



A Comparative & Contrastive Study between Arabic and English in terms of Structural Composition

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”دراسة مقارنة وتقابلية بين اللغتين العربية والإنجليزية من حيث التركيب البنيوي”

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Abstract

The paper presents a comprehensive overview of the comparative study in applied linguistics, specifically focusing on the comparison between Arabic and English. The current paper aims to conduct a comparative study, which is recognized as one of the branches of applied linguistics. The comparative method is a contemporary approach in linguistics that examines the teaching of modern languages by comparing two languages from different linguistic families, specifically Arabic and English in this research. This study focuses on identifying similarities and differences between these two languages for educational purposes. By understanding these distinctions, we can predict potential problems and errors that learners may encounter due to the differences in the linguistic systems of Arabic and English. Knowing the similarities and differences between the language from which the translation was made and the language into which it was made enables students to avoid making many mistakes when studying the Arabic language. At the end of the research, we will discuss the common words between the two languages. By highlighting the similarities and differences, this study aims to elucidate the errors that learners might make as a result of these linguistic disparities. This is particularly beneficial for English-speaking learners of Arabic, especially those in translation programs, as it helps them avoid common mistakes arising from the differences in the two languages' systems. Furthermore, understanding the similarities and differences between the source language (Arabic) and the target language (English) equips students with the knowledge to minimize errors during their study of the Arabic language. Finally, the research will conclude with a discussion of common vocabulary shared between Arabic and English, further enriching the learners' understanding of both languages.

Keywords: Comparative approach, Contrastive approach, Sentence system, Common words.

ملخص

يقدم البحث نظرة شاملة عن الدراسة المقارنة في اللغويات التطبيقية، مع التركيز بشكل خاص على المقارنة بين اللغتين العربية والإنجليزية. ويهدف البحث الحالي إلى إجراء دراسة مقارنة، والتي تعتبر أحد فروع اللغويات التطبيقية. والطريقة المقارنة هي منهج معاصر في اللغويات يدرس تدريس اللغات الحديثة من خلال مقارنة لغتين من عائلات لغوية مختلفة، وتحديدًا العربية والإنجليزية في هذا البحث. تركز هذه الدراسة على تحديد أوجه التشابه والاختلاف بين هاتين اللغتين لأغراض تعليمية. ومن خلال فهم هذه الفروق، يمكننا التنبؤ بالمشاكل والأخطاء المحتملة التي قد يواجهها المتعلمون بسبب الاختلافات في الأنظمة اللغوية للفتين العربية والإنجليزية. إن معرفة أوجه التشابه والاختلاف بين اللغة التي تمت الترجمة منها واللغة التي تمت إليها تمكن الطلاب من تجنب الوقوع في العديد من الأخطاء عند دراسة اللغة العربية. وفي نهاية البحث، سنناقش الكلمات المشتركة بين اللغتين. ومن خلال تسليط الضوء على أوجه التشابه والاختلاف، تهدف هذه الدراسة إلى توضيح الأخطاء التي قد يقع فيها المتعلمون نتيجة لهذه التفاوتات اللغوية. وهذا مفيد بشكل خاص لمتعلمي اللغة العربية الناطقين باللغة الإنجليزية، وخاصة أولئك الذين يدرسون برامج الترجمة، حيث يساعدهم

ذلك على تجنب الأخطاء الشائعة الناجمة عن الاختلافات في أنظمة اللغتين. وعلاوة على ذلك، فإن فهم أوجه التشابه والاختلاف بين لغة المصدر (العربية) ولغة الهدف (الإنجليزية) يزود الطلاب بالمعرفة لتقليل الأخطاء أثناء دراستهم للغة العربية. وأخيراً، سيختتم البحث بمناقشة المفردات المشتركة بين العربية والإنجليزية، مما يثري فهم المتعلمين لكلا اللغتين. الكلمات المفتاحية: النهج المقارن، النهج التقابلي، نظام الجملة، الكلمات المشتركة

The objectives of this research include:

1. Clarifying the concept of the comparative approach and its goals.
2. Distinguishing between the comparative approach and other methodologies.
3. Conducting a detailed comparative analysis of the sentence structures in Arabic and English.
4. Examining the phonetic levels, tense systems, imperative forms, negation, linking tools, pronouns, and demonstrative pronouns in both languages.

