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**Investigating Gender and Number Similarities and
Differences between Standard English and Arabic
(A contrastive Study)**

تقصي أوجه الشبه والاختلاف في النوع والعدد بين اللغتين
الإنجليزية والعربية الفصحيتين (دراسة تقابلية)

A Research Submitted in Partial Fulfillment for the Requirements of
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الاستمالة

قال تعالى:

الَّذِينَ آمَنُوا مِنْهُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (11)

صدق الله العظيم

سورة المجادلة (الآية 11)

Dedication

To my family.

Acknowledgments

It is of great pleasure to express my gratitude to my parents and all family members for their encouragement and support. Much gratitude is owed to my sister Faiza who helped me throughout my study. I am indebted to my supervisor Dr. Abdarahman, who through his patience, excellence and unlimited supervision made it possible for me to complete this study. I would also like to express my deep appreciation to Dr. Ismail Guya for his support.

Abstract

The purpose of this study is to present the similarities and differences in gender and number between standard English and standard Arabic. As it is known that in learning English there are many mistakes which occur as a result of the interference of the mother tongue especially on grammar level. To overcome this problem contrastive analysis is used to show the similarities and differences. The method which the researcher used is the "Immediate Constituent Analysis" which aims to analyze the sentences structure. The main findings are that both languages have gender and number system. English has three kinds of genders: masculine, feminine, and neutral, while Arabic has two kinds: masculine and feminine. In number, Arabic has three kinds: singular, dual, and plural, whereas, English has two kinds: singular and plural. The researcher recommends that, Sudanese teachers should be aware of the differences in gender and number between English and Arabic, and teachers should use contrastive analysis for teaching foreign languages.

مستخلص

إن الهدف من هذه الدراسة هو تبيين أوجه الشبه والاختلاف في النوع والعدد بين اللغتين الإنجليزية والعربية الفصحيتين. كما هو معلوم هنالك العديد من الأخطاء التي تحدث في تعلم اللغة الإنجليزية نتيجةً لتأثير اللغة الأم في عملية التعلم، لاسيما على مستوى القواعد. لتذليل هذه المشكلة استخدم الباحث علم اللغة التقابلي لعرض أوجه الشبه والاختلاف بين اللغتين. استخدم الباحث منهجية تحليل المكون المباشر التي تهدف إلى تحليل تراكيب الجمل. أهم النتائج التي توصلت إليها هذه الدراسة هي أن كلتا اللغتين لديهما صيغتا النوع والعدد. فالنوع في اللغة الإنجليزية لديه ثلاثة أنواع: مذكر، ومؤنث، ومحايد. بينما يوجد نوعان في اللغة العربية هما: المذكر والمؤنث. العدد في اللغة العربية به ثلاثة أنواع: المفرد، والمثنى، والجمع أما اللغة الإنجليزية بها نوعان: المفرد والجمع. يوصي الباحث الاساتذة السودانيين بالإلمام بأوجه الاختلاف في العدد والنوع بين اللغة الانجليزية واللغة العربية كما يجب على الأساتذة استخدام علم اللغة التقابلي في تدريس اللغات الأجنبية.

Chapter One
General Introduction

Chapter One

General Introduction

1.1 Background

The majority of the earlier grammarians, particularly those of the eighteenth century when English was being systematized, held the view that one of their function was to keep the language 'pure' to stamp out errors.

Errors can be stamped out and predicted through contrastive analysis which is a great method to compare between two languages in order to show the similarities and differences.

English and Arabic are taught in most of the educational levels as well as the other subjects. And as it is known that noun is one of the most important parts of speech in both languages. So this research is going to study the gender and number in both languages.

1.2 Statement of the problem

When learners start to learn a language they produce mistakes as a result of the interference of the mother tongue especially in grammar. (Sudanese students are not exceptional case, they make mistakes in learning English language).

To face and solve such a problem this research uses contrastive analysis to explain and show the similarities and differences in grammatical rules in both languages.

