



## قرار لجنة المناقشة

نوقشت هذه الأطروحة ( الظاهرة اللغوية ومناهج وصفها وتفسيرها، الحذف في العربية نموذجاً) وأجيزت بتاريخ: 2006/8 /10

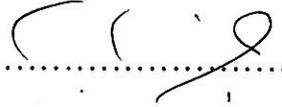
التوقيع



أعضاء لجنة المناقشة

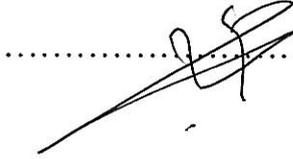
الأستاذ الدكتور نهاد الموسى، رئيساً ومشرفاً

أستاذ العربية واللسانيات العربية



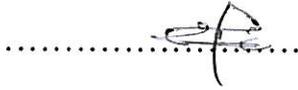
الدكتور جعفر عباينة، عضواً

أستاذ اللغويات العربية والسامية المقارنة المشارك



الدكتور عبد الكريم الحيارى، عضواً

أستاذ البلاغة العربية المشارك



الدكتور عبد الحميد الأقطش، عضواً

أستاذ النحو المقارن المشارك

من جامعة اليرموك

تعتمد كلية الدراسات العليا  
هذه النسخة من الرسالة  
التوقيع: ..... التاريخ: 2006/8/10

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General, Descriptive, and Structural Linguistics

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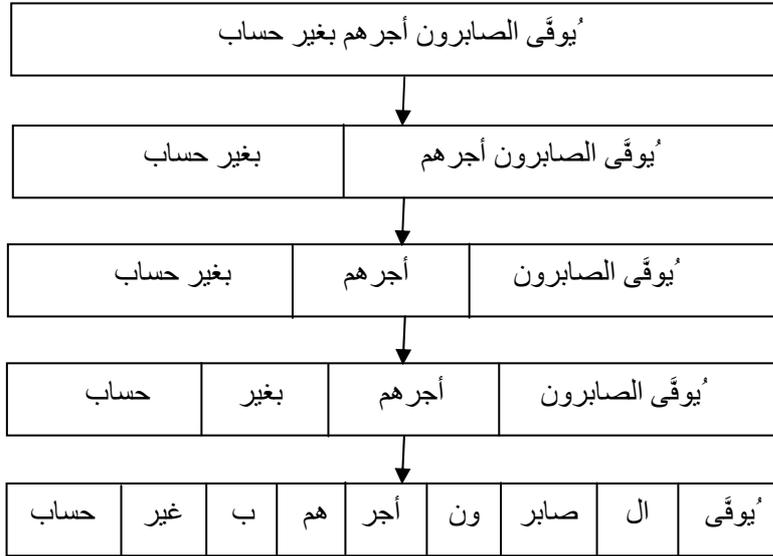
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Immediate Constituent Analysis "

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Bloomfield, Language, p -

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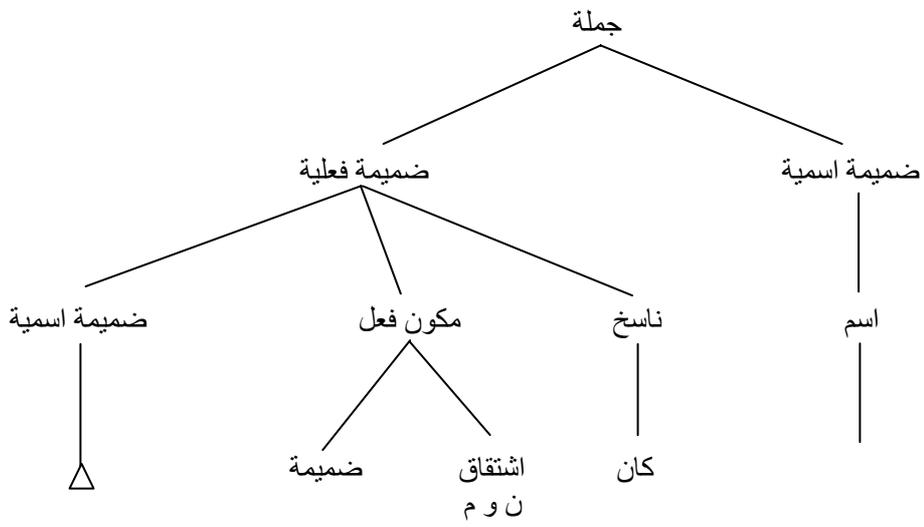
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VP → AUX + V



