## المتشابهات باللغتين الإنجليزية والعربية: دراسة مقارنة

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**المستخلص:**

إن اللغة هي أداة للاتصال تسمح للأفراد بالتعبير عن افكارهم ومشاعرهم وافكارهم. على الرغم من تنوع اللغة في جميع انحاء العالم, يمكن العثور على بعض اوجه التشابه بينهم, وتوفر اساس لفهم وتعلم لغات جديدة. المتشابهات هي كلمات مع اشكال ومعاني مماثلة بلغات مختلفة, تلعب دورا في تعلم اللغة والتبادل الثقافي. تستكشف هذه الورقة البحثية مفهوم المتشابهات باللغتين الانكليزية والعربية وتسلط الضوء على اصولها. المشكلة الرئيسية لهذا الورقة البحثية هي معرفة ماهي اوجه التشابه بين اللغات الثلاث ( العربية, الانكليزية والاسبانية ). تبحث هذه الورقة في الأصول الإنجليزية والعربية وما يقابلهما. تتكون البيانات من حوالي ٢٣ كلمة بين الإنجليزية والعربية وقائمة أخرى بين الإسبانية والعربية والإنجليزية. تظهر النتائج أن كل هذه الكلمات باللغتين العربية والإنجليزية ، على سبيل المثال ، هي كلمات مترادفة حقيقية لها نفس الأشكال والمعاني أو ما شابهها مما يعني أنها لا تنتمي فقط إلى نفس العائلة ولكن أيضا إلى نفس اللغة ولكنها تنتمي إلى أشكالها المختلفة، ومع ذلك، كل ما يظهر انه ناتج عن أسباب طبيعية ومعقولة للتغيير اللغوي.

الكلمات المفتاحية: اللغات الهندية الأوروبية، اللغات الجرمانية، الروابط العائلية، مماثل, الإنجليزية، العربية، السامية.

## Cognates in English and Arabic: A Contrastive Study

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## Abstract

Language is a substantial device for communication, allowing individuals to express their thoughts, feelings, and ideas. Despite the diversity of languages worldwide, some similarities may be found among them, providing a basis for understanding and learning new languages. Cognates, words with similar forms and meanings across different languages, play a crucial role in language learning and cross-cultural communication. This paper will explore the concept of cognates in English and Arabic, highlighting their origins, The main problem of the study is to figure out what are the similarities among the three languages (Arabic, English, and Spanish). This paper examines the English and Arabic origins and cognates. The data consists of about 23 words between English and Arabic and another list between Spanish-Arabic-English cognates. The results show that all such words in Arabic and English, for example, are true cognates with the same or similar forms and meanings which means they belong not only to the same family but also to the same language but their different forms, however, are all shown to be due to natural and plausible causes of linguistic change.

**Key Words:** Indo-European, Germanic Languages, Family Connections, Cognate, English, Arabic, and Semitic.

## Introduction

Cognates are words in different languages that have a common origin and similar meaning, spelling, and pronunciation. English and Arabic, despite being from different language families, have some cognates due to historical interactions and influences.

Arabic has influenced English through various channels such as trade, science, and culture, resulting in the adoption of some Arabic words into English. These loanwords often retain their original form or are Anglicized, creating cognates.

Some English and Arabic cognates have similar spellings and pronunciations due to shared linguistic features and historical connections. For example, the Arabic word "sukkar (سكر) "for sugar is phonetically similar to the English word "sugar". Cognates in English and Arabic often have equivalent meanings, reflecting their shared linguistic roots. For instance, the Arabic word "kitab (كتاب) "for book is similar in meaning to the English word "book".

Cognates in English and Arabic have their roots in the historical connection between the two languages. Arabic, a Semitic language, and English, a Germanic language, belong to different language families. However, due to historical, cultural, and linguistic interactions, numerous cognates have emerged. These interactions can be attributed to various factors such as trade, scientific advancements, and cultural exchanges.

Many cognates in English and Arabic are found in specialized fields such as science, mathematics, and technology, reflecting the exchange of knowledge and terminology between the two languages. Some cognates may have variations in pronunciation or spelling due to regional dialects and historical developments within Arabic and English. While cognates can facilitate language learning, they can also lead to false friends (words that appear similar but have different meanings) and pronunciation errors due to differences in phonology and semantics. The study of cognates in English and Arabic provides insights into linguistic connections, historical interactions, and cultural exchanges between two languages, offering valuable information for language learners, educators, and researchers.

