

دراسة مقارنة بين اللغتين الفارسية والعربية في المركب الفعلي بناءً على نظرية س- شرطة وفاعليتها في تعليم العربية للطلاب الناطقين بالفارسية

دكتورة ليلى ديانت

تدريسية بمجمع التعليم العالي في
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جامعة شيراز/كلية الآداب والعلوم
الإنسانية، قسم اللغة العربية وآدابها

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A Comparative Study of Verb Phrases in Persian and Arabic Based on X-bar Theory and Its Application in Teaching Arabic to Persian-Speaking Students

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Abstract

This paper is aimed at comparing and analyzing the various verb phrase categories in Persian and their Arabic equivalent in the light of X-bar theory to identify the similarities and differences of verb phrases in both languages and to use the findings in teaching Arabic to Persian speakers. X-bar theory is a syntactic theory proposed by Chomsky in 1970. This theory studies the internal structure of the phrases and specifies the position of the syntactic structure. In order to make the comparison 13 Persian verb phrases along with their categories were taken from Meshkot al-Dini (2014), Gholamalizade (2012), Rahimian (2010). The 13 Arabic VPs were chosen from al-Qāsi'a sermon, the

longest sermon in Nahj al-Balāgha. Authors used their linguistic intuitions and knowledge to support the analyses. Persian VPs and their categories are classified due to the argument that verb takes in this language, then the equivalent Arabic VP is analyzed. This paper indicates that VPs in Persian are head final except in one case; when the verb complement is Complementizer Phrase, the complement comes after the VP. However, in Arabic, the VP is head initial, and the complement comes after the head of the VP. The results of this study done within a descriptive-contrastive analysis framework proves that the X-bar theory is efficient enough when it comes to comparing Persian VPs versus those of Arabic. This important achievement can be exploited in teaching Arabic to speakers of other languages in general and to those of Persian language in specific.

الملخص

يهدف هذا البحث إلى مقارنة أصناف المركب الفعلي المختلفة باللغة الفارسية وتحليلها وتكافؤها باللغة العربية في ضوء نظرية س-شرطة لتحديد أوجه التشابه والاختلاف في المركب الفعلي في كلتا اللغتين واستخدام النتائج في تعليم اللغة العربية للمتحدثين باللغة الفارسية. نظرية س-شرطة هي نظرية نحوية اقترحها تشومسكي في عام 1970 ميلاديا. تدرس هذه النظرية البنية الداخلية للتراكيب وتحدد موقع البنية النحوية.

ومن أجل إجراء المقارنة، تم أخذ 13 مركبا فعليا فارسيا وأصنافه من مشكات الديني (2014)، غلام علي زادة (2012)، ورحيميان (2010)، وتم اختيار 13 مركبا فعليا عربيا من خطبة القاصعة - أطول خطبة في نهج البلاغة-. استخدمت الكاتبتان حدسهما اللغوي ومعرفتهما لدعم التحليلات أيضا. يتم تصنيف المركب الفعلي وأنواعه في الفارسية وفق متعلقات الفعل في هذه اللغة، ثم يتم تحليل مكافئه في اللغة العربية.

تشير هذه الورقة إلى أن المركبات الفعلية في اللغة الفارسية تعد ختامية النواة (المركز) باستثناء حالة واحدة؛ عندما يكون تكلمة الفعل مكمل (متمم) العبارة يأتي بعد المركب الفعلي، والعكس صحيح في اللغة العربية؛ إذ يكون المركب الفعلي بدئي النواة (المركز) ويأتي المكمل (المتمم) بعد النواة (المركز) في هذا النوع من المركب. كذلك تثبت نتائج هذه الدراسة التي تم إجراؤها في إطار التحليل الوصفي النقابلي أن نظرية س-شرطة فعالة بدرجة كافية عندما يتعلق الأمر بمقارنة المركب الفعلي في الفارسية وذلك في اللغة العربية. ويمكن استغلال هذا الإنجاز المهم في تعليم العربية للمتحدثين باللغات الأخرى بشكل عام واللغة الفارسية بشكل خاص.



1. Introduction

Teaching second language to speakers of other languages can be a tough task given the fact that learners in most cases tend to benefit the structure of their original language to learn and internalize the structure of the target language. This so-called struggle results in language interference that consequently lead the learners to a grammar-translation learning strategy. Second languages instructors, namely those who teach Arabic to Persian-speaking students, have their own challenge finding an effective solution to avoid the aforementioned interference. This paper addresses a probable solution while comparing the differences in Persian versus Arabic verb phrases structures in the light of X-bar theory.

The effect of mother tongue on learning the second language is undeniable, for the learner remembers the grammar and syntax of their first language and then tries to apply them to the process of learning the second language.

Children are born equipped with a set of universal principles of language, some of which are rigidly fixed, while some others are parameterized (Haegeman; 1994:16). Depending on the environment and the language a child is exposed to, those parameters become fixed in their mind in the course of time. In fact, differences in the structure of languages stem from the differences in the value of the same parameters. For example, the word order in Persian is SOV (subject + object + verb), while Arabic has VSO and SVO patterns. This is the reason why a Persian-speaking student of Arabic applies structures of their mother tongue to the second language which results in linguistic interference. For instance, A Persian student translates *Dar khāne tanhā budam* (I was alone at home) as *Fi aldāri vahid kuntu* instead of saying *Kuntu fi aldāri vahidan*. This means that words occupy different places in Arabic versus Persian. Add to this, the fact that Arabic has diacritics. The same thing is true about learning vocabulary; for example, the learner translates *Zamin xordam* (I fell down) as *Akaltu alard*, which is exactly based on the rules of their mother tongue. However, an Arabic speaker would say *Saqatu* or *Vaqaftu*.

