1-1 Background:

The interest of linguists in contrastive linguistic research has been growing for many reasons. Among these are the every-increasing human interaction among peoples as well as the need for the purification and strengthening of the linguistic means of this interaction.

The aim is to fulfill the requirements of translation and linguistic exchange which have become a major filed with in scientific rules and principles.

The Muslim and Arab contact with English-speaking world has its history, roots and justification. Most probably, this interaction is reinforced day by day. As long as linguistic contact entails a number of linguistic problems, resolving the problems become a necessity that cannot be achieved except through linguistic research. If we want this interaction to be fruitful, then conducting such research pertaining to both English and Arabic become indispensable.

A number of researchers have attempted to shoulder this scholarly endeavor. They have written dictionaries of lexicon and idioms and carried out detailed studies of phonology, morphology, syntax and semantics.

They have also identified the phenomena which hinder this contact – their efforts in these areas have been useful. Despite this fact, it is clear that there is still some needs for more research and efforts to be exerted in light of the emergent complicated problems and needs.

It should not be thought that this type of research has secure results or is easy to accomplish. Rather, it is difficult and complex. Its difficulty arises from two areas. First, there exists aclaim that the Arabic language has two varieties: classical and modern. However, this study wants to compare between standard Arabic and English to see to what extent that Arabic and English agree in gender and number.

This study will add a significant contribution to the literature of English and Arabic contrastive linguistic research – the study hopes that this study will prove to be of great use and benefit for researchers, translators, foreign language teachers and learners.

1-2 The Statement of the Problem:

The problem which the present study attempts to investigate is that the linguistic contacts entail a number of linguistic problems and resolving these problems becomes a necessity that cannot be achieved except through linguistic research. If we want this interaction to be fruitful, then conducting such study pertaining to both English and Arabic become indispensable.

1-3 The Significance of the Research :

The idea of comparing two languages in terms of phonology, syntax, semantics and morphology is not new. Many researchers have written on these areas of study. Is and important field of language for translates Since this study is the field of the language is important for translators, teachers and bilinguals, several areas are required to be investigated in order to further develop our understanding of the relationship between the two languages English and Arabic . That is why the researcher compares the agreement between standard Arabic and English in terms of gender and number.

1-4 The Objectives of the Research:

This study is mainly interesting for those involved in L2 learning as well as English-Arabic translators.

Both learners and instructors can benefit from the comparison presented in the study. The learners can benefit from the contrast in their conscious attempt to establish inter- language identification between L1 and L2. They can also benefit from the prediction learning problems in their attempt to avoid errors when they use the language (L2). The instructors can also use this study as a reference in contrastive grammar. They can incorporate the contrast into their explanation of linguistic devotion that may occur in learners' inter- language performance, teachers and translators.

1-5   The Questions of the Research:

This study will provide answers to the following questions:

1. Is there any agreement between standard Arabic and English in terms of gender and number?

2. To what extent do English and Arabic agree or disagree in terms of gender and number?

3. Why is it necessary to compare the two languages?

1-6   The Hypotheses of the Research:

1. There is and agreement between standard Arabic and English in terms of gender and number.

2. English and Arabic are either agree completely in number and gender or to some extents.

3. The comparison is necessary between the two languages.

1-7   The Methodology of the Research:

The present study adopts descriptive analytical method to analyze gender and number agreement between standard Arabic and English.

The study conducted through reviewing related literature and previous studies written on this topic.

The main tools for collecting data is quantitative questionnaire and qualitative analysis.

1-8   The Limit of the Research:

The study is carried out with respect to the following:-

Time: the study is conducted during the years 2013 – 2015.

Location: Sudan University of Science & Technology.

The sample and Population of the study are restricted to Sudan University of Science & Technology.

2-0 Introduction:

This chapter begins with a brief discussion of the grammatical concept of agreement in general terms. Then the role of agreement in standard English is tackled by defining its syntactic manifestation and scope. Thought the model of analysis is adopted for the purpose of this study heavily draws on the transformational school of grammar, the stand point of other schools of grammar and both traditional and modern are also discussed and elaborated on. The aim is to get at a broader overview of this important grammatical phenomenon. The chapter then rounds off with certain conclusions about the criteria syntactic features of agreement in standard English to be beneficial for the purpose of the contrastive analysis carried out in chapter four.

2-1 Definition of Agreement:

Agreement as general grammatical term is defined as that "grammatical phenomenon by which the appearance of one item in a sentence termed "the controller, which is grammatically linked with it to appear in a particular form" Trash: (1993, 12) it occurs within the choices of one or more grammatical categories (such as number, person, gender, case or tense) which are morphologically marked on certain form classes (such as nouns, verbs, objectives,…etc.) thus concord is agreement in gender case, number and person between different words that share the same reference.