Introduction

The field of teaching languages to non-native speakers has been associated with the contrastive approach since the emergence of modern applied linguistics, and has given satisfactory results in enabling learners to overcome the difficulties and problems they face during learning as a result of the difference between their language system and the language they want to learn. There is a difference between the comparative approach and the contrastive approach, as the contrastive approach is the newest approach in linguistics. As for the comparative approach, it is the oldest approach. The comparative approach examines ancient languages and archaeological discoveries, and its goal is to compare two or more languages from one family to show the form of the mother tongue, and focuses on the aspects of agreement between languages

The contrastive approach analyzes the teaching of modern languages by comparing two languages from different linguistic families, such as Arabic and English. This approach emphasizes identifying the similarities and differences between the languages for educational purposes. By examining these distinctions, educators can anticipate potential problems and errors that learners may face due to the differences in the linguistic systems of the two languages. After all of the above, we can note the importance of audience's reaction for learners of foreign and Arabic languages. This is what he mentioned. Najdat Kadhim Moosa, a lecturer at the College of Education, University of Kirkuk, and it was published in his research published in the Journal of the College of Education for Human Sciences at the University of Kirkuk, saying in conclusion" The following paper traces audience's reaction to these plays". Najdat (٢٠١٢).

Perhaps one of the most prominent problems facing non-native learners of Arabic is that most languages do not differentiate between masculine and feminine in speech if a verb, pronouns, or demonstrative pronouns are attributed to them. We find a difference between Arabic and English in sounds, as well as a difference in sentence formation.

There is no nominal sentence in English. The verbal sentence in English begins with a noun, unlike Arabic. We also find a difference in pronouns and demonstrative pronouns. Through the comparative approach or comparative analysis, we can identify similarities and differences to facilitate learners' learning of the target language and avoid making mistakes.

It may also be important to mention some of the difficulties related to Teaching English consonants for Arab students as well, as a result of the cultural difference between the two languages, and this is what was addressed before by Ghazi Faik Rafik , a lecturer at the College of Education, University of Kirkuk, and it was published in his research published in the Journal of the College of Education for Human Sciences at the University of Kirkuk, saying in conclusion" Teaching English Consonants to Arab students the process of teaching English phonemes to learners whose native language is Arabic involves some difficulties, this is due to the non-identically of the phonemes of both languages, that leads to interference". Ghazi (٢٠١٢).

Research importance

The importance of research appears in that it conducts a comparative study between two global language Arabic and English, to identify the similarities and differences in the two languages. This study has a great benefit for English-speaking students of Arabic, especially translation students; as familiarity with the similarities and differences between the source language and the target language enables the translator to avoid making many mistakes if he translates literally structures, formulas, etc. It deals with the concept of comparative analysis, its importance, and the difference between comparative linguistics and comparative linguistics. It also deals with the sounds of the two languages, the sentence system in Arabic and English and its components, tenses in the two languages, and the method of negation in the two languages, and pronouns to know under which section of speech these pronouns fall. It deals with demonstrative pronouns in Arabic and their corresponding

demonstrative pronouns in English, to know the similarities and differences between them, and it deals with common words between Arabic and English..

Research objective

The current paper aims to conduct a comparative study utilizing the comparative approach to highlight the differences and similarities between Arabic and English across various linguistic aspects, including phonetics, sentence structure, tenses, negation, linking tools, pronouns, and demonstrative pronouns. This analysis is especially beneficial for English-speaking learners of Arabic, particularly those in translation programs; and to identify the difficulties expected to occur when studying the target language, whether for learners of Arabic or English, and to predict the errors that learners may fall into in order to try to avoid them and provide early solutions for them.

Research methodology

The paper relies on the descriptive comparative analysis approach in studying many aspects both in Arabic and English, as the research provides a linguistic description of the issue in two languages, stating the similarities and differences in each language, then stating the difficulties that the learner may face owing to difference between the two languages.