In view of this, it is emphasized that learners of a second language need to avoid applying the rules of their mother tongue to the process of learning the second language. However, this does not mean that the mother tongue should be completely marginalized, since as mentioned above, the mother tongue inevitably influences the learning of other languages. Hence, scholars believe that the first language should be used

in the process of learning so that learners can compare and contrast the syntactic and semantic structures of both languages to help them learn the second language better.

Contrasting the mother tongue with the second language gives learners a chance to distinguish the characteristics of the two languages, leading to less linguistic interference. For this reason the authors decided to compare VPs in Persian and Arabic using X-bar theory.

For the purpose of making a comparison between Persian and Arabic VPs, *al-Qāsiṣa*, the longest sermon in *Nahj al-Balāgha*, was chosen. After the Holy Quran and the sayings of the prophet (PBUH), there is no word more beautiful than that of the sayings of Imam Ali (AS) in terms of wisdom, teachings, and instructions. *Nahj al-Balāgha*, written in three parts, namely speeches and orders, letters and messages, and wise sayings, has profound wisdom and meanings as well as figures of speech and an elegant and magical style; not only the words but also their structures are exquisitely written. Another important feature of Imam Ali's (AS) words is their long lasting effect, meaning not only have his words not been forgotten over time, but they are alive and still influential. Moreover, *Nahj al-Balāgha* is not specific to Shia Muslims, or limited to a special geographical area. In fact, it is a text that can benefit all people at all times. Even non-Muslim scholars love Imam Ali (AS), and they have carried out extensive research on his thoughts and his words. Among these, one can refer to George Jordac. Therefore, some great scholars, such as Ibni Abi al-Hadid, Maitham al-Bahrani, Subhi Saleh and Muḥammad Abduh have written a lot about it.

In this is descriptive-analytic research we used Meshkot al-Dini (2014), Gholamalizade (2012), Rahimian (2010) as the sources of Persian VPs and their categories and relied on our own intuition as well as linguistic knowledge for the analyses. For finding Arabic VPs like VP structures in Persian, we chose *Al-Qāsiṣa* because it is the longest sermon in *Nahj al-Balāgha* and its length provided us with more examples which were related to our research and in the end, our initial hypothesis was confirmed.

X-bar theory was chosen for the analysis of VPs in this research, since according to Jackendoff (1977: 176) this theory is a universal one. While the vertical structures in this theory exist in all languages, the horizontal orders in each language are determined by that language. For instance, the head parameter in a language determines whether the complement should be placed on its right or left. Therefore, it seems that X-bar theory is an efficient theory when it comes to comparing the structure of phrases such as VP in Persian and Arabic.



In the following section, similar research with focus on X-bar theory will be reviews to highlight the contribution and innovation of the present study. The next section is dedicated to a brief description of X-bar theory and then various Persian VPs along with their Arabic equivalents will be discussed using this theory. Further, some important points about teaching Arabic to speakers of Persian language, namely university students will be elaborated so determine whether the X-bar theory is efficient in comparative studies which focus on the structure of VPs in learners' first and second language and consequently, in second language teaching.

2. Review of Literature

A number of studies have been done on the structure of VP in a variety of languages and dialects using different theories especially X-bar theory, some of which are mentioned here:

Moshtaqi (1997) studied the structure of VP in Persian and concluded that based on X-bar theory, Persian VP have three layers: VP, V', V. She also believes that this theory can be helpful in describing the structure of verbs phrases in Persian. Mosayyebzade-Moqaddam (2007) divided VP structures of Gilaki-Rashti dialect, one of the dialects of Persian language, into two groups based on argument structure of verb: those with one argument and those with multiple arguments. Then she analyzed the two categories with the help of X-bar theory, and the findings of this study showed that the arguments of VP of this dialect consist of a NP, PP, AdjP and CP, as in standard Persian. Latifi-Rostami (2009) studied the structure of VPs in one of the Persian dialects, Rostam Kalayi Mazandarani dialect, based on X-bar theory. She categorized VPs of this dialect according to subcategorization into 10 categories and drew tree diagrams for each category. Findings of this research demonstrated that X-bar theory can be effectively used for justifying, explaining, and analyzing VP structures of this dialect. Jahani (2013) carried out research on the role of complements and adjuncts in VP of Laki dialect of Lori language, according to X-bar theory. She believes that a VP in this dialect is divided into 10 categories according to subcategorization of verb. The results showed that in this dialect, VP is head final in the basic word order; therefore, the complement precedes the present head and verb may contain more than one adjunct in Laki dialect as in Persian. Also, X-bar theory is effective enough to analyze VP in this dialect. Safari (2011) proposed a classification for VP in Dahkouye dialect of Lari language according to X-bar theory. VP were divided into five categories based on complements and three categories according to adjunct, and then he analyzed these categories using tree diagrams and X-bar theory. He

