. Opening phrases such as /**fil haqi:qa/** (As a matter of fact) etc, are usually said as a separate tone groups.

4.1.3. The roles of Intonation

Intonation in Arabic has grammatical, attitudinal and accentual functions. The use of different tunes, different patterns of pitch reveal whether the utterance is, for example, a statement or a question. For instance the utterance /**tifti ʕafa/** (You want dinner) can be said with a fall rise tone on the last syllable to indicate questioning, and with a falling tone to indicate an ordinary statement.
Another role of intonation is to express the speaker's attitude, at the moment of speaking, to the situation in which he is placed. For example, /kaif ha:lak/ (how are you) indicates routine and normal context when ends in a low fall tone. But it indicates affection and friendliness if it is said with a fall rise tone. This is not a grammatical difference; it is a difference in the attitude of the speaker, and every utterance contains in its intonation some indication of this attitude. Clearly, words and grammatical structures in addition to other extra intonational means are primary in expressing the speaker's attitude; but intonation gives additional information. It provides important information that is not contained in any of the other features of utterances.

Accentual function is also conveyed by the intonation. The words in a word group do not all necessarily contribute an equal amount of information. Special emphasis is given to the important word that the speaker wants to highlight. In /ʔafti ʔasaːfir ʔila taʃiz/ (I want to travel to Taiz) any word of the sentence may be highlighted by the speaker to give extra importance.

/ʔafti ʔa,saːfir ʔila taʃiz/ (i.e. I want to travel, not I don’t want)

/ʔafti ʔa,saːfir ʔila taʃiz/ (i.e. I want to travel, not to stay here)

/ʔafti ʔa,saːfir ʔila taʃiz/ (i.e. I want to travel to, not from Taiz)

/ʔafti ʔa,saːfir ʔila taʃiz/ (i.e. I want to travel to Taiz, not to Sana‘a).

In the train station where two speakers are waiting for the train, which is late, the word /mutʔaxXir/ (late) in /ʔalqitaː:r mutʔaxXir al yawm/. (The train is late today) is the most important word. If the listener does not hear clearly the rest of the sentence,
he would still get a pretty clear picture of the intention of the speaker. In /haːdal ʕiːd ʔaːli:/ (This necklace is expensive), the word /ʔaːli:/ (expensive) is the word which receives the accent if the speaker and the listener are buying necklaces in a pearls shop.

4.1.4. Types of tones

To study the intonation of Arabic, tone groups of various types were examined. The sentences chosen for analysis are both simple in structure, colloquial in style and are of normal every day use.

An Arabic tone group contains a nuclear word. Tone is located on a syllable of the nuclear word. The syllables preceding the nuclear syllable comprise prenuclear segment, and those following it comprise the tail of that tone group.

For analysing YA intonation it was found sufficient to distinguish between nuclear and non-nuclear words. A nuclear word has a nuclear syllable and may have one or more non-nuclear syllables in it.

(1) ___________________________

• • • ʔ

__________________________
haːda səjb  (this (is) shame)

In this sentence /səjb/ is the nuclear word because there is a major change in pitch direction on that word indicated by the sign ʔ. /səjb/ is the nuclear syllable. Preceding the sign ʔ there are two syllables of the word /haːda/. This word is
non-nuclear and comprises the head. In this tone group there is no tail.

There are groups without a head or a tail or both, but each tone group must have a nuclear word.

Examples:

(2) 

\[ \text{bint} \]

\[ 'girl' \text{ (a call)} \]

(3) 

\[ \text{walad} \]

\[ 'boy' \text{ (a call)} \]

(4) 

\[ /\text{ta}^\text{a}:\text{li}/ \]

\[ \text{come here (fem)} \]

