Contrastive Analysis Of Most Relevant Features Of English And Arabic Languages

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Abstract
This paper highlights the similarities and differences of relevant features of English and Arabic languages. The paper also brings out the application of these similarities and differences to the teaching and learning process of English and Arabic languages. Psycholinguistic implications of structural similarities and differences between the two languages for Arab learners of English and English learners of Arab were indicated. An historical background of both languages is given. In the paper, the author focuses on comparing of the phonetic and phonological features, syntactic features, and lexical features of English and Arabic languages. The impact of these similarities and differences are also viewed in relation to its effects on the translation of the English and Arabic languages to provide a basis for more sophisticated and effective translation.

Keywords: Contrastive analysis, Phonetic, Phonological features, Syntactic features, Lexical features.

1. Introduction

Contrastive analysis refers to a comparison of two or more languages providing in-depth descriptions of the similarities and differences between the two languages. The contrastive analysis also aims at shedding light on better descriptions and teaching materials for people willing to learn the languages. It offers a form of language description across the two languages or more languages and findings from the contrastive analysis are critical for curriculum development, diagnosis of problems in learning, and the preparation and evaluation of teaching materials for the languages in which contrastive analysis is to be performed. Contrastive analysis results in a revelation of what is specific to a language and what is general. Contrastive analysis is key in teaching a new language to people who are native speakers of another language. Bilingual people suffer from the influence of their mother tongue. Mother tongue influence leads to mistakes in grammar, pronunciation, and other language levels. It is vital to be aware of the differences between the mother tongue and the second language to effectively teach and learn a new language. The most relevant features of English and Arabic languages which the contrastive analysis will be based on are phonetic and phonological features, syntactic features, and lexical features. The paper will also conclude by applying the knowledge of the important features of translation of the English and Arabic languages.

2. Contrastive analysis of the history of English and Arabic languages

The Arabic language is spoken mostly in the Middle East. It is a critical language in the Muslim religion because the Islamic holy book Quran is written in Arabic. Arabic is recognized as one of the international languages and therefore it has its system and characteristics which make it distinct from other international languages such as English. Most Arabic speakers find it difficult to learn English. English is challenging for them to learn since it is a new language in listening speaking, writing, reading, and pronunciation. It becomes important, to understand the characteristics of the Arabic language and how it is different from the English language to assist learners of English and Arabic to overcome the anticipated challenges.

The Arabic language belongs to the Semitic languages group which is majorly in the middle east and North Africa. The Arabic language originated from Afro-Asiatic languages which include other languages such as Ethiopian, and Hebrew, among other languages. The Arabic language can be traced back to the seventeenth century. After the death of Prophet Mohammed, a century of Islam diffusion followed. This brought

the Islam religion to the attention of the world as well as the Arabic language.

In the Semitic languages group, Arabic is the most spoken language having around 350 million speakers. It is the sixth most spoken language globally and is listed as one of the official languages stated by the United Nations. The spread of the Arabic language has been accelerated by its use as the official language of the Holy Quran. The spread of Islam enabled the far-reaching spread of the Arabic language as well. Another accelerator is the fact that Arabs were largely known as ardent traders and migrated a lot. Trading and migration resulted in the interaction of Arabic speakers with non-Arabic speakers which promoted the growth of the language. This interaction is evident in Iraq, Syria, Egypt, and Palestine.

The English language belongs to the larger Indo-European language family. Indo-European language family has three major branches namely the east, north, and West Germanic languages. English belongs to the West Germanic languages. The English language is dominant in the United Kingdom, United States, New Zealand, Canada, Australia, and Ireland. It is the official language in the Philippines, Singapore, India, and most Sub-Saharan countries especially those colonized by the British. It is estimated that English is spoken by about a third of the global population which accounts for over 2 billion people.

3. Phonetic and Phonological Features

3.1 English and Arabic Alphabets

There are key similarities and differences in the pronunciation of syllables in the Arabic and English languages. These differences can only be seen when phonetic and phonological tools are employed. Phonetic and phonological analysis of alphabets in the English and Arabic languages is a key consideration for teachers and learners who are willing to learn either of the languages. This is important because the two languages have completely different origins and basis given that Arabic is a Semitic language whereas English is a West Germanic language.

Just like in all other languages, sounds in both the English and Arabic language are divided into two categories namely consonants and vowels. The rule of differentiating consonants and vowels in other languages is in how they are pronounced, and this rule applies in the English and Arabic alphabets. In both the English and Arabic languages sounds are classified into consonants if they obstruct airflow in the vocal tract during pronunciation. On the other hand, vowels are the sounds that make the least airflow obstruction in the vocal tract during pronunciation.