concluded that VP in this dialect is the last head final except in two cases in which the head precedes the complement: (1) when a CP goes after a VP (2) when the object of a sentence is attached to the verb as a clitic. Beatty (2008) studied a variety of Vietnamese phrase structures including VP by means of X-bar theory. The findings of this study showed that Vietnamese language contains a set of phrase structure rules, and X-bar theory is applicable to various syntactic structures of this language. Mofidi-Neiestanak (2004) used X-bar Theory to study the structure of VP in Na'ini dialect. Findings of this study showed that rules of X-bar theory completely hold true for Na'ini dialect. Morad-Khani (2009) scrutinized the structure of VP in Laki dialect, a dialect of Lori language, according to government and binding theory (GB). This study showed that the VP in this dialect is the head final which consists of a verb, a complement, and an adjunct. Moreover, she provided five reasons to explain the original place of subject in deep structure is Spec-VP. Rakas (2014) studied the syntax of phrases in Arabic based on X-bar theory. He believed that traditional flat-structure tree diagram assumed for phrase structure analysis fall short of providing adequate analysis for Arabic phrase structure. Hence, the universal X-bar level is needed to account for syntactic phrasal positions, including complement and adjunct positions. Izza (2016) compared the syntax of Standard Arabic, Korean, and English simple VP structures in light of the VP-internal subject hypothesis. Based on evidence for verb raising in Arabic and Korean to derive their respective grammatical word orders, he stated that subjects in English raise to spec IP for case, but Arabic and Korean are more similar in this regard as subjects in neither language require movement for case.

Having reviewed the literature on X-bar theory, it is clear that no comparative study has been done on the structure of VP of Persian and Arabic in light of X-bar theory with the goal of teaching Arabic to Persian students, and the present study aims to bridge this gap.

3. X-bar Theory

X-bar theory is a syntactic theory that was proposed by Chomsky in 1970. This theory studies the internal structure of the phrases and specifies the position and level of the syntactic structure. According to this theory, all phrases have a head that determines their syntactic category (Adger, 2002; Chomsky, 1981; Radford, 1981). Head is represented with either X or X⁰. X with a double bar or XP are used as the notation for maximal projection. Jackendoff (1977) developed categories smaller than a phrase and bigger than the head which he called intermediate projection (X'). In X-bar theory, phrases have (at least) three





parts- heads, complements, and specifiers- and invoke (at least) two relations, head- complement and specifier-head (Hornstein and et al; 2005: 22). A complement combines with X to form X' (1c). An adjunct combines with X' to form a higher X' (1b). The specifier combines with X' to form XP (1a). Complements are generally obligatory, whereas adjuncts are optional.

1) X-bar rule:

- a. $XP \longrightarrow (\text{Specifier}); X'$
- b. $X'^* \longrightarrow X'; (\text{adjunct})$
- c. $X' \longrightarrow X; (\text{complement})$

In rule 1, parentheses show that it is optional, and an asterisk signifies that it is recursive. Rule (1) can be presented as Fig (1):

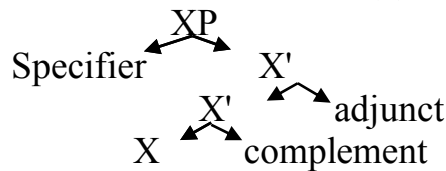


Fig (1): X-bar rule

X stands for noun, verb, adjective, adverb, finite INFL, complementizer or determiner. According to Haegeman (1994: 105) layered projection schema is universal but the relation between the head and specifier, complement and adjunct varies depending on the word order of every language. Hence, the symbol (;) as shown in (1) is used which suggests that these parts can be transposed according to the lexical order of the language. For instance, in English with a SVO word order, X-bar rules are as (1).

In languages like Persian with basic SOV word order, the head in NP, AdjP, advP and PP is always final but the specifier is initial. So, we can capture these generalizations of head-final by simply changing the order of the head and complements in the X-bar rule (1).

2) The basic phrase structure rules in Persian:

- $XP \longrightarrow \text{Specifier}, X'$
- $X'^* \longrightarrow X', (\text{adjunct})$
- $X' \longrightarrow \text{Complements}, X^0$

But According to Karimi (1992b: 126), Persian, similar to German, is a language with a mixed structure: all phrases are head-initial except for VP. Unlike German, however, Persian is verb-final in the matrix clause as well as in the embedded clause. So,

3) VP rule in Persian:

- $VP \longrightarrow \text{Specifier}, V'$
- $V'^* \longrightarrow V', (\text{adjunct})$
- $V' \longrightarrow \text{Complements}, V^0$

Modern Standard Arabic (MSA) has two basic patterns that are SVO and VSO (Al-Mendeel, 2012). Mohammad (1989), Fassi Fehri (1993) and claim that VSO word order is a basic word order in Standard Arabic.

The problem with word orders in Arabic for X-bar Theory is that the subject intervenes between the verb and the object. It was assumed that these languages were different from the others and had a flat structure. McCloskey (1991), Koopman and Sportiche (1991) stated that the surface VSO order is obtained by moving the verb upward from an underlying SVO structure. However, in the current IP structure for sentences where the subject is in the Spec-IP, there is no place for the verb to move. This problem is eliminated if we assume the Internal Subject Hypothesis, which proposes that the subject begins in the Spec-VP in all languages. From this D-structure, the subject is assumed to move to the Spec- IP in order to receive Case in an SVO language, whereas VSO word order is obtained by moving the verb up to I head position. So, in Arabic according to Izza (2016), if the subject NP moves from spec-VP to spec-IP and the verb moves from V to I, the word order SVO is generated. If the verb moves from V-to-I and the subject NP remains in Spec-VP, the word order VSO is generated.