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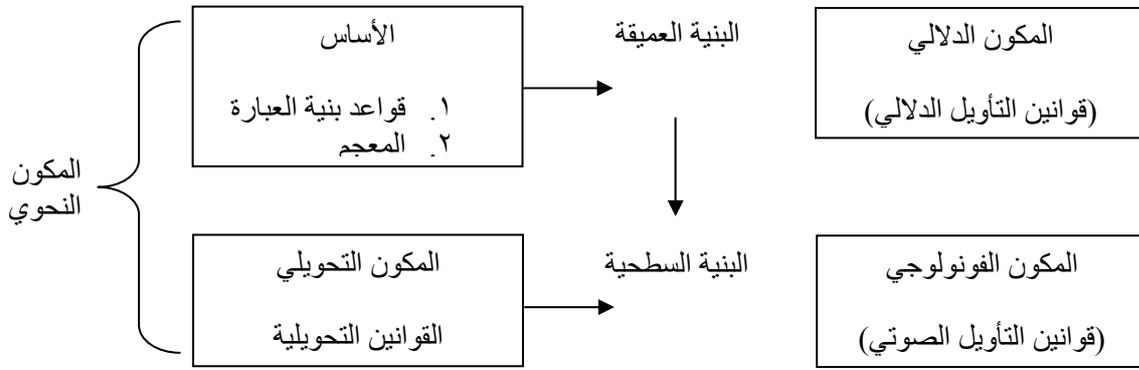
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semantic interpretation

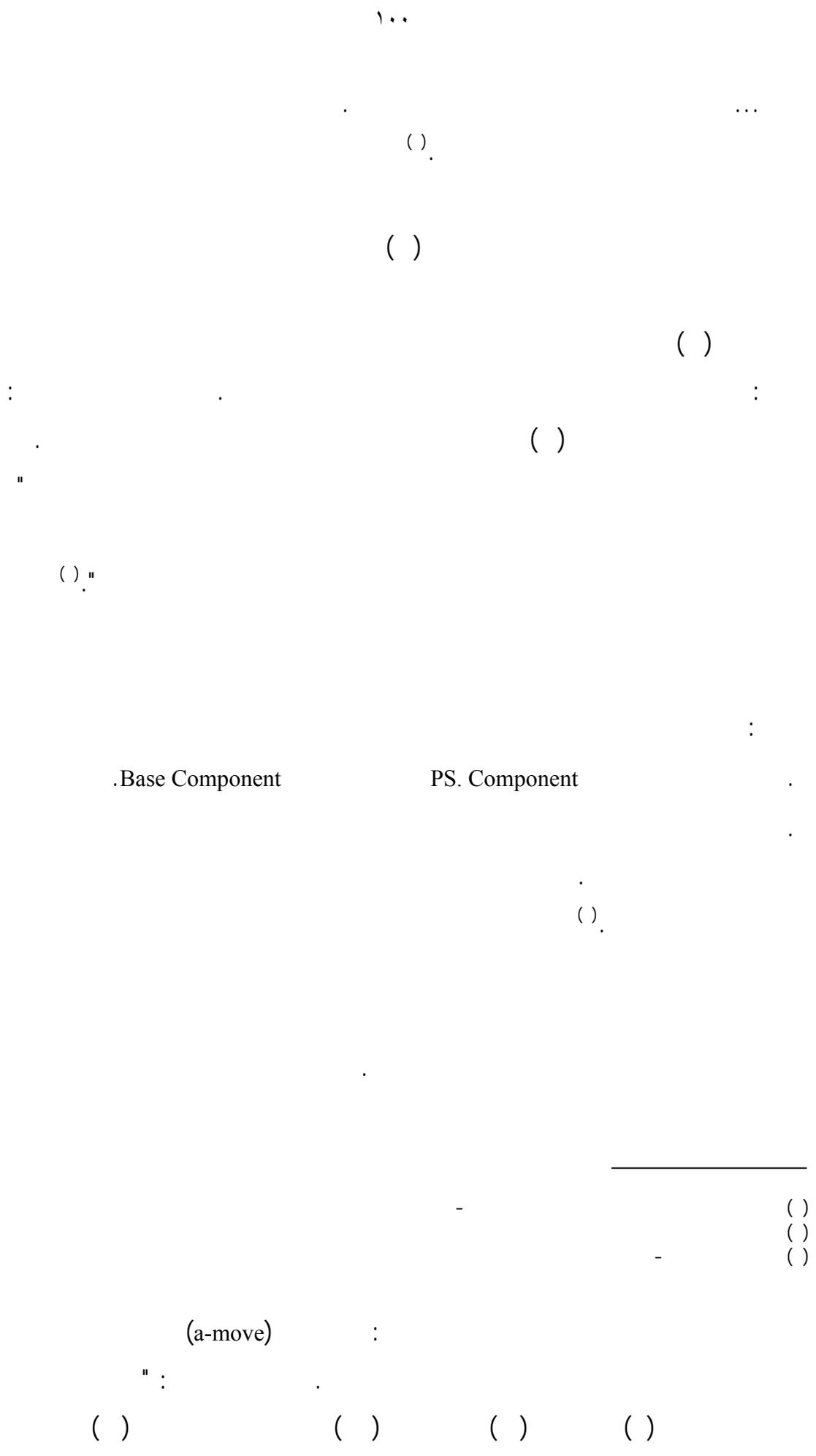
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Np-Deletion