To better understand the constant and vowel sounds, it is important to first explore the alphabets in each of the two languages. Whereas the Arabic alphabet is made up of 28 letters, the English alphabet consists of 26 letters. The Arabic alphabet is considered the Arabic abjad and is written from rights to left in a cursive style as Alif ا, Baa ب, Taa ت, Thaa ث, Jeem ج, HAA ح, Khaa خ, Daal د, Dthaal ذ, Raa ر, Zaan ز, Seen س, Sheen ش, Saad ص, Daad ض, TAA ط, THAA ظ, Ayn ع, Ghaan غ, Faa ف, QAAF ق, Kaaf ك, Laam ل, Meem م, Noon ن, Haa ه, Waaw و, Yaa ي. The English alphabet, on the other hand, is written in alphabetical order starting with A and finishing with Z in the order a b c d e f g h i j k l m n o p q r s t u v w x y z.

Both The Arabic and English languages have voiced and voiceless consonants. In English, the voiceless consonants are f θ s ʃ h p t k and tʃ whereas the voiced consonants are b d g v n ŋ l r ʒ ŏ z j w and dʒ (Yeaqub, 2018). In Arabic, the voiceless consonants are? f t ṭ θ s ṣ ʃ h k q ħ and x whereas the voiced consonants are b d ḍ m n l r ʕ γ y w ŏ ŏ. Z and dʒ (Yeaqub, 2018). From this differentiation of voiceless and voiced consonants in Arabic and English languages three key main points arise. For starters, the voiceless consonants / tʃ, p /are missing in the Arabic language. Likewise, the English language lacks the consonants /?, ṭ, ṣ, q, ħ, x / which are voiceless in the Arabic language. Secondly, consonants / g, v, ŋ, ʒ / are voiced in the English language but are not found in the Arabic language. The Arabic consonants s / ḍ, ʕγ, ŏ. / are also not found in the English language. Lastly, in both the English and Arabic languages assimilation effects in voicing consonant sounds exist.

There are key differences in English and Arabic languages consonants and vowel distribution. There are more vowels in English than in Arabic. The two languages also share some vowels but some vowels are unique to each of the two languages. Also, English words may start with a vowel or a consonant, but all have vowels, but Arabic words can be formed using consonants only. The English language has 20 vowel sounds and 24 consonant sounds. Arabic on the other hand, has six vowel sounds and 29 consonant sounds (Yeaqub, 2018). The Arabic language has more consonant sounds than the English language, but English has more vowel sounds than the Arabic language.

3.2 Sound systems

The linguistic system in English and Arabic languages is different Because of the different

origins of these languages. English is a Germanic Indo-European language, and the Arabic language belongs to the Semitic family. One of the greatest differences between the two languages is in phonetics. Particularly, there is a clear distinction between the English and Arabic sound systems. To better understand the difference in sound systems of the two languages, it is best to analyze different phonological categories.

3.2.1 Labial sounds

Labial sounds are produced between the lower and upper lips. This phonological category is comprised of labiodental, labiovelar, and bilabial sounds. In the English language, the bilabial consonants are /b/, /m/, /p/, and /w/. In the Arabic language, the bilabial consonants are /b/ and /m/ only. The sound /p/ is not found in the Arabic language and is often substituted for the sound /b/ (Alshalaan, 2020). However, this substitution results in a change of meaning. Brinton et al. (2010) gave an example of this change noting that the word /p æ t/ has a different meaning from the word /b æ t/.

3.2.2 Labiodental sounds

Labiodental sounds are articulated when the lower lip touches the upper teeth. In the English language, there are only two labiodental sounds namely /f/ and /v/. In the Arabic language, there is only one labiodental sound/f/. The English labiodental sound /v/ does not exist. Native Arabic speakers find it easy to pronounce /f/ because it is one of the Arabic sounds but find it very difficult to pronounce the sound /v/ in English because it does not exist. Teachers teaching English to Arabic speakers should put this into consideration. It is common for native Arabic speakers to pronounce the sound /v/ in English as /f/.

3.2.3 Dental sounds

Dental sounds are existent in both the English and Arabic languages. They are pronounced with either the blade or the tip of the tongue when it encounters the upper front teeth. In the English language, dental sounds are /ð/ and /θ/. In the Arabic language, dental sounds include the two English dental sounds /θ/ and /ð/ and also /t/, /ṭ/, /d/, /ḍ/, /z/, /n/, /l/, /s/ (Alshalaan, 2020). However, the two English dental sounds /θ/ and /ð/ are classified as inter-dental sounds in the Arabic language whereas the remaining sounds also /t/, /ṭ/, /d/, /ḍ/, /z/, /n/, /l/, /s/ are classified as purely dental sounds in the Arabic language. One of the key considerations in teaching the English language to Arabic native

speakers and vice versa is that the Arabic dental sounds /t/ and /d/ are often substituted for /Ɵ/ and /ð/ by Arab speakers in some dialects.