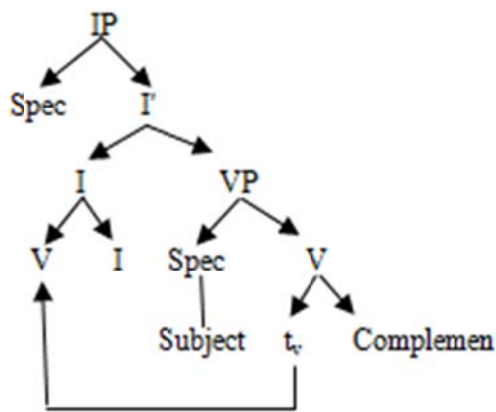


Fig (2): VSO word order in Arabic

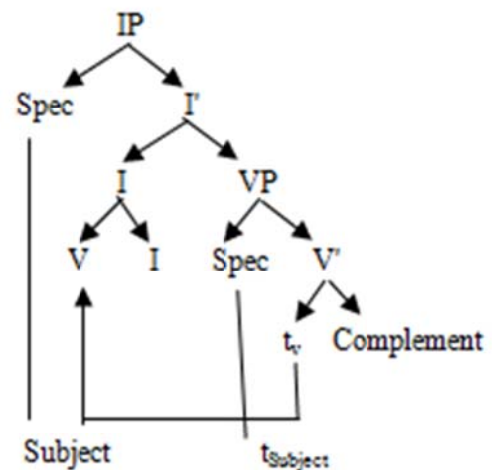


Fig (3): SVO word order in Arabic

4. A comparative study of VPs in Persian and Arabic according to X-bar theory and its application in teaching

In X-bar theory, each phrase has a head that determines its syntactic category of the phrase. The head of a VP is a verb which might be alone



or contain complements or adjuncts. In this part, various Persian VP are categorized according to the complements or adjuncts that verb takes (categories 4-1 to 4-7). In each category, the Persian VP is compared to its Arabic counterpart based on X-bar theory.

4.1: *V* (intransitive verb)

4) a. *Ali raft.* (Persian)

Ali go-PST-3SG

Ali went

b. *Sajada al-malāʔikat-u* (Arabic)

Worship.PST.3PL the- angels.PL.NOM

The angels worshiped.



Fig (4): VP in sentence 4(a)

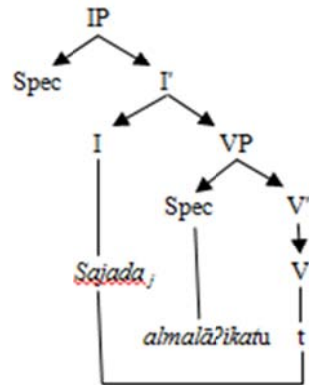


Fig (5): VP in sentence 4(b)

The VP of sentences such as "Ali raft" consist of just one verb. This verb functions as the head of a VP that does not take any complements. Such verbs are intransitive and the subject acts as the external subject of IP. In the Arabic sentence "Sajada almalāʔikatu", the verb *Sajada* does not take a complement as well. In contrast to its Persian equivalent, the subject follows the verb because of the Arabic word order. Persian language has a SOV word order meaning that in a sentence, first comes a subject and the verb as the head of VP follows the complement and agrees with the subject in number. But Modern Standard Arabic has two basic patterns that are SVO and VSO. In SVO structures, the NP-subject is preverbal, but in VSO structures the NP-subject is post verbal. In SVO structures, the NP-subject is preverbal. This means that it should be followed by a verb that agrees with it. This kind of agreement is referred to as full agreement or rich agreement.



- 5) a. *an-nisāʔ-u daxalna makātib-a-hunna*
the-women-NOM enter.PST-3PL.F office.PL-ACC-their.F
The women have entered their offices (Fassi Fehri, 1993: 34)

When Arabic displays SVO word order, the NP-subject moves from its underlying position in spec VP to the specifier position of IP as in English, where the noun then checks the verb for number features (Izza, 2016). But in VSO structures the NP-subject is post verbal. It is located after the verb and it agrees with the verb in GEN only. Therefore, verbs that precede NP-subjects are always singular, regardless of the NUM feature that marks the nouns (Fassi Fehri, 1993)

- 6) a. *Jāʔat al-banāt-u*
arrived.3SG.F the-girls-NOM
The girls arrived (Mohammad, 2000: 143)

This part is helpful in teaching sentences in Persian and Arabic, and this is one of the most important steps in teaching second language. Teaching this difference between Persian and Arabic is very important for Persian-speaking students who have just been admitted to a university because knowing the different types of sentences and the components of each type, especially when a comparative approach between the first language and the second language is adopted, is an effective step and an incentive for beginners who are learning a second language.

4.2: NP / Adjective Phrase / PP + (Adverb P) + V

In sentence 7(a) adjective phrase is the complement of an intransitive verb but since Persian language has a SOV word order and verbs occur at the end, the complement precedes the V head in X-bar theory. 7(b) is the Arabic equivalent of 7(a) due to the order of a compliment and an intransitive verb.

- 7) a. *Xodā mehrbān ʔast.* (Persian)
God kind be.PRES.3SG
God is kind.

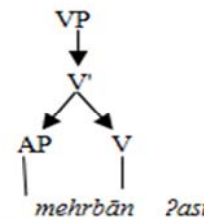


Fig (6): VP in sentence 7(a)

- b. *ʕaduww-u allāh-i imām-u al-mutaʕaṣṣibin-a.* (Arabic)
enemy-NOM God-GEN Imam-NOM the-fanatic.PL- ACC
The enemy of Allah is the Imam of fanatics.