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Marvin expects Marvin to win the game

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Algernon is as stubborn as our father is

Algernon

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our father is stubborn

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I am certain of Dick's loyalty

I am certain of Dick's being loyal

I am certain that Dick is loyal

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You will read the book

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Read the book

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Falk, Julia, Linguistics, P

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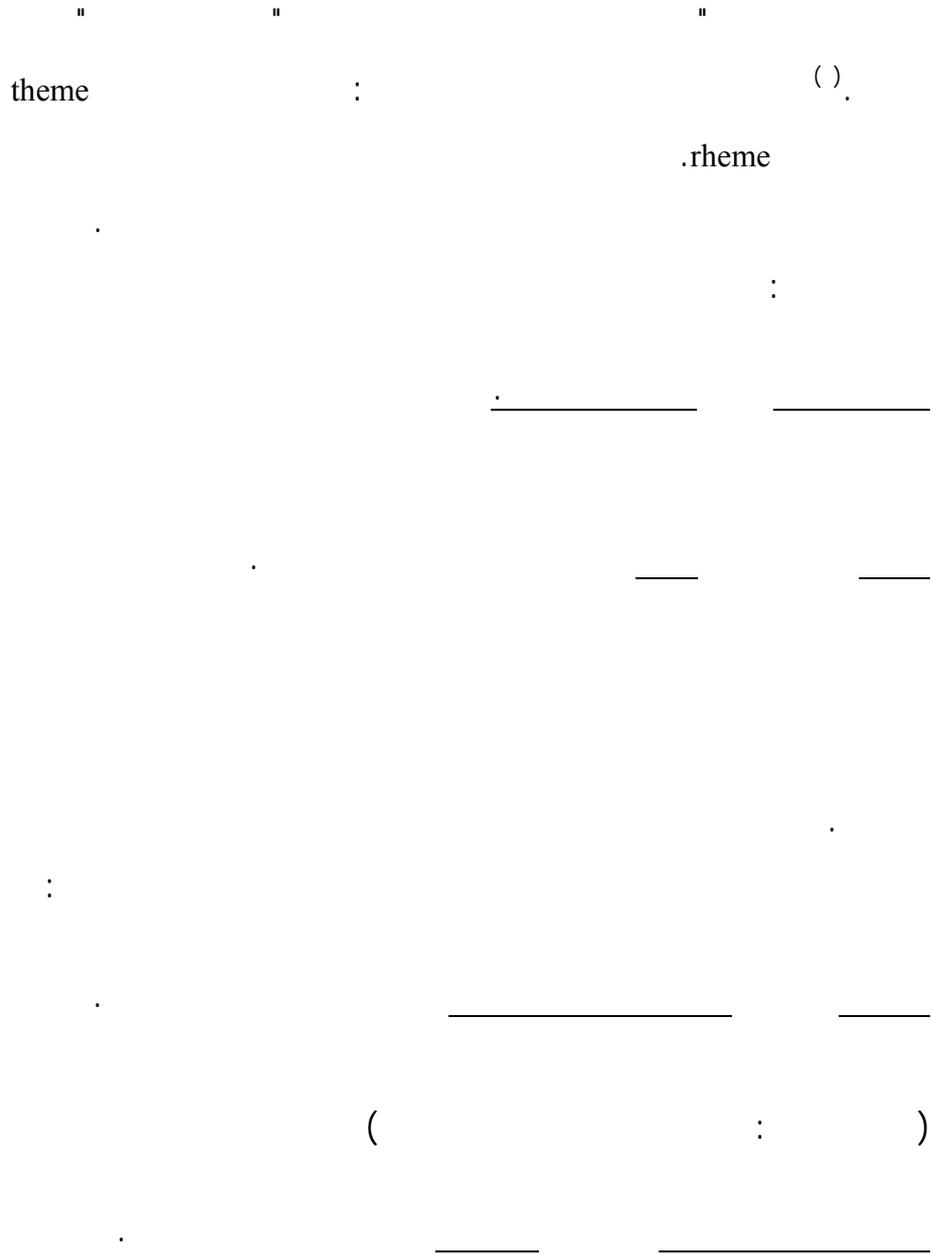
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I called the man who wrote the book that you told me about.