Arabic has also influenced the English language through the transfer of words and concepts. During the Islamic Golden Age, Arabic scholars made significant contributions to various fields such as mathematics, astronomy, medicine, and philosophy. Consequently, many Arabic terms were adopted into English, often as specialized vocabulary. Examples include "algebra "(الجبر), "algorithm" (الخوارزمي), alcohol (الكحول)" and "coffee. (قهوة)" These " borrowed words not only enriched the English language but also facilitated cross-cultural understanding.

## Literature Review
### English Language

Before explaining the "cognates", the history of language must be considered. First, we must define it. There are many definitions for the word "language". According to Sapir (1921, p.8), language is "a purely human and non-instinctive method of communicating ideas, emotions and desires using voluntarily produced symbols" as cited in (Lyons, 1981, p.3).

On the other hand Hall (1968, p. 158) defined language as "the institution whereby humans communicate and interact with each other through habitually used oral-auditory arbitrary symbols" as cited in (Lyons, 1981, p.4).

Barber, Beal, & Shaw (2009, p.2) stated that language is "a signaling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. Some communities have speech without writing, but we know of no human community which has a written language without a spoken or signed one."

Also, language can be defined according to Bloch and Trager (1942, p.5) "A language is a system of arbitrary vocal symbols utilizing which a social group co-operates" as cited in (Layons, 1981, P.4).

Language is what differentiates humans from the rest of the animal kingdom. Humans have also been classified as tool-making creatures; yet, language is the most impressive instrument that they have produced, and it is the one that enables the majority of the others. The most rudimentary tools may have existed before language: higher apes sometimes make use of sticks as primitive tools, even breaking them. However, more sophisticated tools need the type of human collaboration and division of work that is impossible to do without language. In truth, language is the great machine tool that allows human culture to exist. (Barber, Beal, & Shaw, 2009, P.1).

### Proto Indo-European

Mallory and Adams (2006, P.6) reported that by 1800, the connections between many of the languages in Europe and some Asian languages had been established. In 1810, "Conrad Malte Burn" was the first one to give a name for this family as "Indo-Germanic". In 1813, "Thomas Young" gave another name for this relation which was "Indo-European".

Robins (1964, P.304) acknowledged that the languages of the Indo-European family did not enter that family at the same time. The group of languages included "English," "German," "Swedish," "Danish," "Norwegian," "Icelandic," "Dutch," and other living languages along with the language found in Bible translations from the fourth century A.D is called the "Germanic languages". Another group included "Iranian (Persian)," "Hindi," "Bengali," "Marathi," and "Sanskrit" which is called "Indo-Iranian languages". A group which is called "Celtic languages" consists of "Scots Gaelic," "Irish," "Welsh" and "Breton". Another group called "Balto-Slavic languages" is subdivided into "Baltic" which includes "Lithuanian," and "Slavic" which includes "Russian," "Polish," "Slovak," "Serbo-Croat Bulgarian," and others with the old "Slavic". The "Italian language" includes only one member "Latin". All these languages and some others which are not grouped like "Greek" and "American" are all put together into a larger "family" called "Indo-European (IE)".

Lyons (1981, P.187-188) argued that those so-called "Indo-European" languages have a significant place in the study of historical linguistics. This is because those languages have written texts from thousands of years ago. The presence of old writings makes it easier to investigate how "Indo-European" languages are related to one another. In the case of other languages which have no historical written texts, the study of relationships between them is going to be more complex and difficult. This can be done by the invention of a practical method for stating the similarities and differences between them and determining genetic relations.

Baugh and Cable (2002, P.20) observed that the different degrees of similarity that exist between those so-called "Indo-European" languages seem to have a relationship with their "geographical distribution". They

further stated that Indo-European languages can be subdivided into: "Germanic," "Celtic," "Hittite," "Indian," "Iranian," "Hellenic," "American," "Albanian," "Italic," "Balto-Slavic," and "Tocharian". As shown in figure: 1 (Yule, 2017, p.632).