- 8) a. *In angoštar az talā ʔast.* (Persian)
This ring of gold be.PRES.3SG



This is a gold ring.

b. *Hāda al-xātam-u min-a al-ddahab-i.* (Arabic)

This the- ring-NOM from the- gold- GEN

This is a gold ring.

9) a. *Sepāh be došman hamle-kard.* (Persian)

Sepāh to enemy attack-PST.3SG

The guard attacked the enemy.

b. *Nāzafa allāh-a ridā?-a al-jabriyyat-i.*

(Arabic)

Confront.PST.3SG.M God-ACC grandeur-ACC the-tyrant- GEN

He confronted God in his grandeur.

10) a. *Mā az došman na-mi-tars=im.* (Persian)

We of enemy NEG-INCOM-afraid of=1PL

We are not afraid of enemy.

b. *Barxi mardom ba qatār safar mi-konand.* (Persian)

Some people by train travel INCOM-do. PRES. 3PL

Some people travel by train.

c. *Ihḍarū ūibād-a allāh-i ūaduww-a allāh-i*
ʔan yuūdiya-kom bidāi-ih-i. (Arabic)

Fear.M servant.PL-ACC God-GEN enemy-ACC God-GEN
to afflict.3PL-you illness-his- GEN

God's servants! Fear God's enemy to afflict you on his illness.

11) a. *Ali dar xāne na-bud.* (Persian)

Ali at home NEG-be.PST.3SG

Ali was not at home

b. *ʔalqat bi-baūḍ-i ʔaḡṣāni-hā ūalā mankab-i*
wa kuntu ūan yamin-i-hi. (Arabic)

Throw. PST.3SG. F for -some-GEN branch-s on shoulder-my
and be.PST.1SG on right-GEN-her

(That tree) threw some of the branches on my shoulder as I was on her right.

Having these examples in mind, the following points are of paramount importance in teaching Arabic to Persian-speaking student. Unlike the Arabic sentence, the Persian example of (7), there is a copula. Thus, the Arabic example is not important here because in the Persian example, the head of the VP is a verb while in Arabic counterpart has no verbs.

One of the common mistakes of Persian-speaking student who are learning Arabic is that they use their mother tongue pattern in making such sentences. As a result, they employ the verb *kāna* or its derivation



for connecting the predicate to the subject. For instance, instead of saying *huwa šābbun* (he is young)" they say *huwa yakunu šāb* or instead of saying *aljawwu bāridun* (it's cold), they say *aljawwu yakunu bāridun*.

Sentences (7) and (8) can be used to teach word orders of a sentence, different types of predicates and their rules to Persian-speaking students. About sentences (9) and (10), besides knowing the place of a verb in an Arabic verbal sentence and their point of divergence from Persian language, they should be aware of the fact that verbs such as *xāfa* (was scared of), *ḥadira* (warned) / *hajama* (attacked) and the likes of them are transitive and they require an object, but not a preposition. This reveals another difference between the Persian language and Arabic, and another common mistake of the students will be corrected because most students translate "*Sepāh be došman hamle kard.*" (The Guard attacked the enemy.) As *hajama aljayšu i-ilā/šala al-šadow* and the sentence "*Mā az došman namitarsim.*" (We're not afraid of enemy) is translated as "*Nahnu lā naxāfu min alšadoww-i*" under the influence of their mother tongue. Nevertheless, the verb *xāfa* can be used with or without a preposition but it is more natural and eloquent not to use a preposition with it. Take sermon 237 of *Nahj al-Bālagha* as an example that proves this point: "*...i-imruun xāfa allāha wa huwa mušammarrun ʔilā ʔajalihi ...*" (This was a person who was afraid of God while that person had been given time up to the time of his death)

Sentence 10(c) can be used to teach Persian student that the preposition "bā?" is used in Arabic as the preposition of tools and objects: *ʔaktubu bi alqalami* (I write with a pen); *ʔuqaššeru alfākihata bi alssekkini* (I peel the fruit with a knife); *ʔusāfiru bi alttāi-irati* (I travel by plane), or similar to example 10(c) *an yuṣḍi-ya-kom bidāʔ-ih* (to transfer his illness to you) But since in Persian, the preposition "bā" is used with tools and object, Persian students who are learning Arabic use the word *maša* instead. Therefore, instead of saying "*ʔaktubu bi alqalami*", they say "*ʔaktubu maša alqalami.*"

It's worth noting how the verb *kāna* was used in sentence 11(b). This can be used as *fiʔl tām* (complete verb) or as *fiʔl nāqis* (incomplete verb). When it is used as a complete verb, it talks about the state of being in general as what we have in the example 11(b) "*kuntu šan yaminihi*" (I was on prophet's right side), or in the āya (Yāsin/82) "*I-innamā ʔamruhu lidā ʔarāda šayʔan ʔan yaqula lahu kun fayakun*" (it is only God's command that whenever He chooses and says: Be: it will be). When *kāna* is an incomplete verb that is linked to the argument and predicate, it gives the nominative case to the argument and accusative case to predicate.



This verb and its sister's verb as "*kāna wa ṣaxawātuhā*" have been extensively discussed in grammar books.