1.3 Objectives of the research

There are four aims which this study attempts to achieve:

- 1- The present research aims to explain the similarities and differences of nouns mainly in gender and number in both languages.
- 2- The present research aims to predict the areas of making mistakes.
- 3- The present research aims to identify the areas that may cause problems for both learners.
- 4- The present research aims to show the nature of nouns in both languages mainly in gender and number.

1-5 Hypotheses

The investigation of the research problem will be based on these assumptions:

- 1- The researcher assumes that there are some grammatical similarities and differences.
- 2- The researcher assumes that the areas of problem can be predicted by using contrastive analysis.
- 3- The researcher assumes that the area of the differences between the two languages may cause problems for both learners
- 4- The researcher assumes that the nature of nouns is very complicated.

1.4 Questions of the research

This study tries to answer the following questions:

- 1- What are the similarities and differences of gender and number in both languages?
- 2- How to predict the areas of the difficulties?
- 3- How to identify the area that may cause a problem for both learners?

4- What is the nature of nouns in both languages?

1-6 Significance of the research

This research tries to explain the similarities and differences of nouns mainly in gender and number of English and Arabic, and to predict areas of problems in both languages. Researcher hopes that explanation can help students to avoid mistakes and understand the similarities and differences as well.

1-7 Method of the research

Since the research is contrastive analysis, the method of the research is surely contrastive method. Contrastive analysis is a research method that analyzes the differences and similarities of two or more languages (or subsystem languages) are made explicit. Explicit analysis is a way of comparing the forms (phonemes, morphemes, syntax, etc.) of first language and second language to find out how far or close the forms of the two languages are. This study tries to identify these similarities and differences. To analyze these similarities and differences between the two languages the study uses "the immediate constituents analysis".

1-8 Limits of the research

This research tries to cover the above mentioned area which is the similarities and differences in gender and number between standard English and standard Arabic mainly the grammatical ones.

Chapter Two
Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2-1 Introduction

This research is carried out within contrastive analysis approach which is a part of applied linguistics. A contrastive analysis is a branch of applied linguistics, Corder, (1974, P.5) defines applied linguistics as follows: "Applied linguistics is the utilization of the knowledge about the nature of language achievement by linguistic research for improvement of efficiency of some practical task in which language is a central component".

The definition of contrastive analysis is explained and produced by Lado (the father of contrastive analysis), (1957, P.38) who says contrastive analysis is the: "Systematic comparison of specific linguistics characteristics of two or more languages".

James, (1980, P.3) also defined contrastive analysis where he says:

"CA is a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (a CA is always concerned with a pair of languages) and found the assumption that languages can be compare."

The contrastive analysis hypothesis explains the first language of learner can make the process of learning the second language either difficult or easy, mainly in teaching grammar.

The learners of the first language can learn English grammar easily when the grammatical elements of the second language are similar.

Lado, (1995, P.17-18) argues that: Those elements that are similar to his/her "the students" native language will be simple for her/him and those elements that are different will be difficult".

Many of objectives have been attributed to (CA) and they are:

- a- Providing insight into similarities and differences between languages.
- b- Predicting problems in second language learning.
- c- Developing course materials for language teaching.

The first objective of contrastive analysis is to show the similarities and differences between languages.

As a matter of fact the systematic analysis of a language can be done through an analytical comparison, but not all languages.

The second objective of contrastive analysis is to predict the area which may cause a problem in second language learning. Such problem occurs as a result of interference.

The third objective of contrastive analysis is to develop course materials for language teaching. As Fries, (1945, P.3) stated that: "The most effective materials for foreign language teaching are based upon scientific description of the language to be learned carefully compared with parallel description of the native language of the learner". Thus the course material which based upon contrastive analysis is most effective.

2-2 Nouns (Definition and background)

A noun is one of the most important parts of speech in English Eckersley et al, (1985, P.19) defined a noun as: "A noun is the name of any thing: man, country, city, Henry, Spain, Paris, happiness, whiteness, crowd, team".

