

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْآيَةُ

وَقُلْ (رَبُّ زَادَنِي عِلْمًا)

Dedication

This work is dedicated to:

My father's soul.

My mother who always wishes me the best.

My husband who encouraged me to accomplish this work.

My eldest brother who supported me and stood behind me.

My youngest sister, Khadeega, who has taken the responsibility of looking after my kids.

My kids and all members of the family.

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Abstract

The study is atrial to shed light on agreement between standard Arabic and standard English in terms of gender and number.

The Problem which the study attempts to investigate is that when any linguistic contacts accurs among People it creates a problem.

The Present study used questionnaire as a main tool for data collection. The questionnaire was designed for university students to see to what extent the two languages agree in terms of gender and number.

The result of the study are:

The results of this study indicate the following findings:

- Both standard English and Arabic have number and gender agreement in terms of noun. English nouns agree with gender and number. Also Arabic nouns agree with their gender and number.
- Articles system in English are different from that of Arabic in terms of indefinite. It is found that indefinite article in English marked “a” or “an” where as in Arabic it is unmarked.
- In Arabic the adjectives follow the nouns where as in English they may follow or proceed their nouns.
- In English the number system is either singular or plural where as in Arabic there is singular, dual and plural.
- Both standard Arabic and English have the same grammatical case (nominative, genitive and accusative).

- Word order in Arabic is not like word order in English for example the order in Arabic is (VSO) in English (SVO).

The study recommends the following:

- 1) Educational authorities at all levels should provide teachers with such courses that focus on contrastive analysis.
- 2) Translation courses in colleges and institutions should include contrastive analysis.
- 3) Textbooks writers or syllabus designers at all levels should give contrastive analysis enough attention.
- 4) Students should be made aware of contrastive analysis.

ملخص الدراسة

إن هذه الدراسة محاولة لالغاء الضوء على تقصى اوجه التشابه في النوع والعدد بين اللغتين العربية الفصحية والانجليزية .

المشكلة التي تحاول الدراسة طرحها، ذلك انه كل ما وجد تداخل بين الناس بلغات مختلفة تظهر مشاكل اللغة .

استخدمت الدراسة طريقة الاستبابة لجمع المعلومات من طلاب السنة الرابعة بجامعة السودان للعلوم والتكنولوجيا لكي تصل الى اي مدى يوجد التوافق بين اللغتين من حيث النوع والعدد.

توصلت الدراسة الى النتائج التالية :

- 1- ان الاسم يتواافق مع النوع والعدد في كل من اللغتين .
- 2- ادوات التعريف في اللغة العربية تختلف عن الانجليزية في حالة النكرة.
- 3- الصفة في اللغة العربية دائماً تتبع الموصوف ، أما في اللغة الانجليزية فهى تأتى بعده غالباً .
- 4- نظام المعدود في اللغة العربية يأتي على نظام مفرد مثنى وجمع اما في اللغة الانجليزية يوجد نظام المفرد ويعامل المثنى والجمع بطريقة واحدة.
- 5- نظام الاعراب (مرفوع ، منصوب ، مجرور) يوجد في كل من اللغتين.
- 6- نظام الجمل في اللغة العربية يأتي على نسق الفعل ثم الفاعل ثم المفعول به أما في الانجليزية يأتي الفاعل اولاً ثم يليه الفعل ثم المفعول به .

كما اوصت الدراسة بالاتى :

1- يجب على الجهات المختصة في كل مجالات التعليم ان تزود المعلمين بمنهج يحتوى على التوافق والتناقض بين اللغتين العربية والانجليزية .

2- كورسات الترجمة في كل من الكليات والمعاهد العليا يجب ان يحتوى على منهج التوافق والتناقض بين اللغتين العربية والانجليزية .

3- يجب على مصممى المناهج والكتب ان يضمنوا المناهج الاختلاف والتوافق بين اللغتين العربية والانجليزية كما يجب ان يعرف الطالب على التوافق والاختلاف بين اللغتين العربية والانجليزية .

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