In this category of Persian VP, no advP has been mentioned by Meshkotal-Dinin (2014), Gholamalizade (2012), and Rahimian (2010) and we have added advP to this category of VP based on our linguistic knowledge. This advP is adjunct which can be placed anywhere inside the VP as long as it precedes the V head. In the verbal domain, complements are generally obligatory, whereas adjuncts are optional. If the advP is eliminated, it won't cause a grammatical mistake or won't make it an ill-formed sentence. An adjunct combines with V' and forms V' again. For instance, if the advP is removed from the following sentence, it will remain a well-formed sentence. The tree diagram of the sentences (12) is illustrated in Fig (7) and (8).

12) a. *Ali az bāgh maxfiyāne gorixt.* (Persian)

Ali of garden secretly escape.PST.3SG

Ali escaped secretly from the garden.

b. *Ali Haraba min al-ḥadiqat-i sirr-an.* (Arabic)

Ali escape.PST.3SG of the-garden-GEN secret-INDEF

Ali escaped secretly from the garden.

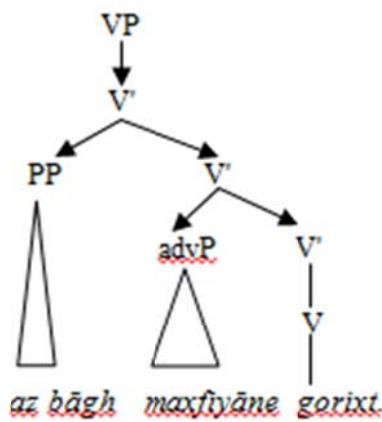


Fig (7): VP in sentence 12(a)

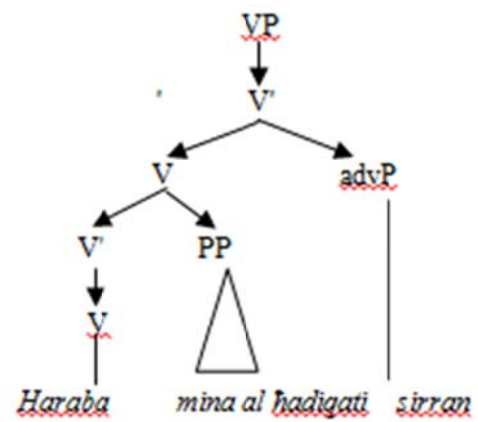


Fig (8): VP in sentence 12(b)

The educational point of this section is the difference in the status of advP in Persian and Arabic. In Persian, the place of an advP as an adjunct of a VP is different (Bateni, 2018: 171) and it may occur anywhere inside a VP so long as it goes before the head or verb. In Arabic, however, an advP follows the verb.

Persian-speaking students who are learning Arabic, draw on their knowledge of their mother tongue and translate the sentence "*ʔu az bāgh maxfiyāne gorixt*" as "*min al-ḥadiqat-i sirran haraba*" (of course, if they know the Arabic terms for Persian words). Therefore, since adverbs and



advP are dependents of verbs, X-bar theory can be used in teaching the place of an adverb in sentences.

4.3: NP + V (transitive verb)

In this category in Persian language, a NP is used with *rā* and a transitive verb as in the sentence 13(a). Word *rā* is a specificity marker that appears with a number of nominal elements that receive Accusative case. In spoken language, it is employed as *ro* and *o* (Karimi; 1999b: 127).

13) a. *Ali ān ketāb rā xānd.* (Persian)

Ali that book specificity marker read.PST.3SG

Ali read that book.

b. *Alhamd-u li-allah-i al-laḍi labisa al-ḡizz-a.*

(Arabic)

praise-NOM for-God-GEN the-who wear.PRES.3SG.M the-splendor- ACC

Praise be to God who wears the splendor.

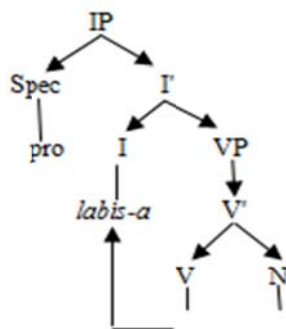


Fig (9): VP in sentence 13(b)

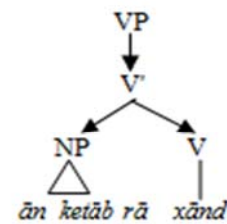


Fig (10): VP in sentence 13(a)

al-ḡizz-a

Sentence 13(b) has SVO word order. It means in Arabic, a verb precedes the complement of a NP and despite the fact its subject is *pro*, it is a well-formed sentence because according to Jalabneh (2011) Arabic is a pro-drop language and *pro* is covert at LF and the sentence remains good. Though *pro* is a covert entity, it is assigned the nominative case by INFL under government.

One of the similarities between Persian and Arabic is that the Persian like Arabic is a pro-drop language. For instance, the subject *man* (I) is omitted from the sentence *raftam* or in Arabic example 13(b), the subject of the verb *labisa* is *pro*. But it is obligatory to use a subject in English and similar languages. Even when there's no subject, expletives such as *it* and *there* are used as in the sentence *it is cold*.

4.4: NP + PP + V (transitive verb)

In this category of VP, the transitive verb has two complements; one of which is NP and the other one is PP.



14) a. *ʔu ān ketāb rā be Ali dād.* (Persian)
He that book specificity marker to Ali give-PST.3SG
 He gave that book to Ali.

b. *Jaʕala al-laʕnat-a ʕalā man nāzaʕa-hu fi-himā*
min ʕibād-ih. (Arabic)
make.PST.3SG.M the-curse-ACC upon who confront.PST.3SG.M-
him in-these from servant.PL-his

He made the curse upon the one who confronted him in these two (splendor and magnificence) from his servants.