Figure 1: Indo-European languages. (Yule, 2017, p.632).
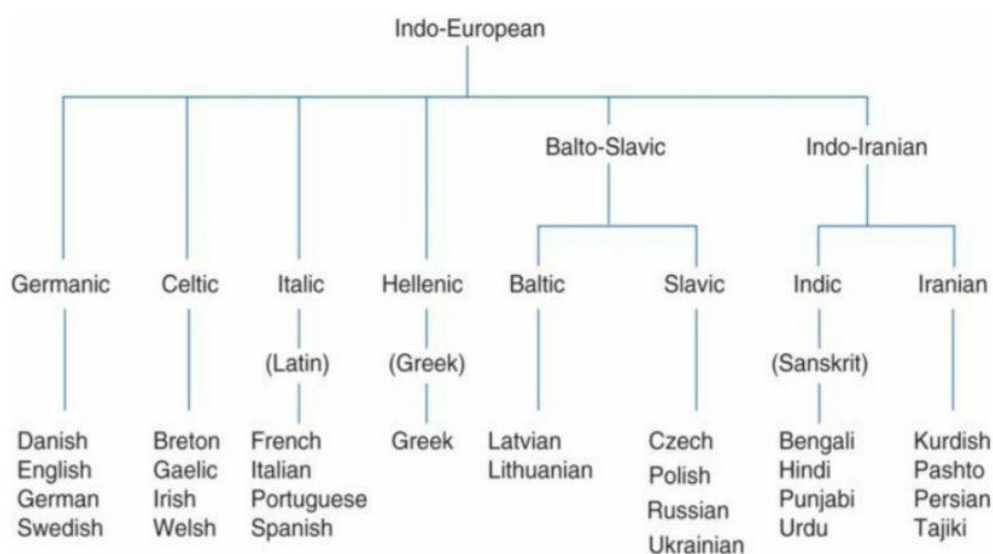


## Germanic Languages

Lyovin, Kessler, and Leben (2017, P.59-60) outlined that the "Germanic languages" are widely spread in the northwest of Europe. Those languages were not considered part of the "Indo-European languages" until 1818, because there were no clear similarities between their vocabularies and those of other languages from the "Indo-European" family. The word "*foot*" for example was "[-pəd]" in "Sanskrit" and "[ped-]" in "Latin," but it was "[fʊt]" in "Germanic" languages with some differences between them.

The "Germanic languages" can be geographically subdivided into three subdivisions. East Germanic can be found in a translation of "The New Testament" to "Gothic" from about 350 A.D., but it has become extinct. The two other branches are "North Germanic" and "West Germanic". The "North Germanic" languages are all considered as "descendants" of "Old Norse".

Until the fourteenth century, they were all said to be one language with some variations of "dialects". Old Norse has a noticeable effect on English because many important and widely used words of English such as "they," "give," and "die" are borrowed from Old Norse. The third branch "West Germanic" includes English. English is considered the second most widely spread language all over the world. Its main feature as "a Western language" has not been influenced by the claim that it is "a mixed language," because of the borrowings from other languages (Lyovin, Anatole& Ressler, 2017, P.62-63).

Baugh and Cable (2002, P.29) indicated that "West Germanic" can be subdivided into "High" and "Low" German. This division is based on "sound-shift" which is referred to as "Grimm's Law". This change causes the "West Germanic" sounds "/p/, /t/, /k/, /d/" to be changed into other sounds that are said to have "occurred in the southern or mountainous part of Germanic area". Low German, on the other hand, is "Old low Franconian" mixed with "Frisian" and "Saxon elements" which is regarded as the basis of "Modern Dutch".

## Family Connections

Mallory and Adams (2006, p.1-2) noted that one of the challenges one certainly faces in learning a language is vocabulary. When we are faced with words in a new language, we usually examine them to check if there are any similarities between those new words and the words of our native language. Examples supporting the previous idea are in the following table containing familiar words in English and their equivalents in other languages.

Table 1: English Words and Their Equivalents (Mallory & Adams, 2006, p.2)

| "English" | "Dutch" | "Czech" | "Spanish" |
|-----------|---------|---------|-----------|
| "mother" | "moedar" | "matka" | "madre" |
| "son" | "zoon" | "syn" | "hijo" |
| "cow" | "koe" | "Krava" | "voca" |

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A look at the table indicates that some Dutch words are more similar to their English equivalents than others. This makes it easier for an English speaker to learn Dutch than it will be to learn Czech or Spanish.

According to Lyons (1981, P.184-185), this kind of relationship between languages can be illustrated from a historical point of view. He stated that to say that two languages are related or have something in common, they have to be "descendants" of "a common ancestral language" or what is called "proto-language". But the situation is not easy to declare which languages are related to the same "proto-language". In some cases, like with Romance languages, even though there are great differences in grammar and vocabulary between those languages we have no problem deciding that they are all related. In the case of Proto-Germanic languages, there is no clear indication of which language is being derived from the other. "Proto-Germanic" is considered as the ancestor of those languages as "English," "German," "Dutch," "Danish," "Swedish," etc. Historically, we have the translation of the Bible in "Gothic" as spoken by the "Visigoths who were settled at that time in the lower Danube". Also, many writings in literature using different dialects of "Anglo-Saxons" are related to the period from the sixth to the eleventh century A.D. with the existence of old German texts related to the eighth century A.D.