YA has a sentence structure of VS(O) or SV(O). Generally the nuclear word is at the end of a sentence. The word that completes the meaning of the sentence or adds new information to the listener generally receives the intonation. Pitch variation is initiated on the complement or the verb rather than the subject as they are considered more important in conveying the meaning than the subject. An adverb is considered more important than the verb whether it appears finally or initially and thus it receives the tonic accent. The following examples will make this point clear.
In (5) and (7) the pitch variation is initiated on the verb *aga* (came) and the predicate *gami:la* (beautiful) respectively. In (6) and (8), the pitch variation is shifted to the adverb *fi:saf* (quickly) and *giddan* (very) respectively. Even if the adverb is placed at the beginning or in the middle of the sentence, it receives the major pitch variation. The subject that may be in the form of a noun or a pronoun remains a non-nuclear word.
The prominent pitch change initiated on the nuclear word is primarily of four types: falling, rising, falling-rising, and level. It is important to distinguish between high fall and low fall or high rise and fall rise because normally in Arabic the more friendly and affectionate the speaker wants to be, the more emphatic words (such as very and other complementary words) he should use accompanied by a high tone.

4.1.4.1. Falling tone:

The sign \( \dddot \) used here to mark not only the nuclear syllable of the tone group, but also the type of the tone. The dot with a downward clockwise line indicates that the pitch falls to a lower level than that of the dot. In phonetic transcription of an utterance the sign \( \dddot \) is used before the nuclear syllable for a falling tone.

A falling tone is used in positive statements, negative statements, normal informative questions, commands, exclamations, warnings, and assurances. (For examples see next section). In ordinary sentences, falling tone is used to express firmness, positiveness and finality. e.g.,

\[ (9) \]
\[
\dddot \dddot \dddot \dddot \]
\[ /ma bal \$ab\$/ (I won't play) \]

At the end of listing and counting a falling tone is used to indicate completion.
It is also used in imperative sentences:

\[ \begin{array}{c}
\cdot \cdot \cdot \cdot \cdot \\
/ru:hi, sa:fer, \ ?iddafa/ \ \ \ \text{go, travel, pay}
\end{array} \]

4.1.4.2. Rising tone:

A dot with an upward anticlockwise line represents the movement of pitch to a higher level than that of the dot \( \cdot \). In transcription the sign \( / \) is used for a rising tone. The rising tone is used in (informatory questions as well), question tags, requests. Rising tone suggests incompletion, anticipating something more to follow. It is sometimes used in listing and counting.

Falling, rising, falling rising and rising falling tones are used to indicate differences in attitudes. For instance /\( n\text{a} \text{\textasciitilde} \text{am} / \) (yes) can be used as an answer to the question "are you married" to indicate the following different attitudes:

1. ‘\( n\text{a} \text{\textasciitilde} \text{am} / \) (happily married)
2. ‘\( n\text{a} \text{\textasciitilde} \text{am} / \) (not only married, but have children and they are fine)
3. ‘\( n\text{a} \text{\textasciitilde} \text{am} / \) (married no doubt, but not very happy)
4. ‘\( n\text{a} \text{\textasciitilde} \text{am} / \) (annoyed at the question, not your business)
4.1.4.3. Fall–rise tone

A fall rise tone is used in confirmatory questions in ordinary and routine contexts:

(12)  

\[ \cdot \cdot \cdot \hat{\音} \]

\[ ?\text{anta mar}^{s} \]  

(Are you sick?)

(13)  

\[ \cdot \cdot \cdot \hat{\音} \]

\[ \text{ti`}\text{ti} \; \text{fat}^{s}u:r \]  

(Do you want breakfast?)

This is the only complex tone in YA which is at play. Falling tone is widely used for most of the sentence types. However, it is not possible to use falling tone for yes–no questions. In the above two examples, the question word \( ha \) (do) which is generally placed at the beginning of the sentence is deleted and intonation is sufficient to distinguish an ordinary statement from a question. If falling tone is used above, the sentence is an ordinary statement.

A falling rising tone is also used to express hesitance or doubt. The tone is fall and rise on the same syllable.
The book is valuable, (but...)

The price is reasonable, (but I don't have money)

4.1.4.4. Level tone

The pitch is sustained over a stretch of time in level tone. It is used, for instance, in listing a number of dishes in a restaurant.

(beans, rice, kebab, meat...)

4.1.5. Use of intonation in YA

Intonation is discussed in this section in connection with the following heads:

1. Graphic representation of each sentence
2. Tonic accent (major change in pitch direction)
3. Tone (the type: falling, rising etc.)
4. Context in which the sentence is uttered vis-a-vis normal, routine etc.