Both complements are sisters of the V head in sentence (14). To make this point, the figure (11) was drawn for the VP of the sentence 14(a) but in this diagram, there is a three-branch node which is at odd with the binary branching. The figure (12) is not correct either because although each node has two branches, both the NP and the PP which are the complements of the transitive verb must be the sister of V not V' (Hornstein; 2005: 196). Larson (1988) proposed the idea of VP-shell approach as a solution to this problem. In Larson's view, a VP is inside another VP. The head of the lower VP is V but the head of the higher shell is a light verb (v). Then the subject moves from Spec- vP (specifier of light verb) to the Spec- IP in order to receive Case.

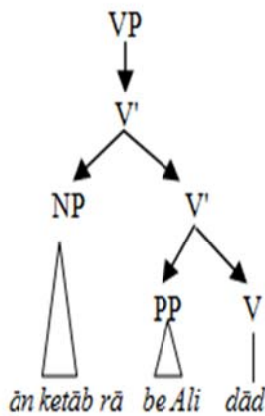


Fig (11): VP in sentence 14(a)

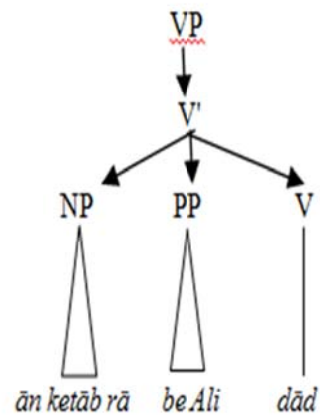


Fig (12): VP in sentence 14(a)



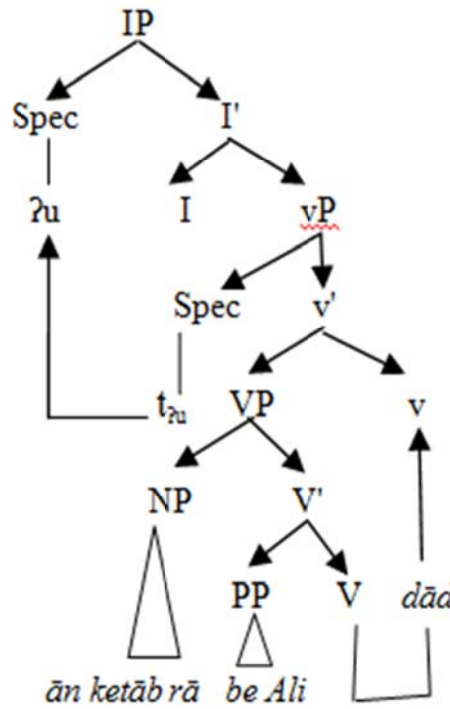


Fig (13): VP in sentence 14(a) based on VP-shell approach

So, the tree diagram for Arabic example 14(b) is the same.

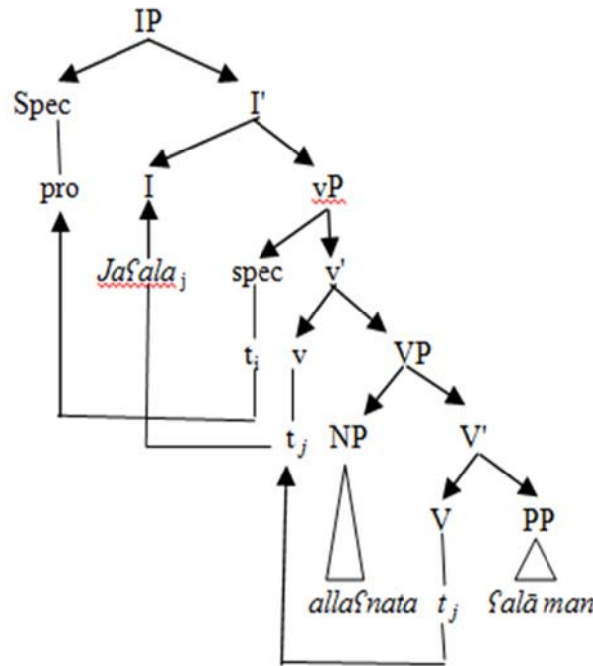


Fig (14): VP in sentence 14(b) based on VP-shell approach



One can teach various forms of the verb *Jaʕala*. If it means "to put", it's a transitive verb that requires one object as in 13(b). It may take another meaning when it is used as an "*ʕafʕāl alqulub*" that signifies preference and it takes two NP as its complements and gives them an accusative case as in the following āya (Alzuxruf/19): "*wa jaʕalu almalāi-ikata alladīn-a hum ʕibādu alrahmāni i-ināthan*" (And they have made the angels, who are servants of the Most Merciful, females). *Jaʕala* can also be used in another sense when it signifies a change from one state to another. In this sense, *Jaʕala* is a kind of "*ʕafʕālu alттаһwil*" as in this āya (Alfurqān/ 23): "*wa qadimnā i-ilā mā ʕamilu min ʕamalin fajaʕalnāhu habāan manθurā* (And we will regard what they have done of deeds and make them as dust dispersed)

4.5: PP + NP + V (transitive verb)

It is possible to swap the place of the two complements mentioned in the fourth category, that is to say, first comes PP and then a NP as in the sentence (15).

15) a. *ʔu barā-ye Ali ketāb xarid.* (Persian)

He for- EZ Ali book buy-PST.3SG .