They argue that nouns may be classified logically into two main categories:

a- concert

b- abstract

Concert nouns are represented by such words as man, country, Henry, Spain...etc. Concert nouns may be sub-divided into two categories. The names man, country, city can applied to any man any country any city, they are names that all men, countries, cities share in common. They called common nouns.

But Henry, Spain, Paris, are not names that can be applied to any man any country any city. They are called proper nouns.

Words like scent, sweetness, whiteness are not like rose, sugar, snow; they are names not so much of things as of abstractions.

According to Eckersley et al nouns that are names of qualities, states or activities are called abstract nouns

Finally there is one other type of noun. This comprises words like crowd, army, flock, class they are names of group or collection are called collection nouns.

So according to Eckersley et al the kinds of nouns may be shown diagrammatically like this:

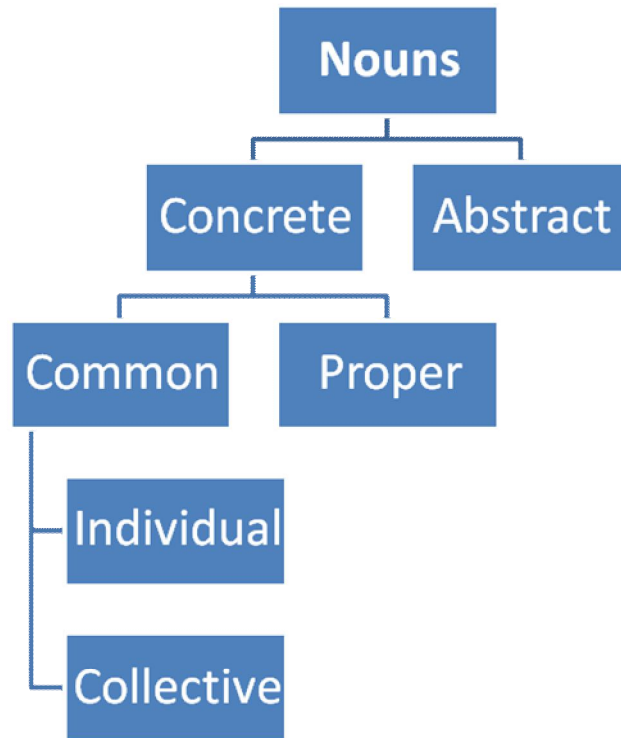


Figure (2.1) Kinds of Nouns

2-3 Grammatical Gender and Number in old English

Mohammed, (1998) in his study states that according to Baugh et al (1987) the gender of old English nouns is not dependent upon consideration of sex. While noun designating male are generally masculine and females feminine, those indicating a neuter object are not necessarily neutral. Examples

Stan (stone) is masculine.

Mon (moon) is masculine.

Sunne (sun) is feminine.

Gender in old English nouns is quite illogical for example word like "m gden" girl, "wif" wife which should be expected to be feminine are in fact

neuter while wif man "woman" is masculine because second element of the compound is masculine.

Mohammed, (1998) stated that Parker, (1975) and Branford, (1965) made a comparison of number in old English and standard English and they stated that: old English inflects the nouns for number and in some cases in verb. Old English inflected determiners and adjectives too, so that the plural of "se goda wer" which means " the good man" was = ba goda weras". While Standard English marks number once, by the form of the noun, old English marked it three times.

The inflectional system of English was lost during the middle ages. Ibrahim, (1973) attributed this phenomenon to the borrowing of words that entered English at that time. These new words had markedly different morphological and phonological structure. Actually this made it difficult to mark each borrowed word to one of the three gender classes which English had at the time.

2-4 Grammatical Gender and number in Standard English

Robinson, (1964) explains that gender in standard English is unmarked. Nouns may be divided into three main gender subclasses according to whether they require himself, herself, or itself. Examples

The boy hurt himself.

The girl hurt herself.

The cat hurt itself.

Membership of these gender classes govern the lexical relationship of back reference which may hold across sentence boundaries. Boy, girl, and cat are referred to by (he), (she) and (it) respectively.