Therefore, agreement refers to "a syntactic process whereby one constituent must have the same value for certain grammatical features (such as person, number, and gender) as another constituent

that bears a particular grammatical relation" From Kin et al, (200:684), I.c. It is formal relationship between sentence elements (constituents) whereby the form of one item requires a certain corresponding form of another Crystal :(1999:13). Many other terms have also been used for the same phenomenon such as "concord" congruence and correspondence."

Hartmann and Stork :(1972:8) agreement plays a great part in many languages Bloom Field :(1993:191). Actually Mallinson and Blake (1981:184) state that "it is found in the quarters of the world's languages." Quoted by Asher and Simpson (1994:54) for example, the adjectives in most Indo-European languages are required to inflect in congruence with various grammatical categories of the nount. Noun-adjective-gender agreement is not restricted to the Indo-European languages. In fact, it is found in many other languages of the world. All agreements fall within the general notion of context sensitivity. Lyons :(1968:239-40).

2-2 Types of Agreement:

Generally speaking, there are three types of agreements on the basis of the way it operates Quirk et al :(1972:360).

1- Grammatical Agreement:

The first type is grammatical (syntactic) agreement which occurs when sentence elements formally agree with each other, for example in standard English complement noun formally agrees with its corresponding subjects or object in number Crystal: (1988:50).

1a. That is an apple.   1b. Those are apples.

2a. I though himself fool.   2b. Thought them fools.

In (1b) above, both the controlling elements "those and agreeing elements apples" are formally (morphologically) marked for number agreement.

2-3   Notional (Semantic)Agreement:

Corbett :(1979:203) here agreement occurs according to the notion of the number rather than the presence of grammatical marker for that notion Quirk et al: (1985:757) the number in controller is determined by the speaker's viewpoint, for example, the verb in Standard English agrees with the singular or plural meaning of the subjects regardless of any grammatical markers.

3- Agreement of the Proximity:

The third type is brought about by agreement of proximity which requires the verb to agree with whatever noun or pronoun closely preceding it Gramley and Patzolla: (; 1992:102).

2-3 Agreement Hierarchy:

The question which arises here; is the more prominent principle in the hierarchy of agreement the grammatical or the notional (semantic) parameter? One attempt to investigate this issue has been made by Corbett (1979) alternative agreement form but not at all.

Semantic positives

5.a. The committee has decided.

b. The committee have decided.

c. This committee sat late.

d. This committee sat late.

The subject – verb number agreement in (5a) is syntactically motivated in that both "the committee and the auxiliary verb (has) are

singular, while in (5b) it is semantically motivated, however, the ungrammaticality of (5a) shows that the semantic principle is restricted by the syntactic environment. The problem is why e.g. (5a) should be ungrammatical given that committee can take semantic (plural) agreement Corbett's answer is that agreement is controlled by the elements' position in the sentence, he postulates that agreement position can be ranged in the following hierarchy Corbett :(1979:204).

Attributive – predicative – relative pronoun – personal pronoun.

This hierarchy is descending i.e. it is a down word hierarchy.

Corbett (1983:260) states that the attributive modifiers are more likely to show syntactic agreement than is personal pronoun (Pers., Pron.) or even predicate hierarchy (which covers the verb – participle – Adj. N.) says that adjectives are more likely to show semantic agreement than verbs are Comrie :(Quoted by, 1984:413-15).

Generally speaking, the further left an element is on the hierarchy, the more syntactic agreement is to occur, the further right, the more likely semantic agreement. This with the sentence element "committee" in (5d) only syntactic agreement is possible in the attributive position, while either agreement is possible in the remaining position. Moreover, if there are two possibilities of agreement in two continuous positions, the likelihood of semantic agreement in the position to the right will be as a great as a greater than it is in the position to the left.

However, the agreement position hierarchy above is certainly not the only factor which determines agreement; word order for example can specify agreement in the case of English conjoined animate noun.

6- There was (? Were) a Witch and Wizard who were (was) living in the moat Corbett: (1979: 207).

Nicon :(1972:152) states that another important factor is the actual distance between the agreeing element and the controller semantic

agreement is favoured for elements further removed from the controller Quoted by Corbett :(1979:220), as seen in e.g. (4) Green berg: (1963:94) states that when animacy affects agreement it is always the case that animate controller favour semantic not (syntactic), agreement (Quoted by Corbett: (1979:21) as in:

7a. The girls who sing the song feel shy.

7b. The girl who sings the song feels shy.

7c. The book which she reads is useful.

Semantic consideration are also called into play when the subject thought plural in form, is really singular in meaning.

8- Nineteen is a long time.