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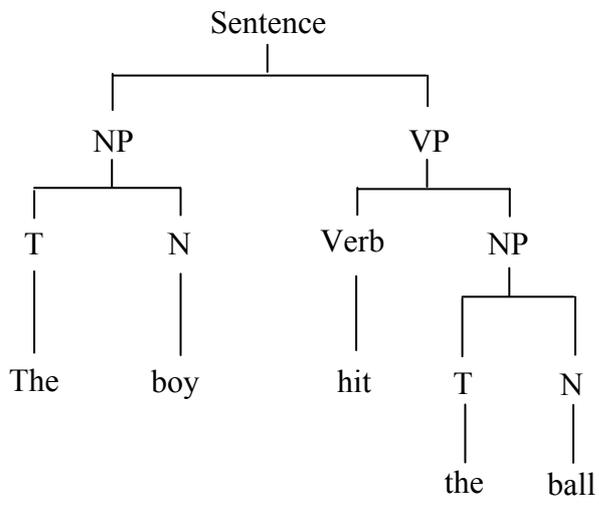
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**THE LINGUISTIC PHENOMENON:**

# METHODS OF DESCRIPTION AND EXPLICATION

## DELETION IN ARABIC AS A MODEL

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### ABSTRACT

This study focuses on the methods of ancient and modern linguists. It sheds light on the methods adopted by both Arab scholars and linguists, with regard to the linguistic phenomenon in general and deletion in particular. To accomplish this, the study takes into consideration, time wise, both the old and modern methods whose impact is clear on the orientation of the linguistic method for each of them. Therefore, the first and second chapters are concerned with the historical background which can help in achieving the goal and in placing the linguistic lesson in its historical, educational and scientific context, to avoid being severed from the background.

The first unit with its two chapters discusses the deletion phenomenon as viewed by old Arabists: syntacticians and rhetoricians. In these two chapters the researcher tried to shed light on the most important fundamentals on which they based their methods in describing and explaining the deletion phenomenon, considering the reality from which syntax and rhetoric emerged.

The deletion phenomenon was affected by speech theory. Consequently, syntax was scientifically based on listening, analogy, and function. In rhetoric, two trends appeared: the spoken and the literary; each of them had its own method in handling the linguistic phenomenon.

What distinguished the old linguistic studies was the start with simplicity that depended on the linguistic sense which was intuitive. It later became complicated when controlled by the logical styles and then switched to explication. It began descriptive and ended up analogical, in an attempt to control speech and to protect the Quranic text from solecism and change.

The second unit which consists of three chapters deals with the three modern schools of linguistics: the Descriptive, the Transformational, and the Functional. The unit highlights the principles of each school that help in elucidating its methods in describing the deletion phenomenon and its explication. Thus, the study ignored those principles that did not help in unraveling the methods of dealing with the deletion phenomenon, subject of this study.

