# COMPRATIVE STUDY WITH DIFERENT LANGUGES: A STUDY SPECIFIC TO LINGUISTIC AND ARABIC CONTEXT

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## ABSTRACT

Linguistic transfer has been a field of many studies. This could be attributed to the strong association between linguistic transfer and both second language acquisition and linguistic errors. This paper aims at adding evidence about the effect of first language on mastering a second language and to fill a gap in linguistic studies of transfer. It will shed light on the problems which Arabic native speakers encounter when dealing with the usage of 'wish'. There have been few explicit studies addressing the grammatical transfer issue between Arabic and English directly. It has been recognized that the Arabic native speakers encounter serious problems when dealing with 'wish'. The usage of 'wish' in English is one of the most difficult structures for English learners. On the other hand, in spite of the strong association between 'wish' and 'if-clauses', they do not face such a problem when dealing with 'if-clauses'.

**KEYWORDS:** Linguistic, language, acquisition, problems, Arabic, English, etc.

## INTRODUCTION

Evolving from linguistics whose role is to study the similarities, differences, varieties, spoken and written forms, acquisition, change, and standards of languages, translation has gone further as a unifying communicative factor of lingual, cultural diversity, and academic knowledge. [1-4] Mentions that translation is playing the role of discovery. It discovers things from language to language, from country to country, from age to age, and from world to world. It then plays big role in the progress and supper of religions, and literatures. Furthermore, [5] underscores the role played by translators in importing foreign cultural values and generating aesthetic values. This made translation not to be a replacement but "cross-pollination, resulting in the hybridity of cultures." ideas out that the significance of translation in the human communicative actions has made it one of the most important branches of linguistics. [6] Argues that translation in the twentieth century, thanks to Holmes, has helped to fill the gap between theory and practice.

## REVIEW OF LITERATURE

As Arabic language and English language are the most used languages in the Arab world and as good pronunciation is very important for a good spoken communication, this study will review a relationship among English language and Arabic language in the field of [7]:

Phonology to provide groundwork for learner of English as a second or foreign language, and learner of Arabic of other languages ASOL. Arabic language and English language are the most used languages in the Arab worlds, having perfect relationship between the phonology and the morphology of both languages will help students of these languages to master them in superior and easier method, no matter if this language is a second or a foreign language for Arabic native speakers or English native speakers. The phenomenon of language transference has involved many persons, linguists and non-linguists. It has been receiving much attention and dissimilar clarifications permitting to the researcher's academic backgrounds [8]. Linguistically, transfer means applying or simplifying of the student's knowledge about their native language (L1) to help them to use and understand a second language (L2). Recently, language transmission has been a significant matter in applied linguistics, second language acquisition, sociolinguistics, and language teaching. [4] States that language transmission can happen at dissimilar stages such as linguistic, pragmatic etc. Permitting to him, transfer means the inspiration occasioning from similarities and dissimilarities among the first language and any other learned or developed language [9]. The historical background of the languages replacement, Arabic, English, and French Arabic is an associate of the Semitic languages family, which embodies Afro-Asiatic languages. The word Semitic comes from Shem, supposed predecessor of this language household [8]. English and French are two memberships of the Indo-European languages household. It instigated from Proto-Indo European, a language thought to be spoken about 3000 B. C. The following figures demonstrate more their member families and origins.
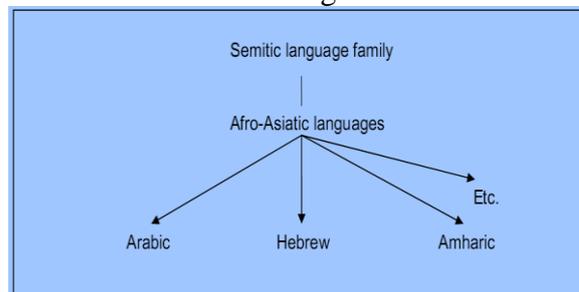