5. Correlating with grammatical structure of the sentence.

The sentences collected fall into the following types: statements (positive and negative), informatory questions, confirmatory questions, commands, requests, warnings, reassurances and exclamations.

4.1.5.1. Positive statements:

The tonic accent is on the last syllable; the type of tone is falling (low fall); and the context in which the sentence is uttered is routine, normal and no conversation is expected after the greeting.

(17) ______________________

\[ \ldots \ldots \cdot \ddot{\text{a}} \]

\[ \text{morning good (Good Morning)} \]

If the speaker expects the listener to reply and he is interested in involving in conversation after the greeting, a level tone is used.

(18) ______________________

\[ \ldots \ldots \cdot \cdot \]

\[ \text{morning good (Good Morning)} \]
If the speaker wants to sound more friendly and close to the listener, a high fall tone is used. It is worth noting here that the already long vowel in the last syllable of the utterance is extra lengthened as an extra intonational means to show more friendliness.

(19)  

\[ \text{Good Morning} \]

Any addition to the sentence will push the tonic accent to the end, (as shown in the next graphic representation).

(20)  

\[ \text{Good morning and good health (to you)} \]

The tonic accent is pushed towards the end. It falls on the first syllable of the last word of the sentence with a high falling tone. The context in which the sentence is uttered is friendly and affectionate with joy and affection, which is also indicated by the increase of wording the utterance.

Here is another example:
(21)  
· · · · · •
?
is  mi  ?ab  da+ah
(My name (is)  Abdullah)

The tonic accent in this sentence is on the last syllable. The tone is low fall and the context in which the sentence is uttered is routine and normal. Any addition to the sentence will push the tonic accent to the end.

In (22), a low fall tone is used; in (23), a high fall is used. The tonic accent is on the last syllable in (22) and pushed to the last syllable in (23). The difference between (22) and (23), apart from the difference in structure of the two sentences, is that high fall indicates closeness and warmth towards the listener.

(22)  
· · · · •
?ak  lak  ma  li: h
You look nice

(23)  
· · · · · · •
?ak  lak  ma  li: h  gid  dan
You look very nice
The tonic accent is on the last syllable, and the type of the tone is low fall. The context in which the sentence is uttered is normal and routine. Any addition to the sentence will push the tonic accent to the end.

(24)                             · · · · ♩
                                   ___________________________
                                   hu ᵡa zuː bi
                                   He is a bachelor

In (25) the tonic accent is on the last syllable of the word *mubakkir* (early) with a low fall tone in a normal, routine contexts.

(25)                             · · · · · · ♩
                                   ___________________________
                                   qaː:m ᵡa li mu bak kir
                                   (Ali got up early)

As mentioned earlier, the adverb is generally accented whether at the beginning, in the middle or at the end of the sentence. Hence, the word *mubakkir* is also accented in (26).

(26)                             · · · ♩ · · ·
                                   ___________________________
                                   mu bak kir qaːm ᵡa li
                                   (Early got up Ali)
Hence, a positive statement receives a low fall tone in routine contexts, and high fall in affectionate and friendly contexts.

4.1.5.2. Negative Statements

In negative statements, low fall and high fall are used for different purposes. Low fall is used in negating a sentence ordinarily with an expected approval on the part of the listener. In this case the tonic accent is placed on the last syllable of the sentence. If the speaker wants to emphasize his negation and he expects that the listener might disagree with him, he uses high fall placed on the negation word(s), \( ma \), or \( muf \).

(27) 

\[
\begin{array}{c}
\cdot \cdot \cdot \cdot \cdot \\
\cdot \end{array}
\]

---

ha: \( \delta \)l kala:m muf \( s^f \)ahi:h

(This speech is not true)

(28) 

\[
\begin{array}{c}
\cdot \cdot \cdot \cdot \\
\cdot \end{array}
\]

---

ma kan\( f \) maw gu:d

(He was not there)

If other negation words (\( ?abadan \) and \( xa:lis^f \) (never) are used together with \( ma \), or \( muf \) in a sentence, the tonic accent will be placed on \( ?abadan \) or \( xa:lis^f \).
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(29)  
• • • • •

ma kanʃ wa n duh

(He wasn't alone)