**Cognate in English**

Gutierrez (2006, P.4) defines cognates as "words with similar pronunciations, spellings, and meanings in two languages". For instance, the word "*radio*" is the same in Spanish and English, despite the slight difference in pronunciation. Like the words *radio* and *bicycle*, certain cognate pairs may have the same spelling but different pronunciations, while others may have only a little difference in both the spelling and pronunciation. In either case, Languages all share the same meaning. There

are hundreds of cognates between Spanish and English since so many words in both languages have Latin roots. (Gutierrez, 2006, P.4).

According to the Cambridge Dictionary (2020), cognate is "a word that has the same origin as another word, or is related in some way to another word".

For example, the Italian word "mangiare" (= to eat) is cognate with the French "manager".

According to Nordquist (2019), cognate is "a word that is related in origin to another word, such as the English word brother and the German word *bruder* or the English word *history* and the Spanish word historia". The words are cognates (like cousins tracing their lineage) since they came from the same source. Because they have the same root, cognates share similar spellings as well as similar meanings between languages.

Cognates are "words that have a common etymological origin" (Crystal, 2011). Cognates are often inherited from a shared parent language, but they may also involve borrowings from some other language. For instance, the English words *dish* and *desk* and the German word Tisch ("table") are cognates because they all come from the Latin *discus*, which relates to their flat surfaces. Although cognates may have developed with similar, differing, or even opposing meanings, they typically contain some similar sounds or letters, although occasionally appear to differ. False cognates are words that share a similar sound but do not share the same root; false friends are words that share a true cognate sound but have a different meaning. The Latin noun *cognatus*, which means "*blood relative*," is the source of the word *cognate*. The Arabic سلام *salām*, the Hebrew שלום *shalom*, the Assyrian Neo-Aramaic *shlama,* and the Amharic *selam ("peace")* are also cognates, derived from the Proto-Semitic *šalām- "peace"*.

The English word *milk* is clearly a cognate of German *Milch*, Dutch *melk*, Russian молоко *(moloko)*, Serbian and Slovenian *mleko*, and Montenegrin, Bosnian, Croatian, *mlijeko.* ( Hans, 1994, 1979).

Cognate is used to establish a possible family connection between different languages within groups of related languages; we can often find close similarities in particular sets of words. A cognate of a word in one language (e.g. English) is a word in another language (e.g. German) that has a similar form and is (or was) used with a similar meaning. The English words *mother, father,* and *friend* are cognates of the German words *Mutter, Vater,* and *Freund*. Based on these cognates, we can see that Modern English and Modern German must have a common ancestor in the Germanic branch of

Indo-European. We can look at similar sets in the Italic branch of Indo-European and find cognates in Spanish (madre, padre, amigo) and Italian (madre, padre, amico) (Yule, 2017, P.635).

The most important characteristics of cognates are that they do not always have to imply the same thing and that their meanings may have changed as the languages developed differently. For instance, the words *"to starve," "to* die*,"* and "sterven," all come from the same Proto-Germanic root, sterban. *Discus* comes from the Greek word "to throw" and means "to talk." *Desk* is a later and distinct English reflection of *discus*, most likely via Mediaeval Latin desca. Additionally, the forms of cognates need not be the same: Armenian (hayr), French père, and English *father* are all descended from Proto-Indo-European ph₂tḗr

The following list of Indo-European terms includes their English cognates. Applying Grimm's Law to the Indo-European forms and applying the Latin, Greek, or Sanskrit borrowings' meanings as a hint will both help you identify the terms. (Akmajian, Demers, Farmer,& Harnish, 2010, p.353).

Table 2: Words from Indo- European and It's Cognates in English.

(Akmajian, Demers, Farmer,& Harnish, 2010, p.353).

| Indo-European | Words borrowed from classical languages into English |
|---|---|
| a. "ghwe¯n" | a. "gynecologist (from Greek)" |
| b. "dekm'" | b. "decimate (from Latin)" |
| c. "gno¯ -" | c. "agnostic (from Greek)" |
| d. "yug(om)" | d. "yoga (from Sanskrit, means ''work'')" |
| e. "agrus" | e. "agriculture (from Latin)" |

Table 3: English Words and Their Equivalents in German and
Swedish(Barber, Beal, & Shaw, 2009, P.58)

| English | German | Swedish |
|---------|--------|---------|
| "Stone" | "Stein" | "Sten" |
| "Bone" | "Bein" | "Ben" |
| "Home" | "Heim" | "Hem" |
| "rope" | "Reif" | "Rep" |
| "one" | "Ein" | "En" |

Here, there are regular correspondences between the words rather than just a similarity in appearance: words with Southern British English /əʊ/ have German /ɑɪ / (spelled<ei>) and Swedish /e:/ (spelled <e>). Because the pronunciation variations in any one language or dialect adhere to regular sound rules, such correspondences occur when related languages develop through divergent evolution. (Barber, Beal, & Shaw, 2009, p.57).