Figure- 1 Semitic language families

## 1- Arabic Language:

Arabic is a Semitic language; it was used in both south and north of Arabia. It has become the lingua franca of Muslims, and approved language of the Arab countries since the 7th century thanks to a decree from the Umayyad Caliph Abd al-Malik ibn Marwan who reigned between 685 to 705 A. D. [10]. "Being conversant with several languages, I can confirm from my own individual involvement that no language I know comes even nearby to Arabic in its power of historicism, in its capability to penetrate beneath and outside intelligent comprehension unswervingly to the sensations and make its impression upon them. In this respect, Arabic can be associated only to music. For lecturers of English, the outcome their language has on them is very dissimilar from that of excessive music. Yet the chatterers of Arabic respond to both language and music in an essentially comparable method, except that their reaction to the language is possibly deeper, more powerful, and more responsive."

| French | English | Arabic |
|--------|---------|--------|
| A. *Bonjou! Salut!* | A. Good morning/day! Hi! | أ. السلام عليكم |
| B. *Bonjour*! *Salut!* | B. Good morning/day! Hi! | ب. و عليكم السلام و رحمة الله وبركاته. |
| A. *Bonjour! Salut!* | A. Good morning/day! Hi! | أ. نهاركم سعيد |
| B. *Bonjour*! *Salut* ! | B. Good morning/day! Hi! | ب. نهاركم سعيد ومبارك. |
| La discipline est un engagement pleinement conscient. | Discipline is a conscious commitment | الانضباط التزام مدرك واع. |
| Elle est brulante d'ardeur. | She is very enthusiastic | انها وقاجة منلظية. |

Table 1 Arabic language

In the above Arabic text, the words, ومبارك and و رحمة الله وبركاته are a kind of overestimation in that they come to express more than what is compulsory associated to the English and French texts. Also the word, واع and متلظية are replications because they are replacements of the previous words, مدرك and متلظية. The use of the modus energicus, انها in the beginning of the last sentence expresses over declaration. It factually means "behold, she is very enthusiastic."

## 2- English Language:

It is historically known that England underwent a lot of incursions by Britons, Romans, Angles, Saxons, and Jutes. The real aborigines are still unknown. Eckersley and Eckersley (1960) state that despite the fact that the Britons, who are found there by other aggressors like the Romans, are also aggressors. The commonness of English, the linguistic of the Approaches aggressors took place after the Romans had left in order to preserve Rome [11]. The leaving of the Romans covered the technique for the upcoming of other aggressors like Angles, Saxons, and Jutes. Even though English is a hybrid language from dissimilar vernaculars and languages of the aggressors, the dominant one, though few word like ass, bin,

London, Dover, York, Gloucester, Manchester, etc. survived after the Britons' language, is the language of Angles to whom the language, English, and the country name, England refer.

## 3- French Language:

France is the word that comes to exchange the antique name Gaule. The language that was used before the Roman conquest in the 1st and 2nd centuries B.C. was Gaulish which was a Celtic linguistic. After the Roman conquest, and the incursion of the Germanic communities known as Franks who were already romanized, the Gaulish language could not stand against the official and religious language of the Roman Empire, Latin. Modern French, therefore, owes its structures and a great deal of its terminology from Latin though it possesses several words from Celtic and Germanic origin [12]. French developed up not of Classical Latin, but of Vulgar Latin. There were a lot of differences in terms of pronunciation in all branches of the lingua Romana, which made it split into different languages. Among those vernaculars in France were the langue d'oc in the south, langue d'oïl in the north, and the language of Ile de France, Francien which increasingly took the lead [13]. Ewert indications that the prevalence of the Francien language is due to its rich literary tradition associated to the other dialects He writes:

"Francien, as the acknowledged literary medium, efforts the languages out of nonfiction and decrease them to the position of mere patters. It is even protracted to the dominion of the langue d'oc, which begins to provide outstanding authors in the Northern idiom. Hand in hand with this extension in the field of literature goes the victory of French over

Latin in the chancelleries and in the royal administration generally."