Contrastive Analysis of English & Arabic Languages' characteristics:

The concept of contrastive analysis is to compare two or more languages from one language family or different language families to show the similarities and differences between them with the aim of facilitating the problems that arise when these languages meet, such as translation and teaching foreign languages.

The difference between comparative linguistics and contrastive linguistics:

Comparative linguistics specializes in comparing two or more languages from one family in order to reach the common genetic characteristics between these languages. It has a purely historical goal and character, as it compares languages to reach the truth of their belonging to one linguistic origin. However, contrastive linguistics has nothing to do with history, and has an applied educational goal for languages, especially when a person wants to learn a language other than his mother tongue.

The comparative approach focuses on the similarities between languages, while the contrastive approach focuses on the differences between languages for educational purposes.

The comparative approach is the oldest linguistics approach, while the contrastive approach is the newest approach.

The comparative approach examines ancient languages and archaeological discoveries, while the contrastive approach examines the teaching of modern languages.

Objectives of contrastive analysis:

Contrastive analysis aims to achieve three objectives:

- 1.Examine the differences, similarities, and compatibility between languages.
- 2.Predict the problems that may arise for learners when learning a foreign language and try to explain these problems logically to overcome them.
- 3.Direct contribution to the development of academic materials for teaching foreign languages.

So, Contrastive analysis does not compare language to language, but rather compares level to level, system to system, or family to family. Contrast is carried out on everything we aforesaid , as phonetic contrast is very important in language teaching, as well as morphological, syntactic, and lexical contrast.

- A comparative study between Arabic and English

- Letters between Arabic and English

- Letters in Arabic

- The sounds in Arabic are thirty-four sounds, and are divided into the following:

Consonant sounds of Arabic :

They are twenty-eight letters, which are (ب، ت، ث، ج، ح، خ، د، ذ، ر، ز، س، ش، ص، ض، ط، ظ، ع، غ، ف، ق، ك، ل، م، ن، ه، و، ي)

Vowel sounds:

They are six sounds, and they are (ضمة) , symbolized by the symbol “ُ”, the extension with the (و) , symbolized by the symbol “و”, the fatha, symbolized by the symbol “-”, the extension with the alif, symbolized by the symbol “ا”, and the kasra, symbolized by the symbol “ِ”, and the extension with the ya, symbolized by “ي” What is meant here are the vowel sounds that contain an extension in the letter, such as the extension with the (و) , the extension with the alif, (ا) and the extension with the (ي).

Consonants with vowels, each letter has seven forms

بَ بِ بُو بَا بِي بَو ...

As for the way consonants are written in a word, it has four forms

At the beginning of the word, in the middle of the word, at the end of the word, and alone as in:

ت ت ت ت

There are six consonants that are not connected to what comes after them such as :

أ، د، ذ، ز، و

English letters

In English there are twenty-six letters, and each letter has two forms in writing, either written in capital letters or in small letters. These letters are divided in terms of pronunciation into two sections:

Vowels: a, e, i, o, u

Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

In English, some sounds are formed as a result of the meeting of two or more letters, and this does not exist in Arabic.

The most important of these sounds are the following:

Digraph Pron. Ex. Meaning

dg ج judge قاضي

gh غ Ghana غانا

sh ش shirt قميص

ch ك character شخصية

Through the comparative study of the sounds of the two languages, it became clear to us that the number of letters in the two languages is different. The number of sounds in Arabic is greater, and the number of letter shapes in Arabic is greater than the number of letter shapes in English, as English only knows two letter shapes. There are sounds in English that consist of two or more letters. In Arabic, there are letters that do not exist in English, including.

Scholars have differed in dividing the sentence in the Arabic language. Some of them divided it into two parts, some of them divided it into three parts, and some of them divided it into four. Scholars have defined the nominal sentence as: a sentence that begins with a noun.