Eckersley et al, (1985) agree and argue that gender in standard English has no grammatical functions: thus words are grouped into three categories according to whether they can be replaced by pronouns (he), (she) or (it) in a few cases these categories correspond to the ideas of (male), (female) and (inanimate).

Animals are usually referred to by the pronoun (it) but may also be spoken of as (he) or (she) according to their sex in some cases. Thus we have these categories:

(a) Masculine gender for all words representing males like:

boy, king, uncle, prince ...etc.

(b) Feminine gender for all words representing females such as :

girl, queen, aunt, princess ...etc.

(c) Neuter gender for inanimate objects like:

book, house, pencil, table ...etc.

According to Eckersely et al, (1985) English number has two terms: singular which denotes "one" and plural which denotes more than one, For example cow, man, room are singular. While Cows, men, rooms are plural.

Mohammed, (1998) states that Palmer, (1971) states that number in English is closely associated with the category of countable and uncountable noun. Examples

Cat, book, road (countable) and butter, petrol, bread (uncountable), and the grammatical differences are that the uncountable nouns generally have no plural forms.

#butters

#petrols

#breads

Khalil, (1999) explains that English has singular and plural number such as:

pen = pens

dog=dogs

horse=horses

In Mohammed, (1998) Quirk et al, (1972) divided the singular nouns into five groups:

1- Concrete mass nouns. Such kinds of nouns have no plural form.

Examples:

gold, silver, uranium ...etc.

2- Abstract mass nouns. They too have no plural form. Examples:

happiness, music, dirtetc.

3- Proper nouns. These take a singular verb. Examples:

John, Mary, Khartoum.... etc.

4- Common nouns like cat, teacher, woman have a plural form.

5- Abstract adjectival heads. They take a singular verb. Examples

the good, the evil... etc.

2-5 Gender and Number in Standard Arabic

Rydin, (2005) discusses and explains gender and number in standard Arabic. She states that gender is inherent in the noun while number is determined semantically by the nature of the specific noun referent in context.

Arabic nouns have a base form or stem, which is used in a word list or looked up in a dictionary. This also called the 'citation form'. It is the bare bones singular noun. Sometimes it is listed without any case ending, but often, in word lists the nouns will be in the nominative case if read out loud. For example:

Safiir-un ambassador
xariitat-un map
majd-un glory

Ibrahim, (1973) explain the nature and function of gender in Arabic. They state that Arabic has a bi-gender system; nouns may be masculine or feminine, but not necessarily either male or female.

Ibn Husham, (1985) explains that the masculine nouns in Arabic are morphologically unmarked, but most of the feminine names are marked.

The feminine nouns marked by the following feminine markers which occur at the end of the noun.

"t"

Fatimatu (a woman's name)

"a"

Hibaa (a woman's name)

Monaa (a woman's name)

"æ "

Sahræ (a desert)

Hamræ (red)

In Mohammed, (1998) Ibn Asfoor, (1971) explains that the feminine nouns can be marked lexically (without any marker) as in words like

Yadun (a hand)

Rijlun (a foot)

or naturally feminine markers like

bintun (a girl)
umun (a mother)
uxtun (a sister)

Rydin, (2005) argues that names of women and girls are considered feminine since they refer to the female human beings. They may or may not end with taa" marbuta. Feminine names are dip tot

Zahra (a woman's name)
Hanan (a woman's name)
Kariima (a woman's name)

According to Rydin, most feminine nouns are made by the taa" marbuta suffix (pronounced –ah or –a in pause form)

Khalil, (1999) discusses the Arabic number systems and he states that Arabic nouns have three numbers: singular, dual, and plural. The dual and plural are marked by special inflectional suffixes. The dual inflectional suffix has two forms –aani and –ayin

Examples:

mu'allimaani (two male teachers)
mu'allimataani (two female teachers)
mu'allimayni (two male teachers)
mu'allimatayni (two female teachers)