This conclusion draws from preceding discussion is that many factors can be interacted with the position hierarchy proposed by Corbett. However, one generalization that can be that can be arrived at is that agreement is not a discrete phenomenon. It is rather arguable on the sense that some items argue more than others Corbett: (1979:223).

2-4 Rules of Agreement:

Rule 1: A General Rule:

A straightforward general rule is that if the subject is singular the verb must also be singular. Conversely, if the head of the subject (NP) is plural, then the verb must be plural. Katamba :(1993:237) this is the factor of the grammatical concord.

a. The girl walks.

b. The girls walk.

The rule of subjects – verb agreement is that in present tense, a verb with a third person singular (3ps) subject must always have the agreement

inflections; while with other personal pronoun that is not visible agreement morpheme Cook and Newson :(1996:52).

Rule 2: Correlation:

When two or more subjects are joined by and they usually take plural verbs unless the coordinator elements constitute a single entity Quirk et al :(1985:761).

10a. The boy and his dog are here.

10b. Apple and ice cream is my favourite dessert.

10c. Law and order has been established.

10d. Law and order have been as established.

Rule 3: Correlatives:

When two or more subjects are joined by or nor, the verb form is usually determine by the subject that is closest to the verb Alexander Green Baum and Quirk: (1988:9, 1990:2018).

Ha. The boss but not his secretary is flying to Rome.

Hb. Either the boss or his secretary is flying to Rome.

Hc. Neither the boss nor his secretary is flying to Rome.

Hd. Either the strikers or the boss has misunderstood the claim.

He. Either both or the strikers have misunderstood the claim.

Rule 4: Collective Noun:

When a collective noun is used to refer to a single unit, it takes a singular verb; but when it refers to certain members or parts of the group, it takes a plural verb Alexander :(1988:45).

12a. Her offspring is like her in every respect.

12b. Her offspring are like her in every respect.

In (12) above the collective offspring has no plural form, but can be followed by a singular verb to refer to one or plural verb to refer to more than one. Here the number choice depends on whether the collective subject is thought of as single entity or as a collection of individuals Brown and Miller :(1980:244). This will pose difficulty in the realization of subject-verb agreement which arises from the fact that the notional category of number oneness vs more oneness overlaps with the formal one. To account for such overlap, Jespersen: (1929:45) states that languages have three inter-related levels of description: a level of from (morphological marking), a level of grammar (grammatical categories) notional categories such as individuated.

Rule 5: Indefinite Pronouns:

The following indefinite pronouns indicate singularity and require singular verbs (anyone, anything, each, either, everybody, everyone, everything, neither, nobody, one, somebody, something, someone Alexander :(1988:102).

13a. Every on the team was excited about the game.

13b. Either of the parents is going to see a film in the move.

13c. Neither of my friends has come yet.

13d. Every child enjoys Christmas.

13e. Someone was waiting.

13f. Each/every ticket has a number.

Each and every cause subject – verb agreement confusion when they are separated from their verb by the phrase (of them) or by two nouns joined by and.

14a. Each of them seem to be happy in their lives.

14b. Each of their parents has a repressed personality.

14c. Every indefinite pronoun many, few, both, and several always take plural verbs. (Alexander: 1988:99).

15. Both girls are ready.

The indefinite pronoun all, any, none, more, most, and some may be either singular or plural depending upon the words that follow them. For instance, some can mean more than one, here the subject should be plural or it can mean a part of one here, the subject should be singular. (1988: 105) Eastwood Alexander: (1994:193,219-23).

16a. Some of the families commit emotional abuse.

16b. Some of the problems are still unsolved.

16c. Most of the people here are strangers to me.

16d. Most crimes remain unsolved.

16e. All of the pies was eaten.

16f. None of my friends have been motivated to the party.

Rule 6: Quantifiers:

1- With frication, percentages the verb agrees with preceding noun or clause with singular non-count nouns or clause, use a singular verb, with plural noun use a singular verbs Eastwood (1994:297).

17a. Two third of the field was under water.

17b. One third of the students have succeeded.

17c. One third of dogs are barking.

17d. 50% of the students pass in the exam.

2- Denominators of time, money and distance usually take singular verbs.

18a. Six weeks is not long enough.

18b. $100 is a great deal of money to a child.

18c. Ten kilometers is too far to walk difficulties arises from the fact that in quantified expressions that often a completion between the quantifiers and the quantified noun for the role of controller (Asher and Simpson 1994:56) for instance.

19. A variety of analytic methods have been used.

"A" proves that the subject is singular since it is identified singular pronoun, but the predicate is plural because of proximity to the word (methods) that is plural by form. Therefore, we could say there is a competition between "A" and methods for subject control in the sentence. It is a competition between notional and grammatical consideration.