3.2.3 Alveolar sounds

The alveolar sounds how to pronounce with either the blade or the tip of the tongue when it meets the alveolar ridge found behind the upper teeth. The alveolar sounds are the same in both the English and Arabic languages. They include /d/, /t/, /s/, /z/, /l/, /n/, /r/ (Alshalaan, 2020). One key thing to note is that the sounds /t/ and /k/ Are common in both the English and Arabic languages but are not identical. They are different in where they are pronounced. In English, the sound /t/ is aspirated in the initial position of a word But in the Arabic language, the sound is dento-alveolar. A key takeaway in alveolar sounds that are useful in teaching English and Arabic languages is the sound /s/. the sound /s/ is not common in the Arabic language and therefore it is difficult for native Arabic speakers to pronounce it. It is common for native Arabic speakers to pronounce the sound /s/ as /t/. A common alveolar sound in both English and Arabic language is the sound /r/ which is pronounced in the same way. To pronounce the sound /r/ in both the English and Arabic language, one must bring the tip of their tongue close to but not touch the alveolar ridge.

3.2.4 Palato-Alveolar sounds

The palato-Alveolar sounds are pronounced using the blade of the tongue and the body of the tongue. The tongue blade is placed behind the alveolar ridge whereas the tongue body is raised towards the hard palate. In the English language, the palato-Alveolar sounds are /ʃ/, /ʒ/, /tʃ/, and /dʒ/. The Arabic language only has one palato-alveolar sound /ʃ/. One of the key things to note in the pronunciation of palato-Alveolar sounds that may be useful in teaching English and Arabic language is that sometimes "ch" is pronounced as /k/ in the English language such as in the word "Christ". For this reason, native Arabic speakers often pronounce the words that start with /tʃ/ with /k/ sound.

3.2.5 Velarised alveolar sounds

Velarised alveolar sounds are articulated when the blade of the tongue closely reaches the alveolar ridge. Velarised alveolar sounds do not exist in the English language. in the Arabic language, the velarised alveolar sound is /S/. The Arabic language is characterized by velarised dento-alveolar sounds which may be difficult for non-

native Arabic speakers to pronounce because they may not exist in their language. For this reason, it is understandable when English natives face difficulties in pronouncing the velarised alveolar sound as/S/.

3.2.6 Palatal sounds

The palatal sounds are produced when the tank body meets the hard palate. Both the English and Arabic languages only contain one common palatal sound /j/. This makes it easy for native speakers of either English or Arabic languages to transfer the use of the sound /j/ to their second language.

3.2.7 Velar sounds

The velar sounds are produced when the body of the tongue encounters either the soft palate or the velum. In the English language, the velar sounds are /k/, /g/, and /ŋ/. In the Arabic language, the velar sounds are /k/ and /q/. The /ŋ/ sound does not appear as a velar sound in the Arabic language, but it is pronounced when it comes before the Arabic velar sound /k/. However, native Arabic speakers find it difficult to pronounce the /ŋ/ sound alone.

3.2.8 Uvular sounds

The uvular sounds are pronounced using the uvula and the back of the tongue. The uvular sounds are not found in the English language. The uvular sounds in the Arabic language are /ɣ/ and /x/.

 In a nutshell, the English and Arabic sound systems are differentiated depending on where they are pronounced. It is also clear some sounds do occur in the English language but are absent in the Arabic language and vice versa. A key similarity in both languages is the palatal sound /j/. Some similarities occur in pronunciation, but the sounds are different in either language. It is vital to be aware of the similarities and differences in English and Arabic sounds when teaching native Arabic speakers English and vice versa. The teacher can pinpoint anticipated areas of difficulty and give a keen interest in the same because they know where to target.

3.3 Grammar

Different scholars give different opinions on which of the two languages between English and Arabic is easier to teach or learn based on the grammar in each of the two languages. There are solid arguments to argue for each of the sides but knowledge of the grammar differences between the two languages is critical in their learning. Deep

scrutiny into grammatical and syntactical rules of either of the languages is essential. In the Arabic language, one cannot assign vowels without knowledge of grammar rules. One of the key differences between English and Arabic is pronoun differentiation. The Arabic language differentiates between females and males in words, verbs, pronouns, and sentence structure. This is absent in the English language. In Arabic, the common English pronouns "you" and "they" all have specifications when are they used in female, male singular, and plural.

The Arabic language assigns gender to words. Depending on the gender of a person, the word friend will be pronounced differently to imply the gender of the friend in question. The English language does not assign gender. For instance, a friend remains a friend respective of their gender. The only alteration you can make is to add the word male or female before the word friend to identify the gender of the friend.

4. Syntactic Features of English and Arabic languages

4.1 Conditionals

The English and Arabic languages find similarities in the use of conditionals. In the Arabic language, conditionals are hypothetical and come in either as a main clause or an if-clause. In English, conditionals also come in as the main clause but can also come in as a subordinate clause. This is a common syntactic feature of both the English and Arabic languages (Momani & Altaher, 2015). This commonality makes it easy for students with a Jordanian background to easily learn conditionals because they can transfer their Arabic knowledge to learn English. This conditional feature is a key consideration when teaching the English language to Arabic students and vice versa.