(30)  
• • • • • • •

ma kanʃ wah duh ?a ba dan

He was never alone

(31)  
• • • • • • • •

?al ka la:m ha: ða muʃ s'a hi:h

This speech is not true

(32)  
• • • • • • •

ma fiʃ ha: ga mus ta hi:l

Nothing is impossible
(33) Nothing is impossible at all

(34) He did not say something strange

(35) The weather today is not hot

4.1.5.3. Informatory questions

In YA, informatory questions are divided into:
1. *kam* questions (quantity)
2. *kaif* questions (state)
3. *mala* questions (time)
4. *?ayna* questions (place)
5. *me:n* questions (who)
6. *eʃ* questions (what)
7. *leʃ* questions (reason)

In all types of informatory questions, in ordinary and normal contexts, a low fall tone is used. However, a low rise tone is used to indicate politeness and affection.

**4.1.5.3.1. kam questions**

(36) __________

• . • ḥ

__________

kam ʕumrak (How old are you?) kam ʕumrak

(37) __________

• . • ḥ

__________

ka mas sa: ʕa (What's the time?) ka mas sa: ʕa

(38) __________

• . • • ʕ

__________

kam ʔawl気づ Sインド (How many children have you got?) kam ʔawl気づ Sインド
4.1.5.3.2. kaif questions

(39) kaif arrihla

(How is the trip?)

(40) kaif alṣamal

(How is the work?)

(41) kaif tūdā:kir duru:sak

(How do you study your lessons?)

4.1.5.3.3. mata questions

(42) mata jantahi al fasʾl

(When does the term end?)
(43) mata jargīṣ al waːlid

(When does the father come back?)

(44) mata batusaːfir

(When will you travel?)

4.1.5.3.4. Ḫayna questions

(45) Ḫayna raːḥ al ʕaːmil

(Where did the worker go?)

(46) Ḫayna laːqqaːla

(Where is the grocery?)
4.1.5.3.2. kaif questions

(39) • • • 🙁

kaif arrihla

(How is the trip?)

(40) • • • 🙁

kaif alSamal

(How is the work?)

(41) • • • • • 🙁

kaif tuda:kir duru:sak

(How do you study your lessons?)

4.1.5.3.3. mata questions

(42) • • • • • 🙁

mata jantahi al fas'il

(When does the term end?)
(43) mata jargiš al wa:lid

(When does the father come back?)

(44) mata batusa:fir

(When will you travel?)

4.1.5.3.4. ḥayna questions

(45) ḥayna raːḥ al ʿaːmil

(Where did the worker go?)

(46) ḥayna laqquaːla

(Where is the grocery?)


(47) 

\( ?\)ayna \( l\)qalam haqqi

\( ?\)ayna \( l\)qalam haqqi

(Where's my pen?)

4.1.5.3.5. \( m\)e:n questions

(48) 

\( ?\)ayna \( l\)qalam haqqi

(Who's knocking at the door?)

(49) 

\( ?\)ayna \( l\)qalam haqqi

(Who won the elections?)

4.1.5.3.6. \( e\):\( f\) questions

(50) 

\( ?\)ayna \( l\)qalam haqqi

(what made you go there?)
4.1.5.3.1 le:ʃ questions

4.1.5.3.2.1 le:ʃ ?aʔatt kita:bi

4.1.5.3.3 le:ʃ mage:tf ?ams

(What did he say to you?)

(Why did you take my book?)

(Why didn’t you come yesterday?)

In the above examples, a low fall tone is used in normal contexts while a low rise is used in friendly contexts. The tonic accent is on last syllable. Any addition to the sentence will push the tonic accent to the end.
4.1.5.4. Confirmatory Questions (yes-no questions)

The question words that are used to construct confirmatory questions are /hal/ and /ʔa/ placed at the beginning of the sentence. However, these question words are generally dropped and an ordinary statement is used instead. What distinguishes a positive statement from a confirmatory question is the fall rise tone used for yes-no questions. For instance, /tifṭi ʕafa/ may be said with a fall tone to indicate an ordinary statement, or with a fall rise tone to indicate a yes-no question.

(54)  

\[\text{taš ri fuh}\]  
Do you know him?