Table 3 includes some anomalies. The Swedish word *ben*, which was formerly the case with the German word, means both *"bone" and "leg,"* although the German word *bein* now only means "*leg*." German *Reif* now means *"ring, hoop,"* but it used to refer to "*rope*" as well. The English word *one* appears to break the pattern because it is pronounced incorrectly, but if we go back a thousand years, we discover that it is derived from the Old English word *ān*, which is pronounced with a long [ɑː] sound like *the father*. The other words in the table also have this long *ā* in Old English, including *stān*, *bān*, *āc*, *hām*, *rāp*, *gāt*. It should go without saying that in Modern English one should rhyme with stone, yet an unexpected event has happened. (Barber, Beal, & Shaw, 2009, P.57).

The way we pronounce *one* now is different from how we pronounce the other terms on the list above (perhaps to prevent misunderstanding with our own), but *alone* and *atone*, which historically came from the words all *one* and *at one*, have the expected sound. (Barber, Beal, & Shaw, 2009, p.58).

### Semitic Languages

One of the oldest language groups still in use today is the Semitic family. It consists of tongues used in Western Asia, the Middle East, and Africa, as well as tongues that have historically significant religious, political, and cultural issues. (Kramer & Rubinstein, 2012, P.1).

Great scholars like Nöldeke (1899; 1911) and Brockelmann (1908–13) dominated the discussion of the internal subgrouping of the Semitic language family for a large portion of the 20th century. According to this view, which was based as much on the languages' historical locations as they were on linguistic similar characteristics, there are three main sub-families of Semitic. (See Figure 1): Only Akkadian belongs to the East or Northeast Semitic group, while Hebrew, the other Canaanite languages (Phoenician, Moabite, etc.), and Aramaic make up the Northwest Semitic group. The South or Southwest Semitic group is made up of Arabic, Ethiopian Semitic, the Sayhadic languages (also known as the Old South Arabian languages; see Beeston 1984, 1), and the Modern South Arabian languages. Some researchers, like Nöldeke, believed that these three subfamilies were separate branches of the Semitic family, but the majority of experts believe that East and West Semitic, which also includes Northwest and South (or Southwest) Semitic, are the two main divisions. Languages discovered after the works of Nöldeke and Brockelmann easily fit into this scheme. So, Ugaritic was classified by most as Northwest Semitic; Eblaite was classified by most as East or Northeast Semitic. This is not to say that the exact position of Ugaritic or Eblaite has been agreed upon, only that they could fit into the existing model. This point is highlighted by the fact that F. Israel (2006, 178) recently counted over thirty-five different theories on the exact classification of Ugaritic (as cited in Weninger, 2012, p. 3).
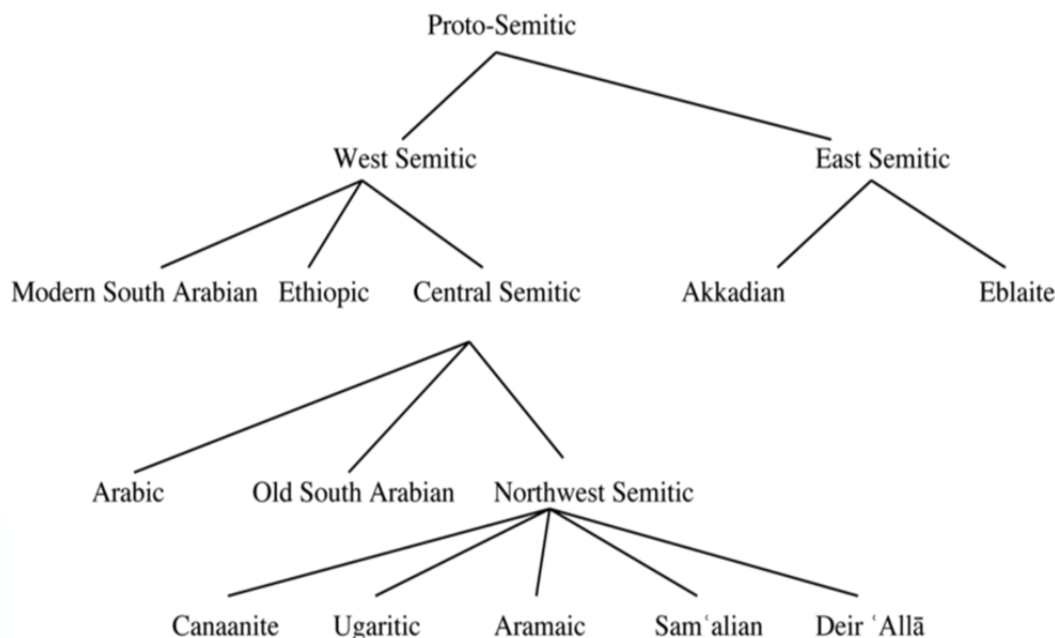
## Arabic Language