Ibn Husham, (1984) states that the plural in Arabic has two forms: sound masculine or feminine plural and broken plural form. The sound masculine plural is formed by adding the suffix {-u :n} to the masculine singular in the nominative case. Examples

mahandisu:n (engineer)

muzari u:n (farmer)
muhadirn:n (lecturers)

By the suffix {-i :n} in dative and accusative cases. Examples

muhandisi:n (engineer)
muzar i:n (farmers)
muhadiri:n (lecturers)

According to Mohammed, (1998) Mustafa et al, (1972) state that the broken plural is formed by adding consonants or changing the vowel in singular form. Examples

masa jid (mosques)
maabid (temples)
manazil (houses)

2-6 Part two: previous studies

This part of this chapter will focus on the previous studies. Many studies have investigated gender and number in English and Arabic to show their similarities and differences. Here, this part provides two studies have been done on this area in somehow.

1- Gammar Addawla Abass Mohammed's study: A contrastive analysis; Gender and Number agreement between Standard Arabic and Standard English. Khartoum University (1998).

The findings:

- 1- Both languages have a gender system.
- 2- English has a natural gender, while Arabic gender is grammatical.
- 3- The masculine gender in both is unmarked, while the feminine gender in Arabic is marked.
- 4- English shows a common or a dual gender i.e. nouns that are used for both sexes male or female, Arabic on the other hand distinguishes between these nouns as either masculine nouns or feminine nouns.
- 5- The absence of neuter gender in Arabic may cause problems for Sudanese students learning English

Comment

Gammar Addawla's study investigated gender and number but mainly the agreement between them in standard Arabic and Standard English and his study is carried out within the contrastive analysis approach. Concern the differences and similarities in gender and number in both languages he found that, English has a natural gender, while Arabic gender is grammatical. He also argues that, the area of differences

may cause problems for Sudanese students learning English e.g. the absence of neuter gender in Arabic.

2- Muayad abul-Halim and Abdul-Majeed Attayib's study: Inflectional morphology in Arabic and English: A contrastive study. Canadian Center of Science and Education. (2015)

The Findings:

- 1- Arabic and English share singular and plural in the system of number and Arabic has dual which does not exist in English. The plural in Arabic has types: sound masculine plural, sound feminine plural and broken plural.
- 2- Gender is common in Arabic nouns and most the feminine nouns have gender suffix.

Comment:

This study has by-and-large been a theoretical research, yet still, it has yielded some interesting and useful results. It investigated inflectional morphology in Arabic and English and followed contrastive approach. According to this study Arabic and English share singular and plural system of number but Arabic has dual which doesn't exist in English.

Chapter Three
Methodology

Chapter Three

Methodology

3.1 Introduction

This chapter deals with the source of data used in this research. Furthermore, it deals with the methods used and followed in analyzing these data to achieve the aim and results of the study.

3.2 Method of Data Analysis

As it has mentioned in the previous chapters, there are similarities and differences in standard Arabic and standard English on the level of structure. This study tries to identify these similarities and differences. To analyze these similarities and differences between the two languages the study uses "the immediate constituents analysis". This notion was proposed by the American linguist Leonard Bloomfield in his language, first published, and the idea of this approach is to divide and analyze the structure of the sentence into small constituent by using brackets. For instance the sentence:

"The man bought a car."

Can be analyzed as follows:

{{{The} {man}}} {{bought} {{a} {car}}}}

The term "Immediate constituents" was introduced by Bloomfield, (1933) and is quoted in Lyons, (1968, P.210) as follows:

"... Any English- speaking person who concern himself with this matter, is sure to tell us that the immediate constituents of **poor John ran away** are the two forms **poor John** and **ran away**; that each of these is, in turn,

a complex form that the immediate constituents of ran away are ran and away And that the constituents of poor John are poor and John."

The immediate constituent structure has been criticized because it is attested that it doesn't resolve all kind of ambiguity e.g. the ambiguity in the following sentence:

"She is a beautiful player." Is she a beautiful girl or is she an ugly girl who plays beautifully,

But this method has many advantages; it can deals with surface structure rather than deep structure and this way it's suitable for analyzing the present data as this study attempts to explain and show the similarities and differences between the two languages on the level of surface structure.