Even though there is a commonality in conditionals of the English and Arabic languages because in both languages they can come in as the main clause, there are some notable differences that could greatly impact the learning of these two languages. There are notable differences in the use of "conditional if" in the two languages. The "Conditional if" in the English language can be used as unreal or real conditional. In English, a real conditional exists when one action must happen for the other to happen, but this is set in the factual or real world. Therefore, it must have two parts, the if and then parts. For instance, one can say, "If I have time today, I will clean up the house". For the house to be cleaned, one must have time. This is set such that there is a good probability that the house will

be cleaned. In an unreal conditional, one action must happen for the other to happen, but this is set in a distant imaginary world. For instance, one could say "If he had time, Erick would clean up the house". In this case, the probability of the house being cleaned by Erick is very low.

The "conditional if" is also found in the Arabic language. The real conditional is translated as ا /Iða:/ and the unreal conditional is translated as /law/. The notable difference however is that the "conditional if" in the Arabic language is followed by the past tense verb. Therefore, the conditional clause verb is always in the past tense which has a great impact on the ability of Arab-speaking people to learn English. The Arab speaking students are more inclined to use the past tense verb for conditional clauses when learning English. Another notable tendency is the omission of the word "would" by Arabic-speaking students when learning English. This is because the word /law/ indicates "conditional if" whereas the same would be followed by "would' to indicate unreal conditional in English. For instance, the statement "If they were here, they would carry her" could easily be translated by Arabic speaking students to "If they were here, they carry her" because the word "would" is not used in Arabic to indicate unreal conditional.

4.2 Conjunctions

Conjunctions also have common features in both the English and Arabic languages. The syntax between these two languages in the use of conjunctions makes it easier for Arabic students to learn English. Simple conjunctions such as and, but and so can be used in English sentences by Arabic students and form the same meaning when these sentences are transferred to English. The Arabic knowledge of conjunctions makes it easier for Arab-speaking students to learn English. Connectives are easily transferrable from English to Arabic.

Simple connectives such as "is", and "which" are translated into /wa/ in Arabic. The word /wa/ is used to connect clauses and words in Arabic. The only notable difference here is in the use of the conjunction "and". In English, the conjunction "and" is used as a connector between the last two words in a list. In Arabic, the equivalent conjunction /wa/ is used before every word after the first word in a list.

5. Lexical Features of the English and Arabic Languages

5.1 Collocations

Collocations refer to the habitual relations between words in a language. This relation is often lexical. For the English language, Robins (2014) posits that there are two types of colocations namely situational meaning and referential meaning. He gave examples of situational meanings such as "black coffee" and "white coffee". In the two examples, the colours are not used in any way regarding their referents. An example of referential meaning is "dark night." In this case, the meaning of the word "night" is its relatability with "dark" and vice versa. According to Robins (2014), there are three types of collocations in English. The first type of collocations in English are the collocations which are based wholly on the meaning of the items. An example of such collocation is "green car." The second type of collocation is where a range of words can be used with another set of words that have some common semantic features. An example of such collocation would be "the beautiful girl." The third type of collocation is collocation in the strict sense where neither meaning nor range is involved.

In the English language, the most common types of collocations are grammatical collocations. Grammatical collocations are composed of a dominant word followed by a grammatical word. In most cases, the grammatical word used is a preposition. The grammatical collocations that are common include four combinations namely verb-preposition combination, noun-preposition combination, adjective-preposition combination, and the verb-participle combination also commonly referred to as phrasal verbs. The verb preposition combination is also called prepositional verbs. They are a combination of a verb and a preposition. Examples of the verb-preposition combination include abstain from, aim at and look after. The noun-preposition combination collocations are a combination of a noun and a preposition. Examples include access to, analogy with, and accusation against. The adjective-preposition combination as the name suggests refers to a combination of an adjective and a preposition. Examples of adjective-preposition combinations include accompanied by, accountable to, and corresponding to. The verb-participle combination also called phrase verbs refer to a combination where some verbs are followed by specific adverbial participles. Robins (2014) describes phrasal verbs as a combination of a verb and a number of a closed set of adverbs. Examples include set out, step down and bring about. The

English language also has lexical collocations. These types of collocations do not have a subordinate element. There are five types of lexical collocations namely noun-verb combination, adjective-noun combination, verb-noun combination, adverb-verb combination, and adverb-adjective combination. The noun-verb combinations are composed of a noun and a verb and examples include bees buzz, bells ring, and birds' chirp. The adjective-noun combination consists of an adjective and noun and examples include grave concern, sincere condolences, and pure chance. The verb-noun collocation combination includes reject an appeal, compose music, and break a code. The adverb-verb lexical collocation combination consists of adverbs before a verb to create a special impression or create emphasis. Examples include strongly suggest, hardly speak, and barely see. Lastly, the adjective-adverb combination is used to emphasize purpose or when we would like to add a strong feeling or a special kind of behaviour to adjectives (Nofal, 2012). Examples include completely useless, totally unacceptable, and extremely odd.