The Descriptive school is based on the formal analytical method that disregards mental propositions focusing on the spoken statement and marginalizing its meaning. Accordingly, the school never considered the right-wrong rule. Speech for them was a social norm dictated by the linguistic community. The role of the linguist in this case was to consider the spoken statement, disregarding being classical or spoken. Instead,

he viewed language within a specific period of time in which the characteristics of that language were preserved. Language for them was an organism that develops like human beings.

As Formalists started with form and analysis of the direct constituents, their concern was directed to the classification rather than the explication of patterns of structure. Thus, they concerned themselves with the inter-relations of units not with the linguistic units themselves. Such a thing led them not to care about the relation between the sentences of different structures that have the same meaning like passive and active sentences.

Due to adherence to their principles, the Descriptivists rejected the deletion phenomenon based on implicit basic constructions whose meaning could be only mentally understood. Therefore, they fought against interpretation and approximation which were based on mental assumptions, not on concrete reality.

The Transformational school, in dealing with the deletion phenomenon, believes that every sentence has two structures: deep structure and surface structure. This way, it transcends the spoken level moving nearer to the mental, eliciting the deep structure from the surface one. It also has two types of grammar: The Generative and The Transformational which can generate different transformations from the core sentence, an example of which is the deletion transformation. Thus, we have the core sentence and the generative one which is considered by this school a form of rewriting the sentence, not changing its meaning.

The Functionalists consider deletion one of the general linguistic characteristics to which the speaker resorts in a specific communicative situation to save effort, taking into consideration certain specific conditions of both speaker and listener. For The Functionalists, language is a social phenomenon whose role is communicative. Their belief in the existence of the organic relation between content and form makes deletion allowable, especially the permissible one indicated by external clues.

One of the major issues put down by this school is the issue of linguistic economy which is considered one of the functional phases of deletion. It prefers simplicity of speech in the text in order to get the meaning through a minimal effort on the part of the speaker.

These standards have been carried over to media speech by assuring the communicative value, void of exaggeration, hyperbole, and repetition. This way the meaning can be gotten through the least and the shortest statements, hampering distraction and text weakness.

The third unit recapitulates the similarities and differences between the old and modern methods regarding explication of the deletion phenomenon. Old Arab descriptivists agreed that reality could be elicited through specific time and place, but differed on the rules which controlled speech in an attempt to avoid committing errors and transcending the system. Therefore, each of them adopted a different course.

Transformationalists agreed on many aspects when considering the levels of structure and rationalization of the linguistic method, but they again differed on this issue whenever each of them adopted different goals. Some Transformationalists look into the way man thinks in an attempt to understand linguistic competence, while others look into the utterance itself trying to know the linguistic system with which they unconsciously begin. Functionalists agree on relating form to content as a

communicative means whose aim is to make the speaker's goals understood and gained through three elements: speaker, listener, and situation.

The conclusion brings up the following results:

- ١- The deletion phenomenon is universal, but it is remarkable in Arabic. It is a distinctive rhetorical and aesthetic aspect of this language. Therefore, Arab scholars paid attention to the aesthetic aspect of the deletion phenomenon, while modern linguists ignored it. Instead, they turned to the linguistic unit and its interconnections.
- ٢- Both Arabists and modern linguists found a connection between the deletion phenomenon and linguistic economy which implies exerting a minimal speech effort to convey the idea of the text.
- ٣- There is a connection between linguistic research and human beings. Language constitutes an integral part of the human entity Man, regardless of race, always endeavors to discover secrets of the grammar of the language. He is still searching for a comprehensive linguistic theory that can account for the descriptive and grammatical rules of human languages.
- ٤- Arabic grammar is transformational (Chomskyan term). When considering the nature of Arabic sentences, we find that many of them share content and form. But the flexibility of Arabic enables it to give the same meaning in different ways which are transformations of the original form such as: deletion, addition, deference, precedence, separation, and conjunct.
- Both old and modern linguists, with slight variations, assure that content and form are interconnected. Such a thing is obviously revealed through the deletion phenomenon that is based on interpretation and assumption.