The nominal sentence consists of a subject and a predicate, so the nominal sentence consists of:

Noun + noun such as: Muhammad is active

Noun + nominal sentence or noun + verbal sentence such as Muhammad's clothes are clean / Muhammad is laughing

Noun + quasi-sentence adverb or prepositional phrase, Example: Muhammad is on the table / Omar is in the house.

As for the verbal sentence: it is every sentence that begins with a verb followed by a subject, and it may be followed by one or more objects.

The verbal sentence includes:

Verb + subject = Othman wrote the assignment

Verb + subject + one, two or three objects

Ali drives the car

I indicated him the subject is clear

Sentence system in English

There is only a verbal sentence, and the verbal sentence in English begins with the subject, unlike the sentence in Arabic. There is no nominal sentence in English, and there must be a verb in the English sentence in order for it to be grammatically correct. The basic parts of the sentence are the subject and the verb; therefore, they created what are called auxiliary verbs, which are

(is-are-was-were am)

For example, the sentence (Ahmed is a man)

This sentence is a nominal sentence, but as we said, there is no nominal sentence in English, so when translated literally into English, it will be like this: a man ahmed

Subject" أحمد :ahmed"

And the object" رجل :a man"

But this translation is wrong. The sentence must include a verb; So we add an auxiliary verb as in this form:

- The pronoun / He, She, It You, We, They and I

- The subject/ singular noun, a plural noun

- The auxiliary verb / is, are, am

Written as He is = He's

She is = She's

It is = It's

You are = You're

They are = They're

We are = We're

I am = I'm

The correct translation of the sentence (Ahmed is a man) .

If the student tries to translate the English sentence (Ahmed is a man) literally to Arabic, he will say (احمد يكون)

رجل which is wrong. When we translate this type of sentence, we delete the auxiliary verb (be), so it becomes

(Ahmed is a man) (احمد رجل) in Arabic.

The sentence in English consists of:

Subject + Verb + Object

Subject + Verb + Object or Noun

It is not necessary for (Object) to come as an object only, but it can also come as an adjective or adverb as in the Arabic sentence.

From the comparative study of the Arabic's and English's sentence structure , it becomes clear to us that there is a similarity and difference in the sentence system. Among the similarities is that the components of the verbal sentence in both languages are the verb and the subject. Among the differences is the absence of a nominal sentence in English. The verbal sentence in the English sentence begins with the subject, but in the Arabic sentence it begins with the verb.

Tenses between Arabic and English

Tens in Arabic

Tens in Arabic are divided into three tenses

Past, present and future

Each of these tenses acts with pronouns, which number 12 pronouns, so each tense has 12 forms. Some verbs are sound and weak, and when conjugated, some changes occur in the verb.

Tens in English

Tens in English are divided into 12 tenses.

In English, there are three verbs: past, present and future, and each verb has 4 tenses, so the total tenses are 12 tenses.

First: Past

Past Simple Tense

It includes the verb with the addition of the letters "ed" at the end of the verb.

There are some verbs that never stick to this rule, as they are changed and altered when converting from the present to the past.

For example: (to write, to teach, to drink, to read)

This tense is used to refer to actions that happened and ended in the past, usually with the time of the action.

For example: I graduated in 2011

Example: Ahmed wrote his first novel two years ago

Past Perfect

It composes of the verb "had" followed by the third form of the verb (Past participle).

It is employed to refer to an action that began and ended in the past before another action that happened in the past at a later time. The verb that comes after the past perfect verb is in the past simple tense.

Example: The student had accomplished his duties before he entered into the class .

Past Continuous

It includes the verb “to be” in the past tense (was, were) followed by the verb in the form “Present Participle.”

Example: The students were discussing the exam solutions when the principal walked in.

Past perfect continuous

It includes “had been” followed by the verb in the form “Present Participle.”

This tense employed to indicate an action that began and continued in the past before another action in the past occurred.

Example: When I graduated, I had been living in London for 4 years

Second: Present tense

Present simple tense

It is the verb in its original form (the infinitive with the deletion of the “to” and the use of the verb only.

If the subject is singular, we add the letter “s” at the end of the verb.

This tense indicates actions that have occurred now, such as referring to an action that occurs at the time the verb is said.