In the English language, collocations can also be structural or semantic. Structural collocations are lexical forming a cohesion in which two items that are related structurally based on the feature of one accord with that of the other (Nofal, 2012). An example of a structural collocation is that the verb "die" can be used with living things but not with non-living things. For instance, it is right to say, "the woman died" but not right to say, "the table died." Semantic collocation refers to a type of lexical collocation in which occurrence relevance between two lexical items exists. The association between the two lexical items is created because of their repeated semantic relevance to each other. For instance, the word "bark" is often associated with "dog"

The English language is also characterized by open collocations. Open collocations refer to a combination of words in which the elements in a sentence, for example, the verb and object or adjective and noun, are freely recombilable (Nofal, 2012). The elements in the sentence are used in a common literal sense.

In the Arabic language, little is documented on the collocations. However, Hassan, (1973) find congruence in the use of collocations in both English and Arabic language by referring to collocations in the Arabic language as "? al-tadām". Hassan, (1973) goes further to categorize collocations in the Arabic language into two categories namely the inseparableness and mutual incompatibility. Hassan, (1973) refers to the inseparableness as "?al-talāzum" and the mutual

incompatibility collocations as "al-tađām." Hassan, (1973) terms collocations with mutual incompatibility as having a habitual co-occurrence of two lexical items. It is this relation that binds these two terms, and this relationship could be either grammatical or rhetorical. The inseparable colocations are lexically more compatible than those with mutual incompatibility.

5.2 Idioms

Idioms refer to a sequence of lexical items which are syntactically and semantically restricted to function as a single indivisible unit. Therefore, idioms are a sequence of words that when used together have a meaning different from the meaning of the single words which make up the Idiom. Idioms are found in both the English and Arabic languages. In both languages, the words are used as a sequence, and the fact that the sequence of words is different from the meaning of the single words which comprise an idiom applies to both languages. In the English language, examples of idioms include "kick the bucket" and raining cats and dogs". In the Arabic language examples of idioms are بلغ السيل الزبى (balagha? al-sayl-u? al-zubā) which translates to mean to become unbearable. Another Arabic idiom is عاد بخفي حنين ((āda bi xuffay haneen) which translates to come back empty-handed. In both the English and Arabic languages, the meaning of the idiom can always be replaced by a single word. For instance, the idiom "kicked the bucket" can be replaced by the word "die".

In the English language, idioms are semantically used as a single word but do not function like single words. In other words, idioms are semantically single words but cannot be viewed as single grammatical units. This needs to be factored in all aspects of language such as when employing idioms in different tenses. For instance, the example of the idiom "kick the bucket" is not a single grammatical unit and when writing its past tense, it will be considered as a sequence of grammatical words so that its past tense is "kicked the bucket". However, some exemptions do occur. For instance, when idioms contain a verb and a noun the verb will be converted to the past tense, but the noun form does not change.

In the Arabic language, idioms are also semantically treated as a single indivisible unit and the meaning of the idiom is different from that of the single words that make up the idiom. Proposing and postponing idioms is not allowed in the Arabic language. Similarly, in the Arabic language, the individual forms of the idioms should agree with both a number and gender.

5.3 Morphological systems

Morphology refers to the study of words, the rules of word formation, and how they relate with other words in a language. In the English language, there are two forms of number whereas Arabic has three forms. In English, the two forms are singular or plural whereas in Arabic forms can be singular, plural, or dual. In English, singular denotes one whereas plural denotes two or more. In Arabic, singular denotes one, plural denotes more than two and dual denotes two.

5.3.1 Verbs

A verb refers to a doing word where someone is represented as acting, being acted upon, existing, or possessing. A verb is critical because it brings together the significance of other words. The verbal system in Arabic is different from the English verbal system. The English language has two types of word formation namely inflectional morphology and derivational morphology. The English verbal system is largely inflectional. This is because verbs in English often occur in form of affixes that are added to a stem. Another indication that the English verbal system is inflectional is that the affix which is combined with the stem has proper semantic and syntactic features to come up with a predictable meaning. The affix attached to this term will always yield a semantic meaning. In the English and Arabic languages, the word in a sentence exudes grammatical relations relative to the verb. In both languages, it is impossible to come up with a meaningful sentence without a verb. In both languages, the verb is the dominant constituent in a sentence. The difference only comes in how the words are ordered and the sentence structure in the two languages.

The English and Arabic languages have different basic word orders in the main sentence. In the Arabic language, the word order follows a VSO order. Basically, the verb is followed by a subject and then an object. In the English language, the ordering follows an SVO word order. The subject is followed by a verb and then an object. Consider the following examples to expound on the different word orders. In English, consider the sentence "the girl jumped the rope". The subject here is the girl the verb is jumped, and the object is the rope. The subject comes first, followed by the verb and then the object. In the Arabic language, the English form of a sentence such as "the farmer killed the fox" is translated as قتل الفلاح الثعلب qatala al-falah al-ta9lab. In this sentence, قتل qatala is the verb, الفلاح al-falah the subject and الثعلب al-ta9lab the object illustrating the VSO word order arrangement. In

both the English and Arabic languages, the word orders are characterized by prepositions. None of the two languages uses postpositions instead prepositions are used.