Rule 7: Numerals:

The agreement occurs within the NP which is realized by the numeral and the enumerated or head nouns. If the numeral is singular, "one" the head should also be singular, if it is plural form "two" up word, the head should also be plural Z and Voort: (1972:263).

20a. One passenger arrives at the hotel.

20b. Ten passengers arrive at the hotel.

20c. He is a good six days overdue.

Rule 8: Demonstratives (This/That/These/Those):

In standard English demonstratives (dem) could be pronouns (pro) or adjectives (adj). Dem Pros (This/That/These/Those) in English NP agree with the noun they modify in number Huddleston: (1984:82 from Kin et al 2000:237).

21a. This/That is an apple.

21b. These/Those are apples.

This implies that the agreement occurs between the Dem and the referent.

3- Dem adjs (This/That – These/Those) agree with head noun that follows them Robins :(1971:232).

22a. This/That shirt is new.

22b. These/Those shirts are new.

This shows that the Dem, whether it is a pronoun or an adjective should agree with the referent that follows it.

Rule 9: Cleft Sentences:

In relative clause and cleft sentence, relative pronoun subject is usually followed by a verb in agreement with its antecedents Green Baum and Quirk :(1990:220).

23a. It is I who am to blame.

23b. It is Peter who is to blame.

23c. It they who are to blame.

However, cleft sentence in Standard English always occur in the singular.

Other Rules:

Rule 1:

The grammatical category of number is not always regular realized in morphological terms: for instance:

1a. Some nouns have invariable singular forms thee include a-noun-count concrete nouns (e.g. gold, furniture, love…).

1b. Abstract nouns (e.g. music, homework, love…).

1c. Proper noun: (e.g. Henry, Africa….).

1d. Nouns always ending in – 's' these include: the names of schools subjects – mathematics, linguistics, physics.

II. The name of some diseases – measles, mumps, herpes.

III. Miscellaneous word like politics and news.

24a. No news is good news.

24b. Perhaps is now impossible to cure.

24e. Abstract adjectival head e.g. the beautiful, the loyal… (Quirk and Green Baum, 1973:81 Quirk et al :(1985:295, 314).

2- Other Nouns have only invariable plural forms, these include:

   a- Summation plurals e.g. scissors, pans, pliers, etc.

   b- Pluralia tantum e.g. thanks means, clothes, etc.

   c- Plural proper nouns e.g. the Netherland Algiers, Flanders.

   d- Zero plurals e.g. cattle, police, vermin sheep.

   e- Mutation e.g. foot – feet man – men etc.

   f- Voicing e.g. calf – calves etc.

   g- Personal adjectival head e.g. the rich – the poor, the young, etc.

   h- H-en plural e.g. ox – oxen, child – children.

25a. The rich get richer.

25b. The poor have many troubles.

25c. The police are questioning a man.

25d. Several people are waiting for the lift.

   4- Variable plurals include foreign nouns formed with suffixes:

      a- On – a (criterion – criteria)…,

      b- Eau-eaux (e.g. tablueau – tableaux)…,

      c- A ae (e.g. larva – larvae)…,

      d- Ex-ix-ices (e.g. matrix – matrices)…,

      e- Is-es (e.g. thesis – theses)…,

f- Um-a(e.g. tempo-tempi)…,

g- Us-i(e.g. rad-radi)…,

Rule 2:

The numbers of subjects is not changed by a prepositional phrases and expression like "as well as" "together".

26a. The silence (in the halls) is unusual.

27. The captain as well as the players was tired.

Rule 3:

When the subject is a verbal sometimes an – ing or to + infinitive verb is used as a noun – phrase containing one of these forms may appear as the subject of a sentence, in these cases the verb is always singular Fogiel :(1998:85) Eastwood :(1994:193).

28a. Opening present was exciting.

28b. To run everyday requires diligence.

28c. To see is to believe.

Rule 4:

When the subject is a title, the very always occurs in the singular Eastwood :(1994:192).

29a. "Star wars" was a very successful film.

29b. The rose and crown is that old pub by the river.

2-5-0 Areas of Agreement:

Standard English manifests the following areas of agreement Green baum and Quirk (1990:214-22).

1- Subject(s) verb (v) agreement.

2- Subject – complement (SC) agreement.

3- Object – complement (OC) agreement.

4- Subject – reflexive (reflexive) object agreement.

5- Pers – pro and their antecedents.

6- Relative pronouns (vel, pro) and their antecedents.

2-5-1 Subject – Verb Agreement:

The subject must agree with its verb in number (singular vs. plural) and person (1st vs. 2nd vs. 3rd). This is the most important area of concord in standard English Fogiel: (1998:88). Subjects are realized by NPS, the NPS should be nouns or pronouns – singular subject are marked by zero morphemes.