Arabic is a South-Central Semitic language with 218 million native speakers worldwide. It is spoken as a first language (L I) in all of the Arab countries of Africa, including Algeria, Djibouti, Egypt, Libya, Mauritania, Morocco, Somalia, Sudan, and Tunisia, as well as in Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine/Israel, Qatar, Saudi Arabia, Syria, and the United Arab Emirates. Simply because the majority of their citizens speak L I Arabic, these countries are commonly known as the Arab World. In many countries of Asia (such as Iran, Pakistan, India, and Indonesia) and Africa (such as Chad, and Nigeria), Arabic is also spoken as a second language (L2).

The Prophet Mohammad received the Glorious Quran, the holy book of Muslims, in Arabic. Muslims throughout the world agree that the Glorious Quran is the inspired word of God and that reading it in Arabic is necessary to comprehend its meaning. In addition, Muslims are required to pray in Arabic since they consider it to be the language of heaven. Muslims who are non-Arabs must thus learn Arabic. Arabic is therefore of great religious significance and is the language of Islam in many regions of the world. (Huthaily, 2003, P.1).

The majority of scholars once believed that the literary language of Arab-Islamic civilization, Classical Arabic, was the progenitor of all other members of this family. However, it is now obvious that Classical Arabic is a sister language to other varieties of Arabic rather than their precursor, after epigraphic studies in the 19th and 20th centuries and the careful study of the current vernaculars on their own terms. All of the aforementioned varieties of Arabic, including classical Arabic, descended from an unrecorded common predecessor known as Proto-Arabic. (Al-Jallad, 2019, P.7).

Proto-Arabic is the name given to the reconstructed common ancestor of all forms of Arabic, including the present dialects and the ancient epigraphic forms. (Al-Jallad, 2019, P.7).

However, what is usually referred to as Classical Arabic is the language used in the Glorious Quran. The Prophet Mohammad was born in Mecca, which is now in Saudi Arabia, and where classical Arabic originated. The purest, best, and most beautiful form of Arabic, in the eyes of Arabs, is classical. Since the seventh century, educated Arabs from many nations have used "Modern Standard Arabic" (MSA), a modified dialect of Classical Arabic, in schools, the media, mosques, and official settings. Khoja states that "MSA is a simplified form of Classical Arabic, and follows its grammar. The main differences between Classical Arabic and MSA are that MSA has a larger (more modern) vocabulary, and does not use some of the more complicated forms of grammar found in Classical Arabic". The United Nations chose MSA as the sixth official language in 1974. This dialect of Arabic is what non-native speakers of Arabic are exposed to at language schools when they study Arabic as a foreign or second language. I chose this particular dialect for this study because of this. (Huthaily, 2003, P.1-2).

Arabic has many dialects that vary not only from one country to another but even from one region of the same country to another. These dialects frequently have different pronunciations and vocabulary, which can occasionally be confusing. One such misunderstanding's outcomes are described in an interesting incident from Arabian history. Khaled Ibn Al-Waleed, the leader of the Muslim army, gave the jail guard the order to "/'yud.fi?/" prisoners on a cold night in the 7th century. In both Classical

Arabic and modern standard Arabic, the verb "/'yud.fi?/" means "to cover" or "to make someone warm." The jail guard, however, spoke an Arabic dialect unique to the "Kunanah" tribe in which the word "/'yud.fi?/" meant "to kill." All of those unfortunate prisoners died as a result of that confusion. (Huthaily, *2003*, p.3).

### Cognate in Arabic

Cognate in Arabic is a common, multi-mean word, to convince it altogether the transfer to Arabic from another language.

Searching for meanings in Arabic might help you grasp the context more effectively. In Arabic, a single word can have many meanings. You looked up the English term "Cognate," which means ''قريب'' in Arabic.

For example:

- (فوتبول) from the English word (football).

- (جنتلمان) from the English word (gentle).

- (ايركندشن) from the English word (air-conditioning).

Also, some words come from other languages like France and Italy, for example:

- (استوديو) from the Italian word (studio).