One of the similarities in the use of verbs in both English and Arabic language is that the verb can be preceded by function words. In the English language, function words are auxiliaries such as can, may, and will. In the Arabic language, the function words that can be used include يكون "yakunu" and قد "qad." Irrespective of the auxiliary used, the function is always preceded by a verb. For instance, in English one could say "he will come tomorrow." Note that in this sentence the auxiliary word is "will" and the verb is "come". The function word in this case precedes the verb. The same sentence translated to Arabic is س/ سوف يحضر غدا s(sawfa) yahDura gadan which exhibits the same arrangement of the function one preceding the verb. Another similarity in the use of verbs in both the English and Arabic languages is the use of affixation. Affixation refers to the verb agreement about person, number and tense. Both the English and Arabic languages use verbs to refer to tense. Both the English and the Arabic language have simple forms and compound forms of verbs. Compound forms of verbs are comprised of simple verbs. The two languages find commonality in that they use suffixes to refer to number. The only difference is that in the Arabic language there are three numbers singular dual and plural but in the English language, only two forms of number exist that is singular and plural forms.

5.3.2 Derivational systems

Both the English and Arabic languages utilize derivational morphemes. In the English language, distributional morphemes are responsible for determining the function performed by a word in a sentence. It is often in the form of a suffix to a word. The suffix may be added to different words be it a noun, verb or adjective. When suffixes are used in this way, they may also add meaning. For instance, when the suffix "dis" is added to words such as "agree" and "like", they form an opposite meaning to the original words. Dislike is the opposite of like and disagree is the opposite of agree.

In the English language, derivatives are normally formed by using affixes. Derivatives can be primary or secondary. Primary derivatives are formed by a base and a derivational affix (Satti, 2019). None of the constituent elements is a stem in primary derivatives. In secondary derivatives, however, the forms involved are susceptible to the use of inflection.

In the English language, prefixes are added to bases or stems. The prefixes result in slight stress on the first syllable (Satti, 2019). When used, some of the prefixes change the word class. For instance, ashore, befriend, enlarge, and enchant all show the use of prefixes to change the world-class. The prefixes that change the world-class are termed as the A-class. B class are prefixes that change the derived form of the same class. Examples include incomplete, discomfort, and unjust.

In the Arabic language derivation also involves extracting one form from another. The derivational system is largely used in the Arabic language to portray passive participle, active participle, adverbial expressions of time, and superlative adjectives (Satti, 2019). The derivational system is largely responsible for the creation of new vocabulary in the Arabic language. It may involve modification where a change in the position of the root consonants is done but the original meaning is retained. In simple derivation, a new word is created. This is the most common form of later derivational system in the Arabic language.

5.3.3 Tenses

The tenses in Arabic and English differ in forms, functions, and usage and proper analysis of the differences requires scrutiny of each of the tense forms individually. Seven categories will be scrutinized.

5.3.3.1 Simple present tense

This tense is used to describe situations that happen in the present moment. It describes habits, general truths, unchanging situations, and fixed arrangements. The tense is aimed at capturing a situation that can be regarded as the "instantaneous present" (Mudhsh, 2021). However, it is difficult to find a situation that can be considered as consumerate with the present comment.

The simple present tense is used in English to report an act that is continuing. For instance, it could be used with an ongoing sport activity. The tense is also used to refer to events at a time later than now. When used in this way, statements made are based on present facts. The statements could also be made when the facts refer to something fixed like a schedule, timetable, or calendar. For instance, one could state "My flight arrives tomorrow" or "the eatery opens at noon." The simple present tense is also used in English when referring to a habit. For instance, the sentence "Nicholas goes to work at 8 o'clock every morning" denotes that the act of going to work every morning is habitual for Nicholas.

In Arabic, the simple present tense only has two simple verb forms الماضى "al-maaDii" and المضارع "al-muDaari". الماضى "Al-maaDii" denotes the perfect present tense whereas المضارع "al-muDaari" denotes the imperfect present tense (Mudhsh, 2021). The distinctions in this tense are less evident in Arabic than in English. Generally, the use of simple present tense in Arabic

5.3.3.2 Simple past tense

In English, the simple past tense is used in locating a situation that occurs before the present. The event which is placed before the present moment is always considered its past tense (Mudhsh, 2021). The simple past tense only places an event in the past but does not give further information as to whether the event is continuing to occur in the present or it may occur in the future. The majority of literature however indicates that an event that is placed in the simple past tense does not continue beyond the present or continue into the present (Mudhsh, 2021). Events in the simple past tense precede the present.

In Arabic, the simple past tense is used to refer to past time but also indicates perspective where there is a relative pastime reference. In Arabic, the simple past tense refers to an action in the past or one that has been completed in the past. In this view, the Arabic simple past tense equates to both the English past tense and the past perfect tense.