30a. The boy comes.

30b. The boys come.

The (boy) in (30a) refers to single boy, while (boys) in (30b) refers to more than one boy. Subject-verb agreement refers to a change in the form of a verb depending on its subject. In standard English verb changes from only when its subject is 3rd (he, she, it) and only in the present tense.

2-5-2 Subject – Complement Agreement:

There is usually concord of number between subject and subject complement (Green baum and Quirk).

Subject complement often expresses a quality or an attribute of the subject and is realized as NPS adjectives or nominal clauses.

32a. Diana is a capable girl. (NP).

32b. Diana is capable. (Adj.).

32c. The trouble with Diana is that she never does any homework. (Nominal Clause).

Subject complement number agreement takes place in clauses of the type SVC Quirk and Green baum: (1973:181).

33a. The child was an angel.

33b. The children were angels.

33c. The children were an angels.

However; there are certain expressions.

34a. Good manners are rarely these days.

34b. What we need most is books.

2-5-3 Object – Complement Agreement:

Here, agreement occurs between direct object and object complement (Huddleston 1984:195) Quirk and Green baum: (1973:181).

35a. He considered Ali a genius.

35b. He considered them genius.

2-5-4 Subject Reflexive Object Agreement:

Subject – object concord of number person and gender is necessary where the second item is reflex pronoun and is always corefrential with a noun or another pronoun (the antecedent) see Quirk and Green baum: (1973:181; Green baum and Quirk 1990:116, Fogiel 1998:57).

36a. She cut herself.

36b. You are just not yourself.

36c. We should give ourselves another chance.

36d. The dog was scratching poured themselves.

36e. Danny and Sandy poured themselves a drink.

In British English collective noun subjects print plural agreement.

37. The navy congratulated themselves on the victory.

2-5-5 Agreement in Gender:

It has been noticed that English language doesn't have a system of grammatical gender – adjectives and article don't have separated form depending on the gender of the noun they modify. However, it is possible to indicate the sex and intimacy (or gender) of some entity by referring back to by using a pronoun.

38. The girl helped her mother.

According to a sentence like this; we might argue that the girl is in the feminine gender and the mother is neuter gender marking is generally not overt.

2-5-5-1 Personal Pronoun and their Antecedents:

Personal pronoun in the 3rd p (she/he/it) they agreement in number, person, and gender with their antecedents Quirk and Green baum :(1973:181-2).

39a. John hurt his feet.

39b. John and Jane hurt their feet.

However; the plural "they" is often used informally as a neutral pronoun to refer back to the indefinite pronoun e.g. (everybody, everyone, someone, somebody, anybody, no one, nobody). In defiance of number agreement, everyone think they have the answer (informal).

a- Everyone thinks he has the answer.

b- Has anybody brought his camera?

2-5-5-2 Relative Pronoun Gender Agreement:

The relative pronoun who, whom, and which agree with their antecedents according to a two-term gender system personal vs. non-personal Quirk and Green baum :((1990:221).

14a. Here's the hammer which I brought yesterday. (noun personal).

This is the man (who/m) I saw talking to your parents. (personal).

2-6-1 Number:

Unlike English, Arabic has three numbers: Mufrad (singular), Muθanna (dual) and jam? (plural). See Ryding, K: (2005:129-155) and Kremers, J :(2003:47).

Singular Nouns:

a. Haða kitab –un mufid – un. This is a book useful (nominative). This is useful book.

b. Qara?t kitaban mufid-an. Read I book (useful) (accusative). I read a useful book.

c. ?al – mas?alat-u fi kitab – in mufid-in. The issue in a book useful (genitive). The issue is in useful book.

2-6-2 Dual:

Dual nouns are formed from both masculine and feminine singulars by adding – an (1) to the noun stem for nominative case and ayn(i) for both accusative and genitive after the removal of the case ending form the singular.

e.g. sayyidat – un   (a lady)   nominative   singular

sayyidat-ani   (two ladies) nominative   dual

sayyidat-ayni   (two ladies) accusative and genitive dual

If the dual masculine is the first element in the idafa (construct), or has attached personal pronoun the ends are reduced to a and ay. The following illustrates this point:

Definiteness Case	Indefinite	Definite
Nominative	Fallah-ani	?alfallah-ani
Accusative & genitive	Fallah-ayni	?alfallah-ayni

2-6-3 Plural Nouns:

There are two types of plural in Arabic. Firstly, we have the sound plural, the use of which is practically confined to participles and nouns indicating the profession or habitual action.