For example: The boy writes an essay

This tense can also be used to refer to actions that happen daily or continuously, such as a profession or hobby.

I go to school everyday

This verb can also be used to refer to actions that will happen in the future, usually with a specific future time mentioned.

For example: The train departs by an hour

Present perfect tense

It is the verb “to have” followed by the third conjugation of the verb (Past participle). If the subject is singular, we use “has”, and if the subject is plural or a pronoun (I) or (you), we use “have.”

This tense refers to an action that started and ended in the past at an unspecified duration, and is usually used to refer to experiences.

For example: I have finished my homework

Present Continuous

It includes the verb “to be” in the present tense (am, is, are) followed by the simple present tense of the verb with the letters “ing” added to the end (Present Participle). This tense refers to an action that is happening now (at the time of speaking), or to an action that is happening continuously, such as a job, hobby or study.

For example: The mother is helping her son solve his homework

We can also use this tense to refer to an action that will happen in the future, indicating the time we expect the action to happen.

For example: Hind is travelling to Italy this summer

Hind is travelling to Italy this summer

The previous comparative study between tenses in Arabic and English shows us the similarity between the past in Arabic and the past in English.

The Imperative form between Arabic and English

The Imperative form in Arabic

The imperative sentence in Arabic consists of:

Verb + Subject (apparent pronoun) + Object or Noun and it acts with only five pronouns which are (أنت – أنتن – أنتن – أنتن – أنتن)

Imperative in English:

The imperative sentence in English consists of

Verb.1 + Object

Verb + Object or Noun

In Arabic we find the imperative in this form

تناول الغداء. ، تناولوا الغداء. ، تناولوا الغداء. ، تناولوا الغداء.

But in English we find the translation in this form

“Have lunch”

اشرب الماء- اشربي الماء- اشربوا الماء- اشربوا الماء

“Drink water”

"You go"

Through the comparative study, it becomes clear to us that the imperative verb in Arabic has five forms, which differ according to the addressee. Addressing the command to a singular addressee differs from addressing the command to a singular female addressee, so we say to a singular male addressee, اشرب Drink, and we say to a singular female addressee, اشربي Drink. Likewise, when addressing the command to a dual, the verb changes, so we say (Drink) (two) اشربا, and when addressing the command to a plural, we must know whether the plural is masculine or feminine. If it is for a masculine plural, we will say Drink اشربوا, and if it is a feminine plural, we will say Drink اشربن. But in English, we find that the imperative has one form, regardless of the type and number of the addressee.

Negative between Arabic and English

Negative in Arabic

Negative in Arabic has several tools that differ depending on the sentence. Among the tools for negating the past tense verb is (ما), and among the tools for negating the present tense verb are (لا / لم / لن), and among the tools for negating the nominal sentence are ((ليس / ما)) and they are in this form:

Affirmative	Negative (in the past)
We studied last week	we did not study last week (English)
درسنا في الاسبوع الماضي	مادرسنا في الاسبوع الماضي (Arabic)
Affirmative	Negative (in the present)
Ahmed studies in Germany	He does not study in Germany (English)
أحمد يدرس في ألمانيا	(Arabic) لا يدرس احمد في ألمانيا
Affirmative	Negative (Noun)

Negative in English

We use negative in English using one of the following methods:

The form of Negative Tool "Not" or could be abbreviated to "n't" to the verb

When negating the auxiliary verb, we put (not) after it

Example:

They are eating

They are not eating

If there is no auxiliary verb in the sentence, we use the auxiliary verb (do) (does) in the case of the simple present followed by the negation tool (not) and then we put the first form of the verb.

We use the auxiliary verb (did) in the case of the simple past followed by the negation tool (not) and then we put the first form of the verb.

For Example:

To make the present tense with negative , we say "He does not smile"

I did not get it(past)

The another method to make the negative lies in using negative forms in sentences, such as:

I could see nothing at all

We've never travelled abroad

Nobody would let her know the truth.

There was nowhere for the theft to escape .