5.3.3.3 Simple future tense

The simple future tense in English is used to refer to actions that begin and end in the future. It may refer to an event that takes place after the moment of speech. In English, the simple future tense includes intention desire willingness and prediction. In fact, some studies argue that the simple future tense in English should be treated more as a mood. In this sense, reference is made to future events which can occur or fail to occur. It is a mere prediction. In most cases, the simple future tense is denoted by the auxiliary "will". It can be argued that there are no other uses of the auxiliary "will" apart from denoting simple future tense. Examples of these predictions can be, "There will be a storm in Wisconsin tomorrow" or "I will present my paper next week." In Arabic, the simple future tense is indicated by the addition of سوف /س "sa/sawfa" to the imperfective form of a verb. The addition of سوف/س "sa/sawfa" translates to a sense of prediction.

5.3.3.4 Present progressive tense

The present progressive tense squarely lies in the imperfective category. The present progressive tense always denotes that an act is still ongoing at the reference time. The act in question is still in progress. A distinction is made between an act that is considered ongoing and one that is habitual. This tense only refers to an act that can be ongoing temporarily. For instance, one could say in the present progressive tense "I am trying to play the harp". In Arabic, the present progressive tense imperfective captures both progressive situations and simple present. A distinction is not made between ask that are habitual and those that are progressive. the president progressive tense in Arabic includes both progressive situations and the simple present. It, therefore, becomes difficult in Arabic to differentiate progressive from the simple present tense.

5.3.3.5 Past progressive tense

The past progressive tense in English is indicated by an auxiliary and a verb with "-ing|" It corresponds with "now" To the present moment. In the past progressive tense, the moment in question occurs in the actual time.

In Arabic, the equivalent to the English past progressive tense is stated by a progressive verb كان "ka:n" which is then followed by an imperfective form of the main verb. The perfective and imperfective forms in Arabic are combined to indicate an action that is complete. The past progressive tense in Arabic has clauses where the progressive verb كان "ka:n" also indicates a situation in the past. However, in this case, the situation in reference is not indicated whether it ran for a definite period or even if it was temporary. Likewise, the past progressive tense in Arabic can also refer to habitual situations which run for a limited. It can also indicate habitual actions which occurred in the past. The clear distinction is that in Arabic, the elements of habituality, temporariness, and pastness cannot be combined. In Arabic, there does not exist an equivalent to the English past progressive meaning which denotes habituality.

5.3.3.6 Present perfect tense

The present perfect tense does not refer to the temporal structure of a situation but instead conveys a connexion of the situation with another preceding one. In the present perfect tense there is an element of a past situation being relevant to a continuing present. For instance, the statement "I have stepped on a stone" portrays a present perfect situation unlike the statement "I stepped on a stone" which as a non-perfect element to it. In English, the present perfect tense also indicates a past that has relevance to the present or a past that also involves the present. Ideally, the present perfect tense indicates a relation between two time points the first being a situation that resulted from and ensues from a preceding situation and the second being a time of a preceding situation (Mudhsh, 2021). This tense draws a relation between a past situation and the present state. Therefore, the present perfect tense finds application in specifying the time for a situation that has already passed while including the present time.

From the above description, there are four types of the present perfect tense in the English language. The first type is the perfect of result. The perfect of result refers to a present state being a consequence of a past situation. To illustrate the perfect or result, consider the two sentences "The plane has landed" and "The plane landed". In the first sentence, persisting the result of the subject the planes landing is there but this persistence of the result is lacking in the second sentence. The second type is the experiential perfect. The experiential perfect refers to a situation that has been held at least once in the past leading up to the present. In English, there is a clear difference between the perfect of results and experiential perfect. This difference can be illustrated by two sentences "Kevin has been to Africa" and "Kevin has gone to Africa". The first sentence "Kevin has been to Africa" indicates experiential perfect which means that Kevin went to Africa at least once, but this does not mean that he is still in Africa. The second sentence "Kevin has gone to Africa" Suggest that Kevin is currently in Africa, and this is because of a past action of going to Africa.

The third type of the present perfect tense is the perfect of persistent situation. This situation refers to a situation that started in the past but is still continuous even in the present. For instance, the sentence "We have lived in Minnesota for six months" means we started living in Minnesota six months ago, but we still live in Minnesota in the present. The last type of the present perfect tense is the perfect of recent past. In this type, the relevance of the present to a past situation has an element of temporal immediacy. The past situation referred to in the perfect of recent past is in the immediate past. The present perfect tense is also found in the Arabic language. The general rule of thumb is that this tense is formed using the particle قد "qad" preceding a perfective (Al-Saleemi,1987). When is this way, the particle قد "qad" refers to an act that has just ended in the moment of speaking. Other scholars also posit that the Arabic language

borrows heavily from the English language in the use of the present perfect tense. the sequence of the particle قد "qad" in the Arabic language is an equivalent of the English present perfect tense. Contrary to the idea of Al-Saleemi (1987), Mobaidin (1988) argues that the particle قد"qad" only emphasizes that the event indeed happened in the past.