- (قبطان) from the French word (capitaine).

- (بلاتين) from the French word (platine).

Derivation is framing a pronunciation from another provided that it fits in meaning and composition and differs in formula or it is said origin transfer into many different formulas to benefit in which the origin did not. For example:

- ضرب change to ضربَ so it benefits in the past while يضرب it benefits future.

This derivation happens with the in origins which denotes verbs and events because this which change from phase to phase because al the accident. It could be said that derivation is auditable in the sentence or its origin is what inhered from Arab themselves. Solid noun is which they transfer it and use it. The origin which they derived many formulas from it, which we can use it and pronounce it. (Al- Maghrebi, 1908, P.9)

Arabs called intruder as "Persian word", which it entered in their language. Al-Jawaliqee wrote a book called it "al-Ma'arab", in which he mentioned what the Arabs had spoken about the Persian words and what the glorious Quran said, and was mentioned in the news of the Messenger - and the Companions and the followers, may God be pleased with them. They all have it, and Al-Arab mentioned it in its poems and news and Al-Khafaji put his book " Healing the Al-Ghulayl", from them to the expressions that the Arabic showed what Arab pedophiles and modernists have said in the past. One of the most important books is (The Interpretation of the Vocabulary Terms in the Arabic Language, which states its origins in letters) by Tonia Al- Enaisee (Intruder in the Arabic Language) by Dr. Fouad Hassanein (Abd Al- Azeez, 1990, P.47).

The Arabic intruder (Arabism) is every foreign word or meaning other languages have taken from Arabic. The word Arabism itself is (Gallicism) and it is taken from the French word (Arabism) which was generated in the 18th century from the word (isme, arabe ). "Cotton", is one of the products whose Latin name is derived From Arabic. "Sugar" was one of the pastern products that the European Crusaders borrowed from the Arabs and kept its name intact.

"Ghazall" is the name, the Europeans used to describe these animals, and it was taken from Arabs.

The influence of Arabic (as vocabulary and linguistic structures) Spread to many other languages due to the holiness of the Arabic language for Muslims in addition to factors of geographical neighborhood and trade (in the Past).

This effect is Similar to the influence of Latin in other European languages. It is noticeable in the Persian language where scientific vocabulary is mostly Arabic and in addition to many daily vocabulary such as:( let ليكن, but لكن, and,مع approximate,تقريبي adoration عشق , only فقط, except ما عدا) languages in which Arabic has significant impact (more than 30% of vocabulary) are Urdu, and all Turkish, Kurdish, Hebrew, Spanish, Somali, Swahili, Folani, Haumsa, Maltese, Bahasa, Dhiveli (Maldives) and others. Some of the languages still use the Arabic alphabet for writing including

Urdu) Persian, Kashmiri, Pashtun Tajik, Easters "Turkestan, Kurdish, and Bahasa (Brunei, Aceh, and Java). Some Arabic words have entered many European languages such as German English, Spanish, Portuguese, and French, through Andalusia and long-standing acculturation that took place during the era of the Crusades.

**Research Methods**

**The Data**

The data consists of 23 terms chosen from the English language based on the author's understanding of their usage and frequency. They are listed alphabetically in (Table 4.) below for quick reference, together with brief linguistic notes.

**Data Analysis**

The data will be analyzed theoretically and statistically. The statistical analysis employs the percentage formula, obtained by dividing the number of cognates over the total number of investigated words multiplied by 100. For example, suppose the total number of investigated words is 23, of which 20 are true cognates. Calculating the percentage of cognates is obtained thus: $20/23 = 0.20 \times 23 = 20\%$. Finally, another list of words is given between Arabic- Spanish-English cognates.

And here is a list of words in Arabic and other languages.

Table 4: Cognates Between Arabic and Other Languages (Shaheen,1986)

| Arabic | Meaning | Language |
|--------|---------|----------|
| "(Iskafee) اسكافي" | "The one who repairs shoes" | English |
| "(August) اغسطس" | "Name for the month" | English |

| | | |
|---|---|---|
| "سموكن (smoken)" | "Clothes for formal parties" | English |
| "باي باي (bay bay)" | "Good bye" | English |
| "برودن (Pardon)" | "Excuse me" | French |
| "بودنج (Poding)" | "Kind of sweets" | English |

Arabic and English share a surprisingly large number of cognates. Here is a list of them:

Table 5: Show the English and Arabic cognates

| English | ARABIC | Note |
|---|---|---|
| 1. "Bakshish" | "باكشيش" | ""Tip", small amount of money" |
| 2. "Caftan" | "قفطان" | "Type of men's clothing." |
| 3. "Captain" | "قبطان" | "Captain, shipmaster" |
| 4. "Crimson" | "قرمزي" | "Strong red color, leaning to purple" |
| 5. "Fatwa" | "فتوى" | "Formal religious opinion" |
| 6. "Ghoul" | "غول" | "A monster, evil spirit, or ogre." |

| | | |
|---|---|---|
| 7. "Gondola" | "جندول" | "Like the small boats in Venice" |
| 8. "Halaal" | "هلال" | "Permitted according to Islam" |
| 9. "Haram" | "حرم" | "Forbidden according to Islam" |
| 10."Henna" | "حناء" | "Brownish temporary tattoo" |
| 11."Hummus" | "حمص" | "Chickpeas dip." |
| 12."Imam" | "الإمام" | "Leads the prayers." |
| 13."Islam" | "اسلام" | ""Submission" to God" |
| 14."Jasmine" | "ياسمين" | "A fragrant flower." |
| 15."Jihad" | "جهاد" | "Religious struggle" |
| 16."Judo" | "جودو" | "Martial Art" |
| 17."Muezzin" | "مؤذن" | "Person calling others to prayer" |
| 18. "Saffron" | "زعفران" | "Spice derived from a flower." |
| 19."Sheikh" | "شيخ" | "Respected person of power or authority" |
| 20."Sherbet" | "شربات" | "Frozen fruit juice dessert; sorbet, sherbert" |
| 21."Stable" | "إسطبل" | "Stable for animals" |
| 22."Talisman" | "طلسم" | "Object believed to contain magical properties" |
| 23."Technology" | "تكنولوجيا" | "Also shortened to Tech تقنية" |

Here is another list of cognate between Arabic-Spanish-English that show how interconnected these languages really are:

Table 6: Show the Arabic-Spanish-English cognates.

| Spanish | Arabic | English |
|---|---|---|
| 1. "Café" | "قهوة (qahwah)" | "Coffee" |
| 2. "Cero" | "صِفْر(sifr)" | "Zero" |
| 3. "jarra" | "جرّة (jarrah)" | "Jar" |
| 4. "algodón" | "قُطن (qutn)" | "Cotton" |
| 5. "naranja" | "نارنج(naarinj)" | "Orange" |
| 6. "alcohol" | "الكحول (al-kuhuul)" | "Alcohol" |
| 7. "mascara" | "مسكرة (maskarah)" | "Mask" |
| 8. "algebra" | "الجبر (aljabr)" | "Algebra" |
| 9. "carmesí" | "قِرمِزي(qirmizyy)" | "Crimson" |
| 10."elixir" | "الإكسير (aliksiir)" | "Elixir" |
| 11."gacela" | "غزالة (ghazaalah)" | "Gazelle" |
| 12."jirafa" | "زرافة (zaraafah)" | "Giraffe" |
| 13."limón" | "اليمون (laymuun)" | "Lemon" |

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| 14."luffa" | "ليفة (liifah)" | "luffa/loofah" |
|---|---|---|
| 15."Laud" | "العود (al'uud)" | "Lute" |
| 16."safari" | "سفر (safar)" | "Safari" |
| 17."sorbet" | "شربات (sharbaat)" | "Sherbet" |
| 18."Zumaque" | "سُمّاق (summaq)" | "Sumac" |
| 19."Talisman" | "طلسم (Tilsam)" | "Talisman" |

**Conclusion**

Cognates in English and Arabic serve as linguistic connections between two distinct language families. They are a testament to the historical and cultural interactions between the English-speaking and Arabic-speaking worlds. The presence of cognates not only highlights the shared linguistic origins but also facilitates language acquisition and cross-cultural understanding. Recognizing and utilizing cognates can significantly enhance language learners' vocabulary and communication skills. Understanding the concept of cognates in English and Arabic, therefore, plays a vital role in fostering effective language learning and promoting intercultural dialogue.

The results showed that all of these words have similar or nearly similar Arabic and English cognates. Because they are similar in both form and meaning, the 23 words shared between English and Arabic and the other 19 terms in English, Spanish, and Arabic are true cognates. Natural and plausible phonological, morphological, and/or lexical factors underlie the many forms that these words take in those languages. Many words share the same or similar form between languages. The five key lexical patterns that recurred often were stability, convergence, multiplicity, shift, and variability; convergence and multiplicity were more popular due to the formal and semantic similarities between Arabic terms and the words that gave rise to English words. Compared to words in English and other European

languages, Arabic terms are phonetically more complicated and have a far wider range of meanings, all of which indicate their fundamentally Arabic origin.

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