(55)  

\[\text{ʔanta mar:ð}^r\]  
Are you sick?

(56)  

\[\text{ʔa sa: Ŧi dak}\]  
Shall I help you?

(57)  

\[\text{batusa:fir bukra}\]  
Will you travel tomorrow?
In all the above sentences the tonic accent is on the last syllable with a fall rise tone. The contexts in which all the sentences are uttered are normal and routine. Any addition to the sentences will push the tonic accent to the end.

4.1.5.5. Question-tags

In Arabic, there is generally one form of question tag for all sentences. 

/ʔa laj sa ka ḏaː lik/

It is uttered with a rising tone in normal and routine contexts.

(59)  

In YA, other colloquial forms for question tags are also in use. e.g.,

(60)  

muʃ ki ḏa

Isn't it?
4.1.5.6. Requests

In normal, routine contexts, a low fall tone is used; rising tone is used to indicate extra politeness. The following examples are considered as requests in YA because the speaker does not expect any information or confirmation on the part of the listener. The answer to these requests is either /?itfaði?al/ (here you go) or /?afwan/ (sorry).

May I make a call?

Can you get back a little?
Can you wait for 5 minutes?

Can you help me please?

Can we try again?

In the sentences above, the tonic accent is on the last syllable. The type of tone is falling in normal, routine contexts; rising in polite contexts. Any addition to the sentences will push the tonic accent to the end.
4.1.5.7. Commands

For normal routine commands, a low fall is used. If a high fall is used, it indicates irritation and is only used by a man of authority.

(67)  

\[ \text{sa: fi ral ?a:n} \]  
Travel now

(68)  

\[ \text{?it\textsuperscript{t} la \textsuperscript{?}ad daw ra\textsuperscript{3}a: ni} \]  
Go to the next floor

(69)  

\[ \text{?id fa\textsuperscript{5} xams mi jat ri ja:l} \]  
Pay 500 riyals

(70)  

\[ \text{su: qas saj ja: ra da la} \]  
Drive the car slowly
The tonic accent is on the last syllable; the type of the tone is a low fall in a normal context, high fall indicates authority. Any addition to the sentences will push the tonic accent to the end.

4.1.5.8. Exclamations

A low fall tone is used in exclamations to indicate ordinary, routine contexts. High fall may also be used for intensification.

(71)

\[ \ldots \ldots .\]

\[ \ldots \ldots .\]

\[ ?i \ \text{stì}: \ \text{ni} \ \text{fur} \ \text{sìah} \]

Give me a chance

(72)

\[ \ldots \ldots ,\]

\[ \ldots \ldots ,\]

\[ \text{ma} \ \text{fa} \ \text{aì} \ \text{ta:h} \]

What a good thing

(73)

\[ \ldots \ldots .\]

\[ \ldots \ldots .\]

\[ \text{sej} \ \text{sa} \ \text{òi:m} \]

Oh! Something great
The tonic accent is on the last syllable with a low fall tone. Any addition to the sentence will push the tonic accent to the end.

4.1.5.9. Warnings

In warnings, a low fall is used in ordinary contexts; high fall is used to emphasize the warning.

Don't do like this
Don't play with fire

Don't disobey your mother

Be careful

Be careful

The tonic accent is on the last (accented) syllable with a falling tone. Any addition to the sentences will push the tonic accent to the end.
4.1.5.10. Reassurance

(81) 

\[\text{ma taq laq\textsuperscript{f}}\]

Don't worry

(82)

\[\text{sa: di gid dan}\]

Take it easy

(83)

\[\text{ma bi ja \textsuperscript{f} waqt t'a wi:l}\]

It won't take long

(84)

\[\text{?a na ba sa: Si dak}\]

I will help you

(85)

\[\text{kul lah tama:m}\]

Every thing is fine
The tonic accent is on the last syllable, with a falling tone in normal and routine contexts; any addition to the sentences will push the tonic accent to the end.

4.2. Intonation of YE

The discussion of intonation of YE is based on the data collected from speakers (See 1.13.1. section III). The data comprises 20 sentences and information about tonality, tonicity and tone as produced by speakers was obtained. As far as the tonality of the sentences is concerned, the majority of the speakers manage to divide the tone groups correctly. Therefore, the discussion here will concentrate mainly on the type of the tone and the location of the tonic accent in YE.