Secondly, there is broken plural which is made according to many pattern by altering the vowel within or outside to framework or radical consonants.

a. **Sound Plural:**

Sound plural nouns can be divided into two types:

The sound masculine plural and the sound feminine plural. Masculine plural is form the singular by adding-un (ə) for the nominative case and –in (a) for both accusative and genitive after dropping the case ending of the singular (-un, -an, -in).

e.g. Mudaris-un (a teacher)   nominative   (singular)

mudaris-una (teachers)   nominative   (plural)

mudaris-an   accusative   mudaris-ina (teachers)

mudaris-in   genitive

b. **The sound feminine plural:**

The sound feminine plural is formed by adding –at (un) for nominative and ət(in) for accusative and genitive to the singular after dropping the ta? Marbota if any.

e.g.

Numbers / Case	Singular	Plural
Nominative	Walidat-un	Walid-atun (mothers)
Accusative	Walidat-an	Walidat -in
Genitive	Walidat-in	Walidat –in
Nominative	Mashrub-un (a drink)	Mashrub-atun
Accusative	Mashrub-ani	Mashrub-atan
Genitive	Mashrub-in	Mashrub-atin

The above table indicates that the accusative and genitive case markers are the same for sound feminine plural.

2-6-4 Broken plural:

Most nouns and adjective have broken plural in Arabic. These plural are formed in various patterns. The most important ones are in the following table:-

Pattern	Singular	Plural
?af?al-(un)	Qalam-(un) (a pen)	?aqlam (un) (pens)
Fu?ul (un)	Qalb (un) (a heart)	Qulub (un) (hearts)
Fu?ul (un)	Kitab un) (a book)	Kutub (un) (books)
Fi?al (un)	Rajul (un) (a man)	Rijal (un) (men)
?af?ul – (un)	Rijl – (un) (a foot)	?arjul (un) (feet)
Fu?ala? (u)	khalifat (un) (a caliph)	khlafa? (un) (caliphs)
Fu?lan (un)	Fais (un) (a horseman)	Fursan (un) (horsemen)
?af?il (un)	Qarrib (un) (relative)	Aqarrib (un) (relatives)
fa?lil (un)	Maktab (un) (an office)	Makatib (un) (offices)
Fa?alil (un)	Sunduq (un) (a box)	Sanadig (un) (boxes)

2-6-5 Adjectives:

Unlike English where adjectives pre modify or post modify nouns, adjective in Arabic normally follow the nouns they modify, e.g. (a teacher clever) معلم ذكي (a clever teacher).

However, the adjective may proceeds a noun, the noun, they modify for the purpose of foregrounding the matization provided that the boun is definite ذكي الولد (clever the boy) = (the boy is clever).

Arab grammars make no grammatical distinction between nouns and adjectives and any adjective may function as noun.

Adjectives normally follow their nouns and agree with them in gender and number case and definiteness. Al-Rajhi: (1985:386) and Maghalseh (2007:375) that is masculine singular nouns have masculine singular adjective, feminine singular nouns have feminine singular

adjective, male and female plural nouns take corresponding forms of adjctives see Ryding K. (2005:241-253) and Kreners, J (2003:28-61) and (99-102).

2-6-6 Arabic nouns and adjectives:

Arabic nouns (and their modifying adjective) are either definite or indefinite depending on whether they are definiteness is a morph syntactic rather than semantic category (?al-kitab-u "the book"). While indefinite nouns in standard Arabic articles are not marked at all (kitab.un a book). Most classes of nouns end in tanwin (nunation) where they are indefinite e,g. bait-un (a house) when such nouns are definite, they lose tanwin e.g. ?al-bait-u (the house) kitab-un (a book) ?lakitab-u (the book) there is no indefinite article in Arabic. The definite article for all case numbers and gender is ?al (the) which is prefixed to the word it defines. See Rydiny, K (2005: 156-146). It is worth mentioning that when the noun and adjective are defined by '?al' begins with one of the sun letter (L) of the definite article is assimilated to the sun letter, e.g. rajul-un (a man) ?arrjulu (the man) i.e. al rajul become ?ar-rajulu.

7-6-7 Gender:

There are two grammatical genders in Arabic, masculine and feminine expressed by pronominal, verbal and adjectival agreement in general the feminine is formed form masculine by suffixing the (ta marbota) – atun, e.g. katib-un -------------- katib-atun.
Adj-----------------kabeer-un---------------kabeer-atun.

The feminine ending – atun occurs in many words which have no masculine form e.g. madinatun (city) and mahkamatun (law court) it is occasionally although rarely, found in words which are masculine, e.g. xalifatun (a caliph) rahhalatun (a great traveller).

The following classes of words are feminine without requiring the distinctive feminine ends.