3.3 Sources of Data

This study deals with two languages (Arabic and English), so data are taken from two main sources. Firstly from books and texts written in Standard English. Secondly, from books written in standard Arabic. Both sources are understood by educated readers in the entire world and they used in the field of education, mass media, broadcasting, and workshops.

Chapter Four
Data Analysis and Discussion of Results

Chapter Four

Data Analysis and Discussion of Results

4.1 The Structure of Gender in English

The notion of gender in modern English is explained by Eckersley et al, (1985) " The concept of gender has no grammatical function in modern English. It is possible, however to group words into three categories according to whether they can be replaced by the pronouns "he" "she" or "it". Thus these correspond to the ideas of 'male' 'female' and 'inanimate'.

So there are three categories:

-Masculine gender such as

Boy, king

-Feminine gender such as

Girl, queen

-Neuter gender

Book, house

But this is a lexical feature not a grammatical one. They can be talked of in term of 'male' and 'female'.

Generally, English has a suffix (-ess) used to form feminine from masculine

Conductor/conductress

Poet/ poetess

Actor / actress

Author / authoress

Shepherd / shepherdess

This suffix is used to distinguish males and females (sometimes with other slight changes).

But this also is a lexical feature not a grammatical one and it is not regular. Examples

* doctress

* kingess

There are three types of gender in English. They can be shown as in the following table:

Gender	Examples
Masculine	Man, boy, king, actor, bridegroom, brother, host, nephew, son, and husband.
Feminine	Woman, girl, queen, actress, bride, sister, hostess, niece, daughter, and wife.
Neuter	Book, house, car, bus, tree, television, box, lake, station, and train.

4.2 The structure of Number in English

English has two grammatical numbers:

(a) singular which denotes one like:

Book

Bed

Man

City

Cat

(b) Plural, which denotes more than one. Only countable nouns can be used in plural form. Like:

Books

Beds

Men

Cities

Cats

English has two plural forms, regular and irregular.

4.2.1 The Formation of the plurals

Most English nouns are formed by adding suffix. This suffix is written (s) as in: books, pens, cars or (-es).

Words that end in the letters (sibilant sounds) –s, -sh, -ch, -x, -z:

Glass – glasses

Boss – bosses

Branch – branches

Brush – brushes

Buzz – buzzes

Most words that end in (-o)

Negro – Negroes

Hero – heroes

Volcano – volcanoes

Potato – potatoes

But there are some exceptions to this. Thus, though words that have been in the language for long time tend to use the –es form.

(a) Those words that are still felt to be foreign take the –s form. Such as:

Solo – solos

Kilo – kilos

Dynamo – dynamos

Photo – photos

Piano – pianos

(b) All nouns ending in –o preceded by a vowel take only the –s form e.g.

Bamboo – bamboos

Radio – radios

Studio – studios

Curio – curios

The following changes occur in the formation of the plural:

1) Words ending in (–y) preceded by a consonant letter change the (–y) to (–ies):

Lady – ladies

Story – stories

Army – armies

Fly – flies

Words ending in (–y) preceded by a vowel letter simply add (–s). such as:

Valley – valleys

Donkey – donkeys

Boy – boys

Key – keys

2) The words end in (–f) or (–fe) in most nouns is changed to (–ves).