4.2.1. Assertive & Negative

I've 'done it well.
I'm 'going home tomorrow.
I 'don't understand.
It 'doesn't look good.

In the positive and negative statements, the last accented syllable receives the nuclear tone. The type of the tonic accent used is a low fall in YE. Each of the sentences above was uttered by the majority of speakers as one tone group.
4.2.2. Question tag

It 'doesn't look good, | does it?

In YE a low fall is used on the verb in the tag.

4.2.3. Wh-questions:

\`How long 'have you been on the \_road?

\`Where can I get some orange juice?

The location of the tonic accent in YE is on the question word with a low fall tone. Some of the speakers failed to produce each of the sentences above as one tone group. Thus they divided it into two tone groups.

4.2.4. Yes-no questions:

'Do you 'like \_swimming?

'Did you see 'anything un\_usual?

In YE a low rise tone located on the last accented syllable is used by the majority of the speakers.

4.2.5. Requests:

May I ask 'you a \_question?

Would you 'mind 'coming with \_us?

For requests, speakers use a low rise on the last accented syllable.
4.2.6. **Commands:**

Buy the 'best you can afford.

'You decide for her.

In YE, a low fall is used on the last syllable for commands.

4.2.7. **Exclamations:**

'What a `shame!

'How `nice of him!

High fall is used in on the word following the question word in YE.

4.2.8. **Reassurances:**

There is 'no `hurry

It's 'quite `easy.

In YE, the tonic accent is on the last accented syllable with a low fall tone.

4.2.9. **Warnings:**

'Don't spill your 'orange`juice

'Don't for 'get your `books.

For warnings, a low fall is used in YE, with the tonic accent located on the last accented syllable.
4.3. A comparison of YE and RP Intonation patterns

A comparative study of the YE and RP intonation patterns is attempted below. This is to determine how deviant the pattern in YE is from RP and if so, to what extent is the pull of the mother tongue attributed to it.

4.3.1. Assertive & Negative

YE                     RP
I've 'done it well.     I've 'done it `well.
I'm 'going home tomorrow.  I'm 'going 'home to `morrow
I 'don't understand.   I 'don't under `stand.
It 'doesn't look good. | It 'doesn't look `good.

In the positive and negative statements, the YE pattern is similar to RP i.e. the last accented syllable receives the nuclear tone. However there is a difference in the type of the tonic accent. In RP, it is a high fall where it is a low fall in the YE.

4.3.2. Question tag

YE                     RP
It 'doesn't look good, | `does it?  It 'doesn't look `good, | `does it?

In both YE and RP a low fall is used on the verb in the tag.
4.3.3. *Wh*-questions:

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long 'have you been on the road?</td>
<td>'How long have you been on the road?</td>
</tr>
<tr>
<td>Where can I get some orange juice?</td>
<td>'Where can I 'get some 'orange juice?</td>
</tr>
</tbody>
</table>

There is a difference in the type of tone used and in the location of the tonic accent; in YE a low fall on the question word is used whereas in RP a high fall is used on the last accented syllable.

4.3.4. *Yes-no questions*:

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Do you 'like 'swimming?</td>
<td>'Do you 'like 'swimming?</td>
</tr>
<tr>
<td>'Did you see 'anything un.usual?</td>
<td>'Did you 'see 'anything un.usual?</td>
</tr>
</tbody>
</table>

There is a high degree of conformity between YE and RP, 70% of the speakers recorded. Both YE and RP use a low rise tone located on the last accented syllable.

4.3.5. *Requests*:

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I ask 'you a '.question?</td>
<td>'May I 'ask you a '.question?</td>
</tr>
<tr>
<td>Would you 'mind 'coming with '.us?</td>
<td>'Would you 'mind coming with '.us?</td>
</tr>
</tbody>
</table>

For requests, both YE and RP use a low rise on the last accented syllable.
4.3.6. **Commands:**

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy the 'best you can afford.</td>
<td>'Buy the 'best you can af`ford.</td>
</tr>
<tr>
<td>'You decide for her.</td>
<td>You de`cide for her.</td>
</tr>
</tbody>
</table>

In YE, a low fall is used on the last syllable, where in RP a high fall is used for commands. It is also a low fall in YA, and thus the impact may be transferred.