Neither of them spoke Japanese

The third form of negative by adding negative prefixes such as (dis-un-, non-, and -in) to the words, so they become negative, such as:

common / uncommon

infectious / non-infectious

Thus , it becomes clear to us , through reviewing the comparative study between negative in Arabic and English that the negative tools in Arabic differ according to the word they enter into. The negative of the noun has tools that differ from the tools for negative the verb. There is also a difference in the tools that negate the verb itself. The negation of the present tense differs from the negation of the past. The imperative verb is not negated. In English, there are three ways of negation. The negation of the auxiliary verb has a way. There are words that are negated by the pronunciation of negation. As for the third way, negation is by adding the negation antecedents that we mentioned previously.

Connecting tools between Arabic and English

Connecting tools in Arabic and English

Connecting tools in English are similar to the connecting tools in Arabic, and they serve the same purpose. They are also called conjunctions, which are

AND

It means (and conjunction) and it indicates participation, for example: omar and enas love music.

Conjunction (or)

It shows the choice between things, for example: Do you like tea or coffee.

But

It means (but) and indicates a correction, and it has many other meanings, for example

I don't like coffee, but I am very fond of tea.

Because

It means because, and indicates the reason, for example I drinks coffee, because I love it.

7Conjunction (So)

It means therefore, and indicates the reason such as:

I had a bad experience

active / inactive

directly / indirectly

After the comparative study between the two languages, it became clear to us that demonstratives in Arabic are called nouns, but in English they are called pronouns. The number of demonstrative pronouns in Arabic is ten, but in English the number of demonstrative pronouns is four. In English there is one word to refer to the singular masculine, feminine, rational, and irrational. In Arabic there is a word for the singular masculine, and a word for the singular feminine. In English there is one word to refer to the plural in its two types, the dual in its two types, rational, and irrational. But in Arabic there is a word for the plural in its two types, a word for the dual masculine, and a word for the dual feminine. Therefore, when translating from Arabic to English or vice versa, this matter must be known well; because a literal translation will be wrong, especially when translating the plural irrational and dual; because there is no equivalent for it in English.

In Arabic we use the feminine singular demonstrative pronoun (هذه كتبي) for the nearest things (irrational plural things), and in English we say (these are my books) (these is used for near irrational things) . And for the far things we say (تلك كتبي) and in English we say (Those were my books).

((Those are my presents)) تلك الهدايا التي تخصني In this sentence the literal translation would be (these are my presents) هذه الهدايا التي تخصني but in Arabic there is a demonstrative pronoun for the distant dual which is (تلك كتبي), and accordingly the translation would be (that is my present) (تلك هديتي) . Based on the above, knowing the similarities and differences between the two languages through contrastive analysis or contrastive study facilitates the learning process.

Conclusion

After completing the research and reaching its conclusion, I would like to present the most important results I have reached, which are:

- The contrastive approach is the latest approach in linguistics, and it is concerned with the differences between the two languages for educational purposes. And avoiding the difficulties and problems that students face as a result of the differences between the two languages.
- There are similarities between Arabic and English, as they are similar, for example, in the use of linking tools, and different in other things. There is also a difference in the sentence system in Arabic and English, as there is no nominal sentence in English.
- The imperative in Arabic has five forms depending on the addressee, but in English it has only one form because in English there is no difference between singular, plural, dual, or masculine and feminine in speech.
- The parts of speech in Arabic are three, but in English there are eight.
- There are 12 pronouns in Arabic, but only 6 in English.
- There is no difference between masculine and feminine in speech in English.
- Demonstrative pronouns in Arabic are included in nouns, but in English they are included in pronouns. Demonstrative pronouns in Arabic are divided into two parts, and in English there are also two parts. Demonstrative pronouns in Arabic are 10 names, but in English only 4.

Recommendations

- Educational institutions should pay attention to comparative studies between the target language and the students' mother tongue.
- The necessity of making reviewing comparative studies between the target language and the students' mother tongue.
- The necessity of reviewing comparative studies to predict the errors that students may make and try to provide treatment for them.
- Holding training courses for Arabic language teachers for non-native speakers to introduce them to the importance of comparative analysis between languages.

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