Examples

Leaf – leaves

Wife- wives

Thief – thieves

Loaf – loaves

Half – halves

But there are many words ending in (-f) or (-fe) that simply add (-s) to form their plural:

Roof – roofs

Cliff – cliffs

Proof – proofs

Gulf – gulfs

Chief – chiefs

Some words have both forms:

Hoof – hoofs/hooves

Staff – staffs/staves

Wharf – wharfs/wharves

Scarf – scarfs/scarves

4.3.2 Irregular Plurals

There are eight nouns, the "mutation" plurals, which form their plural by change of vowel:

Man – men

Tooth – teeth

Foot – feet

Mouse – mice

Woman – women

Goose – geese

Louse – lice

Dormouse – dormice

Some words have the same form for singular and plural:

Sheep – swine – deer – fish – (but also fishes)

Three words form their plural in (-en). They are:

Child - children

Ox – oxen

Brother – brethren (or brothers)

4.3.3 Foreign plurals

In English there are a big number of foreign words that have been absorbed into the language, exactly in the technical language of science, these have not been naturalized and they keep their foreign plural forms. The largest number by far of these foreign plurals is Latin or Greek origin, for example;

Greek

Analysis – analyses

Basis-bases

Hypothesis – hypotheses

Phenomenon - phenomena

Oasis – oases

Latin

Medium – media

Stratum – strata

Axis – axes

Bacterium – bacteria

The longer the words have been in the language, the more they tend to conform to the English plural in –s. Some words are at the half-way stage with two plural, the original foreign one and the English one. Example

Appendix – appendixes/appendices

Formula – formulae/formulas

Focus – foci/focuses

Curriculum – curricula/curriculum

Most words taken in fairly recent times from French or Italian have their original and also their English plural. Practically all the elder words conform to the English pattern. Recent words with two forms such as:

Portmanteau – portmanteaux / portmanteaus

Tableau – tableaux / tableaus

Many foreign words have now become completely naturalized and always take the English plural.

There are two types of number in standard English the can be shown as:

Table (4.2) number in standard English.

Number	Examples
Singular (which denotes more than one)	Book, branch, boss, city, man, hero, boy, wife, analysis, and photo
Plural (which denotes more than one)	Books, branches, bosses, cities, heroes, boys, wives, analyses, and photos.

- *Only countable nouns can be used in plural form.*

4.5 The Structure of Gender in Standard Arabic

Gender in standard Arabic has a grammatical function. In fact nouns in standard Arabic are classified as either masculine or feminine.

4.5.1 Arabic Masculine Gender

As a very general rule, if an Arabic noun does not have a feminine suffix it is masculine. Masculine nouns in standard Arabic are not marked morphologically. Examples

tilimi:zun muhazbun

"pupil polite"

"polite pupil"

Fi:lun kabi:run

"elephant big"

"a big elephant"

4.5.2 Arabic Feminine Gender

Most feminine nouns are marked by the taa' murbuTa suffix as in:

Suura "picture"

Aasifa "storm"

Wajba "meal"

Gabila "tribe"

Furthermore feminine gender I standard Arabic can be classified according to the morphologically marked or lexically features.

Feminine nouns which are morphologically marked take the following markers /t/, /a/ and /æ/ which are added to the end of the noun. Examples:

Sara tali:batun muhazabatun

"Sara student polite"

"Sara is a polite student"

Nouns in standard Arabic are classified as either masculine or feminine. They can be shown as in the following table:

Table (4.3) gender in standard Arabic.

Gender	Examples
Masculine	<u>Rajul</u> – (man) <u>Tilmizun</u> - (pupil) <u>Talibun</u> – (student)
Feminine	<u>Imraah</u> – (woman) <u>Tilmizatun</u> – (female pupil) <u>Talibatun</u> –(female student)

4.6 The Structure of Number in Standard Arabic

Arabic has three different kinds of numbers: singular which denotes one, dual which denotes two and plural which denotes three or more. The masculine singular is marked for example:

manzilun "a house"

muzariun "a farmer"

The dual is formed by adding the suffix (-a:n) to the singular feminine or masculine when it is in the nominative case. Such as:

Wasal assafira:n

"arrived two ambassadors"

"two ambassadors arrived"

(nominative)

And by adding the suffix (-ain) when it is genitive or accusative

Bayn assafirrain

"between two ambassadors"

(accusative)

Zaaruu asafiirain

"they visited the two ambassadors"

(accusative)

When the dual suffix is added to a noun ending in taa' marbuta, the taa' marbuta is no longer the final letter in the word and it turns into regular taa. eg. (talibatun) which means a female student, changes into: (talibatan) which means two female students.