4.3.7. **Exclamations:**

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>'What a `shame!</td>
<td>'What a `shame!</td>
</tr>
<tr>
<td>'How `nice of him!</td>
<td>'How `nice of him!</td>
</tr>
</tbody>
</table>

There is a good deal of conformity between YE and RP High fall is used in both the varieties on the word following the question word.

4.3.8. **Assurances:**

<table>
<thead>
<tr>
<th>YE</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is 'no `hurry</td>
<td>There is 'no `hurry</td>
</tr>
<tr>
<td>It's 'quite `easy.</td>
<td>It's 'quite `easy.</td>
</tr>
</tbody>
</table>

In both YE and RP, the tonic accent is on the last accented syllable. However, a low fall is used in YE and a high fall is used in RP English.
4.3.9. **Warnings:**

**YE**

'Don't spill your 'orange juice
'Don't for 'get your books.

**RP**

'Don't spill your 'orange `juice
'Don't for 'get your `books.

For warnings, low fall is used in YE, while high fall is used in RP. The tonic accent is on the last accented syllable.

From the comparison above, it is clear that there is a good deal of conformity between RP and YE in the location of the tonic accent. However, the type of the drop used by the Yemeni speakers is different from that of the RP patterns. The tonic accent is located correctly on the last accented syllable, but the Yemeni speakers tend to use low falling tone more frequently than a high falling tone. The above discussion is clearly applicable only to ordinary and routine contexts. In special contexts, there is a feeling that the difference between RP and YA is far from simple.

4.4. A Comparison of YA and RP Intonation Patterns

In this section, a brief comparison of intonation of YA and RP English is attempted below. The comparison is restricted to the location of the nuclear word and the type of tone in the two systems. On the whole, the two systems have quite different patterns of intonation. Given below are some Arabic sentences with their English counterparts.
4.4.1. Statements:

**YA**

albint rawwahat
albint rawwahat alba\ i
ra: hat lil kulliyyah
ra: hati lil kulliyyah wa\ d\ h
alwald baka
alwald baka ka\ th: r
maga:j
maga:j alba\ i
maqdir aro\ h
maqdir aro\ h wa\ d\ i

**RP**

The girl's gone
The girl's gone home
She went to the college
She went to the college alone
The boy cried
The boy cried a lot
He hasn't come
He hasn't come home
I cannot go
I cannot go alone

There is a similarity in both positive and negative statements with the RP patterns. Falling tone is used on the last syllable of the tone group whether accented or not. In these kind of sentences Yemeni learners are theoretically not supposed to find difficulty in getting the RP pattern correct.

4.4.2. Informatory questions

**YA**

fe:n ra:jih
mata batagi

**RP**

Where are you going?
When will you come?

In YA a low fall is used in ordinary contexts, while low rise is also used in
friendly situations. The tonic accent is on the last accented syllable. In RP a high fall tone is used on the last accented syllable. In informatory questions, therefore the difference is not in the location of the tonic accent, but only in the type of tone.

4.4.3. Confirmatory questions

\[
\begin{array}{ll}
\text{YA} & \text{RP} \\
\text{tįsti ˈaːjə} & \text{Do you want dinner?} \\
\text{ʔanta mɑːrɪ:ð} & \text{Are you sick?}
\end{array}
\]

In YA a fall rise tone is located on the last accented syllable. In RP the tonic accent is the last syllable but with a low rising tone.

4.4.4. Imperative Sentences:

Both YA and RP use falling tone on the last accented syllable. The only difference is that YA uses a low fall tone where RP uses a high fall one. High fall may also be used in YA to indicate authority.

\[
\begin{array}{ll}
\text{YA} & \text{RP} \\
\text{ʔɪɡɪs} & \text{sit `down} \\
\text{xalliːh juruːh} & \text{let him `go}
\end{array}
\]
4.4.5. Exclamations

In YA low fall is used to indicate ordinary, routine contexts. High fall may also be used to indicate extra admiration. In RP a falling tone is on the first content word after the ‘wh’ word.