- Proper names which are by nature feminine e.g. ?umm-un (a mother) ?arus-un (a bride).

- Most names of countries and cities e.g., Frannsa (France).

- Most parts of the body which occurs in Paris, e.g. ayn-un (an eye) yad-un (a hand), rijl-un (a foot).

- A number of words which are feminine by usage e.g. rih-un (a wind), harb-un (a war) ?ard-un (an earth).

- Moreover, some nouns are masculine and feminine, see Abdallah (1998:98), e.g. sikkin-un (a knife). Salib-un (a way) traig-un (a way) sug-un (a market) lisan-un (tongue) ðira-un (an arm).

Definite nouns can be modified with demonstrative pronouns/adjective Brustad (2000:112-140) and Shlonsky (2004) that means the demonstrative pronouns can modify only definite nouns.

2-6-8 Demonstrative Pronoun:

Demonstrative pronouns are used to distinguish between masculine and feminine, between singular, dual and plural. Maghalseh :(, 2007:27-31, Al-Rajhi :(, 1985).

Table:

Number	Singular		Dual		Plural	
Gender Case	Masculine	Feminine	Masculine	Feminine	Masculine	Feminine
Nominative	Haða (this) (Zalia)	Haðihi (this) tilka	Haðan (these)	Hatan (these)	Ha?ula (these)	Ha?ula (these)
Accusative	Haða (this) ðalika	Haðihi (this) talik	Haðyn ðaynika	Hatyn taynika	?ulo?ka	?ulaika
Genitive	Haða ðalika	Hðihi ðilka	Haðyni ðaynika	Hatayn ðaynika	Ha?ula ?ua?ika	Ha?ula ?ula?ika

2-6-9 Case:

In modern standard Arabic with ful ?irab "declension" regular nouns form are marked with three grammatical cases:

The nominative "marfu?-raised", the accusative "mansub-lifted" and the genitive " majarur. Normally, singular nouns take the ending (un) in the nominative case and (ən) in accusative case and (in) in genitive case.

With the exception of the ?almamnu? min ?al – sarf (diptotes) which never take the final "n". In other words for singular nouns, the nominative case is marked as damma (u) for the definite or damma plus tanwin (nunation) (un) for the indefinite. The accusative case is marked as fatha (-ə) for the definite or fatha plus tanwin (-an) for the indefinite, similary the genitive case is marked as kassra (-i) for the definite or kassra plus tanwin (-n) for the indefinite Maghalseh (2007:27-31), Al-Rajihi (1995:16:20), Ryding, K (2005:165) and Kreners, J, (2003:54).

2-7 Previous Studies:

The grammatical and gender system is considered one of the most challenging structures that second language (L2) learners need to acquire/ learn part of this difficulty lies in the complexity of the system itself, but system is also one of the significant areas in which languages defer.

Research concerning number and gender agreement is large and researches have investigated these issues under different theoretical frameworks such as universal grammar e.g. Gramely and Patzold:(1992), and process ability theory e.g. With respect to researchers that treat these issues in the context of the access/transfer theories, a number of studies have examined the effect of (L1) transfer on acquiring (L2) grammatical gender by adult learners, but fewer studies have explicitly considered ungrammatical access in relating to this topic.

In recent study, Black (2012) also examined the acquisition of grammatical gender in German by (L2) adult learners participants (l1s) were either Africans English or Italian. Italian is the language that has gender system but it differs from that of German, whereas some Africans and English lack gender system.

Frences China: (2002) investigated the acquisition of case, number, gender agreement in Spanish by learners who were native speakers of English, French, German, Greek, Italian and Portuguese. The participants were grouped based on the presence of absence of gender system in their (L1s). One group of participants included speakers of French, German, Greek, Italian and Portuguese based on the presence of gender destination system in these languages. The other group included only native speakers of English based on the absence of gender in its language.

Asher: (1994) conducted on event – related potential study to examine number and gender agreement in Spanish by native speakers of English. Number features on verbs are similar between the two languages, but number features on adjective and gender agreement are only present in Spanish. The findings indicated that the participants were able to develop native – like processing in terms of gender agreement even though it is a feature that is not substantiated in their (L1).

2-7-2 Previous Study in Arabic:

During the past decades there have been a number of studies conducted on Arabic as a second language, although it is still marginal compared to second language, acquisition research (SLA) on the languages such as English and French. A number of earlier studies in the field of second language acquisition have investigated the acquisition of Arabic under the theory of contrastive analysis and error analysis, e.g. Alani,(1972, 1973)Rammuny, (1976) and developmental analysis e.g. Albuainain, (1976). These studies have attempted to identify either second language learners error with certain grammatical structures or the developmental stages of acquiring a given set of grammar rules. Other studies have also explored speech processing of some Arabic morphological and syntactic structure from a developmental perspective.