Arabic has two kinds of plural forms: sound plural of masculine and feminine noun, and broken plural of masculine and feminine noun.

The masculine sound plural is formed by adding the morphemes (-u:n) when in a nominative case and (-i:n) when in adaptive and accusative cases.

al muzariu:n fi almnazil

"the farmers at home"

(nominative case)

qabaltu al muzari:n

"met I the farmers"

"I met the farmers"

(dative case)

Haza masjid almuhandisi:n

"this mosque the engineers"

"this is the engineers' house"

(Accusative case)

The feminine sound plural is formed by adding the suffix -a:t to the feminine singular.

al muzaria:tu hadarnna

"the farmers (female) came"

(nominative)

qabaltu almuzaria:ti

"met I the farmers (women)"

"I met the farmers (women)"

(dative case)

The broken plural is formed by the addition or elision of consonant or the change of vowels. Such as:

"qalamun" aqlam

pen pens

Arabic language has three different kinds of numbers: singular, dual, and plural.

Table (4.4) number in standard Arabic

Number	Examples
Singular (which denotes one)	<u>Manzilun</u> - (a home) <u>Muzariun</u> - (a farmer)
Dual (which denotes two)	<u>Safira:n</u> - (two ambassadors) (<i>nominative case</i>) <u>Safirain</u> – (two ambassadors) (<i>accusative case</i>)
Plural (which denotes three or more)	<u>Almuzariu:n</u> – (the farmers) (<i>nominative case</i>) <u>Almuzari:n</u> –(the farmers) <u>Almuzaria:t</u> –(the female farmers) (<i>nominative case</i>) <u>Almuzaria:ti</u> –(the female farmers) <u>Aqlam</u> -(pens)

Chapter Five
Summary of results and Recommendations

Chapter Five

Summary of results and Recommendations

5.1 Summary of results

The present study tries to cover gender and number in standard English and standard Arabic, furthermore, it tries to predict the areas that may cause problems (difficulties) for both learners (English learners of Arabic and Arabic learners of English).

The current study follows the immediate constituent analysis in order to explain and show the similarities and differences within the two languages mainly in gender and number.

Firstly, both languages have a gender system. Lexically, English shows three kinds of gender; masculine, feminine, and neuter, while Arabic has only two kinds of gender, masculine and feminine.

The masculine gender in both languages is unmarked, while the feminine gender in Arabic is marked by /a/, /æ /, /t/. In Arabic there is no neutral gender, so the absence of this kind may cause problem for Sudanese students who learn English.

Secondly, both languages have a plural and singular form. First, English nouns have two number distinctions (singular and plural), singular which denotes one and plural which denotes two and more. Whereas, Arabic nouns have three number systems; singular form which denote one, a dual form which denotes two and a plural form which denotes more. The singular in English is unmarked, while in Arabic the feminine singular is marked by one of these markers /t/, /a/, /æ/. The duality in Arabic is marked by the suffix /-a:n/ in the nominative case and with /-ayn/ in the

dative and accusative cases, whereas there is no dual form in English. Here, this difference may cause a problem for English learners of Arabic. In English the regular plural form is marked by adding the suffix –s to the singular, while in Arabic the masculine sound plural is formed by adding the suffix / –u:n/ in the nominative case and / –i:n/ in the accusative and dative cases. The feminine sound plural is marked by adding the suffix / –a:t/ to the singular. The difference among the form of plural may cause a problem for Arabic learners of English as well as English learners of Arabic.

5.2 Recommendations:

- 1- Teachers should use contrastive analysis for teaching foreign languages.
- 2 Contrastive analysis should be taught at universities for all students who are going to be English teachers.
- 3- Sudanese teachers should be aware of the differences among gender and number in English and Arabic.
- 4- This study has yielded some useful results, but it doesn't cover all of differences and similarities it only restricted to grammatical ones. Further studies can cover other differences and similarities.

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