<table>
<thead>
<tr>
<th>YA</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>mafa ?a:t:a:h</td>
<td>How `nice it is!</td>
</tr>
<tr>
<td>fej ?a ði:m</td>
<td>What a `great thing!</td>
</tr>
<tr>
<td>bint mali:h</td>
<td>What a `beautiful girl</td>
</tr>
</tbody>
</table>

4.4.6. Warnings

In warnings, a low fall is used in ordinary contexts; high fall is used to emphasize the meaning. In RP a rising tone is used with the tonic accent located on the last accented syllable.

<table>
<thead>
<tr>
<th>YA</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma te5 malf ki qa</td>
<td>Don’t do like this.</td>
</tr>
<tr>
<td>ma ta kunf mu ?a5i</td>
<td>Don’t be naughty</td>
</tr>
</tbody>
</table>

4.4.7. Reassurance

In YA, the tonic accent is on the last accented syllable, with a falling tone in normal and routine contexts. In RP a rising tone is used with the tonic accent placed on the last accented syllable.
The role of intonation in YA is quite limited compared to RP. In RP, it operates with many subtleties of meaning, conveying different attitudes. These subtle differences cause difficulties for Yemeni students. In their language, the Yemenis express some of these attitudes mainly through extra-intonational means such as using lexical items /law samaht/ (please), or /men fa'dlak/ (kindly) for polite requests. Thus, special care should be taken when teaching intonation to Yemeni learners.

It is clear from the chart below that almost all the patterns in the YA are Low Fall. Needless to say that intonation in English is more attested and rather complex than the YA. YA does not depend heavily on intonation like English. Thus it is one of the major areas of difficulties for the Yemeni learners. They also pronounce exclamations and requests patterns correctly, 58% and 42% respectively. In other patterns, the degree of conformity is below 20%.
<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Tone Type</th>
<th>Tonic Accent</th>
<th>Tone Type</th>
<th>Tonic Accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>High Fall</td>
<td>Last accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Negative</td>
<td>High Fall</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Commands</td>
<td>High Fall</td>
<td>Last accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Wh Questions</td>
<td>High Fall</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Yes/No Questions</td>
<td>Low rise</td>
<td>Last Accented</td>
<td>Fall Rise</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Requests</td>
<td>Low Rise</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Exclamations</td>
<td>High Fall</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Warnings</td>
<td>Fall rise</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
<tr>
<td>Reassurance</td>
<td>Low rise</td>
<td>Last Accented</td>
<td>Low Fall</td>
<td>Last Syllable</td>
</tr>
</tbody>
</table>

Table 4.1. Comparison of RP and YA Intonation Patterns
It is clear from the above charts that almost all the patterns in the YA are low fall. This influences the type of the tone that the Yemeni speakers use in YE, despite
the fact that they seem to have acquired to place the tonic accent on the last accented syllable. In YA, the tonic accent is generally on the last syllable. The general average of conformity to RP with regard to the type of tone is 27.2%. This shows that the Yemeni students have serious problems in the area of intonation. Needless to say that intonation in English is more attested and rather complex than the YA.YA does not depend heavily on intonation like English. Thus it is one of the major areas of difficulties for the Yemeni learners. The type of the tone with regard to exclamations and requests conform to RP by 58% and 42% respectively. In other patterns, the degree of conformity is below 20%.

With regard to tonality, the majority of speakers were able to divide tone groups correctly. However, some of the speakers, when encountered long sentences, tended to divide them incorrectly in two tone groups, while others made unnecessary stops.

For instance, in a sentence as *If it is convenient, let us meet at five o'clock*, the speaker may possibly divide the whole sentence into two tone groups *If it is convenient, | and let us meet at five o'clock*. If any other division takes place, the listener might find it hard to follow what the speaker is trying to say. Among the Yemeni speakers recorded, there are some speakers who divide a sentence randomly. This observation is true for most of the speakers. The following sentences are reproduced as recorded by many of them. (See appendix II).

1. How long have you been | on the road?
2. Don’t spill | your orange juice
3. There is | no hurry
4. How long | have you been | on the road?
5. Do you like | swimming?
6. Would you mind | coming with us?