5.3.3.7 Past perfect tense

In English, the past perfect tense is used to denote a relation between a state in the past and an earlier situation. The perfect tense in English generally denotes the past of the past. Generally, in the past perfect tense reference is made to a time in the past viewed from a perspective of time that is also in the past. For instance, the statement "Jane had boarded the vehicle." In Arabic, the past perfect tense occurs using the perfective كان "ka:na" which translated to English means "to be" (Al-Saleemi, 1987).

From the analysis of the tenses in English and Arabic languages, clear similarities and differences are found and this can be used by people who want to learn either of the two languages to enhance their learning experience. The findings are also useful for English teachers when teaching tenses to students whose mother tongue is Arabic or vice versa. Teachers must note what tenses are transferable between the two languages and use this as a basis to teach either of the languages. they can start by teaching students what is similar and then move on to teach the differences thereafter. This is critical in eliminating tense errors commonly occurring due to mother tongue influences. Similarities and differences in the tense application are also a vital component for linguists as they tried to find out issues that can be applied to learning English and Arabic language and teaching it. The problems can be predicted add and considered when coming up with a curriculum to learn either of their two languages.

6. Translation

Having viewed varied relevant features in both the English and Arabic languages, it would be essential to conclude the contrastive analysis with a view of how English to Arabic or Arabic to English translation occurs under rules that surround the same. Knowledge of translation between the two languages is critical, especially for learners who are trying to learn either of the two languages. Translation refers to how meaning is transferred from the source language to the target language.

There are two forms of translation namely literal and free translation.

6.1 Literal translation

Literal translation refers to the transfer of the direct meaning of words phrases and sentences from one language to another. This form of translation is useful where correspondence exists between the two languages both structurally and semantically. Given the structural and semantic differences in English and Arabic languages, the literal translation would be a bad practice. However, this is not to say that literal translation can never work. In some instances, literal translation between English and Arabic languages may work especially in multi-word units. Literal translation can be applied in three ways namely word for word translation, one-to-one translation, and literal translation of meaning. It is essential to review each of the three ways independently focusing on the English and Arabic languages to understand in which cases these types of translations may apply and where they should never be applied.

Word for word translation refers to the transfer of the meaning of every word in the source language to the target language using the equivalent words. Each of the individual words is translated. This form of translation may easily alter the meaning and therefore it is not recognized as a mature way of translation. Word for word translation does not account for structural mismatch and often results in differences in word order. For instance, translating the Arabic sentence ذهب نجين الى جده (ðahaba nadʒin ila dʒiddah) using word for word translation translates to "Went Najin to Jeddah". For the correct translation, the correct word order is "Najin went to Jeddah." this is because in the English language the verb comes after a noun whereas in the Arabic language the verb comes first. Overall, the structural and semantic differences between the two languages make word-for-word translation between English and Arabic language inappropriate. One to one literal translation considers collocation meaning in the original language and translates each word or phrase to an identical word or phrase in the target language with the same grammatical class, number, and type of language (Faruquzzaman et al., 2019). In this translation, a word such as a noun would be translated to a noun, verb to a verb, adjective to an adjective, and so on. An idiom in one language will be translated to another idiom in the target language and still retain the same grammatical class, number, and type of language. for instance, saying one is abusive in the Arabic language is 'لسان طويل/ '(lisan tawil) and this is translated into the English language "long tongue."

This form of translation is allowable but knowledge of grammatical class, number, and type of language in both Arabic and English languages is required.

The literal translation of meaning refers to translating the meaning as accurately, closely, and completely as possible. In this type of translation, the grammar and word order in the target language must be considered. Using this method, one can convey different meanings in different texts, contexts and combinations using other words. This makes literal translation of meaning the most acceptable type of translation in literal translations between the English and Arabic languages because of the structural and semantic differences between the two languages.

6.2 Free translation

Free translation refers to rendering the wording, structure, and grammar of a source document into the translation as close as possible (Faruquzzaman et al., 2019). The focus of free translation is fluency but not fidelity. Free translation is often considered better than the literal translation. One can translate without any constraints because the target here is to reproduce the general meaning of the original text. Therefore, every word of the original text in the original language does not need to be translated to the target language. The translator here is tasked with the translation for them to translate the original message as they understand it. The content produced through free translation is often longer than the original content because it is usually a paraphrase.

7. Conclusion

The English and Arabic languages are all spoken by many people across the globe. Contrastive analysis of the key features of the two languages was critical in identifying areas of interest for learners, teachers, and translators of the two languages. The two languages have different origins. English is a Germanic Indo-European language, and the Arabic language belongs to the Semitic family. As a result, the two languages have structural and semantic differences. Contrastive analysis of phonetic and phonological features, syntactic features, and lexical features of the English and Arabic languages unearthed critical differences and some similarities in the two languages. These differences are critical to note for learners who have mother tongue influence, their teachers, and translators. The differences and similarities and how they affect translation between the two languages were also explored. It is critical for learners, teachers, and translators to note the structural and semantic

differences in phonetic and phonological features, syntactic features, and lexical features of the English and Arabic languages for them to transition smoothly between the two languages.

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