He bought Ali a book.

b. ...*ʔan yaftaħa la-hum kunuz-a al-duhb-ān-i.* (Arabic)

....to open.PRES.ISG for- them treasure. PL- ACC the-gold- two-GEN.

If God wanted to open treasures of gold to his prophets when they appointed, He would do it.

In the deep structure of Arabic language, prepositional phrase *lahum* (for them) places after the subject and the verb. The reason for this precedence, in this example and similar one, is creation of rhythm or rhetorical emphasis intention. We should pay attention to this point when teaching Arabic to Persian students.

4.6: NP + AdjP / NP / PP + V (transitive verb)

Analysis and tree diagrams in this VP category are also similar to categories (4-4) and (4-5) due to the existence of two compulsory complements as sentence (16).

16) a. *Mardom Muhammad rā amin mi-xāndand.* (Persian)

People Muhammad specificity marker trustee INCOMP-call.PST.3PL

People called Muhammad a trustee.

b. *I-ittaxidū al-ttawāḍuʕ-a maslaħat-an bayna-kom wa bayna ʕaduww-i- kom: Iiblis-a wa junud-ih-i.* (Arabic)

Choose.3PL the- humbleness-ACC block-INDEF between-you and between enemy-Gen-your: Satan-ACC and army-his- GEN

Choose humbleness as a block between you and your enemies (that is Satan and his army).

This example and example (16) can help us teach verbs with double objects. *Ittakhazu* similar to the verb *jaʕala* is a kind of the *ʔafʕal alqulub* and *ʔafʕāl alttahwil* that take NP as one of their complements.

4.7: V + CP

Karimi (1992b: 126) stated that in Persian all phrases are head initial except for VP. However, when the VP takes complementizer phrase (CP) as its complement, CP comes after the verb like the sentence 17(a). The VP in this sentence has been shown in Fig (15). In Arabic, the complement comes after the verb in the same category as well.

17) a. *Ali na- goft ke key bar-mi-gardad.* (Persian)
Ali NEG-saY.PST.3SG that when back- INCOMP - come.PRES.3SG

Ali did not tell when he would come back.

b. *Qāla (Ferʕawn-u): ʔalā taʕjabuna min hādayni (Musa wa Hārūn) yaʕstarit-ān-i li dawwām-a al-ʕizz-i wa baqā'a al-mulk-i wa humā bimā tarawn-a min hāl-i al-faqr-i wa al-ddoll-i!*(Arabic)

Say.PST.3SG (Pharaoh-NOM) don't marvel.PRES.2PL.M from these two (Musa and Hārūn)....

He said, "Don't you marvel at these two (Moses and Haroon) while you see poverty and dullness and degeneracy in them, they discuss the permanence of dignity and the rest of My kingdom with Me".

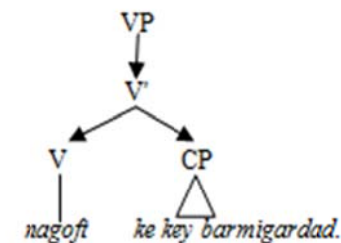


Fig (15): VP in sentence 17(a)

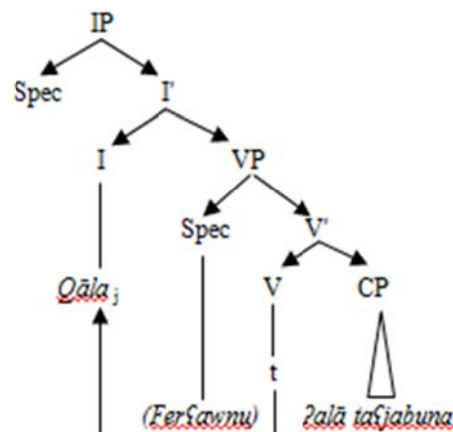


Fig (16): VP in sentence 17(b)



5. Conclusion

In this research, different kinds of VP in Persian and Arabic from the same category were analyzed by using X-bar theory. Results of this research showed that VPs in Persian are head final except in one case. When the verb complement is CP, the complement comes after the VP (category 4-7). However, in Arabic, the VP is head initial, and the complement comes after the head of the VP. The most important finding in this research paper is that the X-bar theory is a coherent one, and it can be used to analyze the structure of VP in Arabic. This theory can also be used to compare the structure VP in Persian and Arabic. This comparative study can be very helpful because it can help second language learners of Arabic. Hence, this theory is efficient enough to be able to justify and compare two different languages with different word orders.

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Appendix:

AP: Adjective Phrase	PP: Prepositional Phrase	PST: Past	EZ: Ezafe
NP: Noun Phrase	CP: Complementizer Phrase	PRES: Present	SG: Singular
VP: Verb Phrase	AdvP: Adverbial Phrase	NOM: Nominative	PL: Plural
IP: Inflectional Phrase	INCOMP: Incomplete aspect	ACC: Accusative	M: Male
INDEF: Indefinite	NEG: Negative marker	GEN: Genitive	F: Female



1-Abbreviation

letters	Transcription	letters	Transcription
أ	ʔ	ض	ḏ
ب	b	ط	ṭ
ت	t	ظ	ẓ
ث	θ	ع	ʕ
ج	j	غ	ġ
ح	ħ	ف	f
خ	x	ق	q
د	d	ك	k
ذ	ḏ	ل	l
ر	r	م	m
ز	z	ن	n
س	s	و	w
ش	š	ه	h
ص	ṣ	ي	y
ع	ʕ		

2-Arabic Consonant Phonemic transcription