## 4- The Languages under Study and Translation Problems:

They are the devices that may pose some difficulties in terms of loss or gain in the languages below study. [14] Illuminates that most of the difficult of transformation are not due to the communicative authority or sensitive incapability of a given language, but due to the "difficulty of constrictions, connecting syntactic structure, verb classification, case making, noun gender, agreement, and other aspects," which the interpreter has to deal with in terms of dissertation counterparts. The following are features that are considered to be problematic. They are discoursed in terms of their translatability from the ST (Arabic) to the TLs (English, and French). These are word formation, nouns and pronouns, verbs, adjectives, conjunctions, adverbs, voices, cases, word order, faux aims, syntax, and peculiarities.

## Word Formation:

Every language has its own way of building and structuring its words. Linguistically, languages depend on inflectional morphology and derivational morphology. Arabic language uses inflectional morphology, suffixes to indicate gender, and number, or both at the same time. These are ـ ة, ـ ات, ـ ون, ـ ين, ـ ان, ـ ين . Moreover, Arabic depends mostly on building its word by derivation. [12] Clarifies that nouns can be primitive like إنسان, بقرة, بيت , etc.

| | | |
|---|---|---|
| I. فَعَلَ | VI. تَفَاعَلَ | XI. افْعَالَّ |
| II. فَعَّلَ | VII. انْفَعَلَ | XII. افْعَوْعَلَ |
| III. فَاعَلَ | VIII. افْتَعَلَ | XIII. افْعَوَّلَ |
| IV. أَفْعَلَ | IX. افْعَلَّ | XIV. افْعَنْلَلَ |
| V. تَفَعَّلَ | X. اسْتَفْعَلَ | XV. افْعَنْلَى |

**Nouns and Pronouns:** Nouns in Arabic, English, and French are of two kinds, primitive (substantive) and derivative. The following table illustrates more:

| Substantive | Derivative | Language |
|---|---|---|
| كرسيّ | مكتبة (كتب) | Arabic |
| Tree | Prehistory (history) | English |
| Montre | Fourberie (fourbe) | French |

Table 2 Nouns

Pronouns or pronominal are used to refer to nouns or simply to replace them. They can be personal, possessive, demonstrative, interrogative, reflexive, indefinite, and relative. In Arabic pronouns can be either separate from the verb or bound to the verb, the following table exemplifies more:

| French | English | Arabic |
|---|---|---|
| *Tu es sage.* | You are wise. | أنتَ عاقل. |
| *Tu es allé au marchet.* | You went to the market. | ذهبتَ إلى السوق. |
| *Tu t'assois sur la chaise.* | You sit on the chair. | تَجلس على الكرسيّ. |
| *L'enfant t'a frappé.* | The boy beat you. | ضربكَ الولد. |

Table 3 Personal pronouns

Possessive and reflexive pronouns are only bound, e.g. هذا قلمكَ؛ هذا القلم لكَ. (This is your pen; this pen is yours. C'est ton stylo; Ce stylo EST le tien) yet, demonstrative, interrogative, indefinite, and relative pronouns are separate.

## CONCLUSION

This study has found that teaching in Arabic makes the course content was easier to understand, studying course content in Arabic helps participants to pursue and study more, and they can retain course content easily. While teaching in English result in the need for extra help to

understand course content. This conclusion also confirms that the assessments were easier to approach while teaching in Arabic. On the other hand, teaching in a foreign language puts obstacles in understanding exam questions. Due to the native language, participant perceives the course was easier to learn and they can study the course without making a lot of effort. Teaching in foreign language may force participants to depend on memorizing rather than understanding, and create. The study has found enough evidences to support the claim that teaching in Arabic creates more positive attitude towards the course compared with teaching in English.

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