Abdullah: (1998) investigated the acquisition of Arabic subject-verb agreement form a discourse-based perspective. He tested the effect of word order semantic information on the acquisition of subject-verb agreement morphology in Arabic. He concluded in his study that is important to have such study in order to predict and assess the second language final outcome with regard to subject-verb agreement.

2-7-3 Similarities and Differences Of English and Arabic:

- Nouns in Arabic are inflected for number, gender, case and definiteness, but English nouns are inflected for number, gender, and case only.

- Arabic and English share singular and plural in the system of number and Arabic has dual which doesn't exist in English.

- The plural in Arabic has three types: sound masculine plural, sound feminine plural and broken plural which is regarded as irregular. In English, the nouns are made plural by adding the suffix-s, es or by modification. However, some nouns are irregular.

- Gender is common in Arabic nouns and most of the feminine nouns have gender. Some Arabic nouns do not have the feminine marked such as nouns that refer to female people, names of countries, cities and collective nouns. In English, gender is not common, yet it can be found in nouns that refer to nouns are changed into feminine by adding the suffix – ess; others are changed into feminine via supplection, and in some other cases feminine nouns are formed by means of compounding.

- Nouns in Arabic are inflected for three cases: nominative, accusative and genitive, but English nouns are marked for genitive case only.

- The number of pronouns in Arabic is more than that in English and they are either independent or dependent affixes, but in English they are all independent. Pronouns in both Arabic and English are marked for person, number, gender and case.

Introduction:

This chapter introduces the methodology of the research, procedures and the steps that have been used in order to assess the agreement between standard Arabic and English in terms of gender and number.

In this chapter, the researcher attempts to introduce the method which is used to conduct the study and data collecting tools. The researcher adopted a descriptive analytical method to assess the study.

3-1   Participants:

The participants of the study were 30 students. From Sudan university of science and technology. They were asked to respond to the given statements to decide whether they agree or not. The participants were chosen randomly and participated in the study.

3-2   Instruments:

In order to elicit students' perceptions and thought about the relationship or agreement between standard Arabic and English, the questionnaire was designed and carried out.

3-3   The Questionnaire:

The questionnaire used in the study consists of eight statements in which participants were asked to state their opinions on gender and number agreement between standard Arabic and English.

3-4   Reliability:

Polit and Hungler (1993: p. 445) refer to reliability as the degree of the consistency with which an instrument measures, the attributes it is designed to measure. The researcher used a questionnaire to measure

reliability of the study. In order to assess the reliability of the questionnaire used in the context of the study, Cranach Alpha reliability coefficient was calculated and found as 0.675.

3-5   Validity:

Polit and Hungler (1993: p. 445) refer to validity as the degree to which an instrument measures what it is intended to measure. To ensure face and content validity of the study, the method of trustee's validity was employed.

A panel of judges consists of three academic college instructors and three more high secondary school teachers are asked to evaluate the statements of the questionnaire. They approved that the questionnaire statements are related to the hypotheses.

3-6   Data Collection and Analysis Procedures:

The data are collected and analyzed by the following way:

The questionnaire was administered to the participants so as to decide whether they agree or disagree with given statements about gender and number agreement between Arabic and English. The data collected from the questionnaire were analyzed descriptively by calculating the means and the percentages.

3-7   Summary:

The researcher adopted the descriptive analytical method. The sample of the study is chosen randomly. They are 30 participants. The study uses a questionnaire for data collecting tools. Then the questionnaire is distributed to the participants, who are required to respond to the statements whether they agree or not. The results of the questionnaire will be analyzed and interpreted in the following chapter.

4-0 Introduction:

This chapter introduces the data analysis of the questionnaire which is designed for students.

The researcher uses only one method of data collecting which analyzed as follows:-

4-1 Statistical Methods Used:

To achieve the objectives of the study and to verify hypotheses, statistical methods are used the following:-

1. Charts.

2. Frequency distribution of the answers.

3. Percentages.

4. Alpha equation, to calculate the reliability coefficient.

5. Median.

6. Chi-square test for the significance of differences between the answers.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Reliability and Validity:

Stability means that measure gives the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure, and calculate in many ways

represents the easiest being the square root of the reliability coefficient.

Validity $= \sqrt{\text{Reliability}}$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity:

Questionnaire	
Reliability coefficient	Validity coefficient
0.675	0.82

Source: Prepared by researcher, using SPSS, 2015.

Notes from the results table that all reliability and validity coefficient for questionnaire is greater than (50%) and close to one. This indicates that the questionnaire is characterized by high reliability and validity, and makes that statistical analysis acceptable.
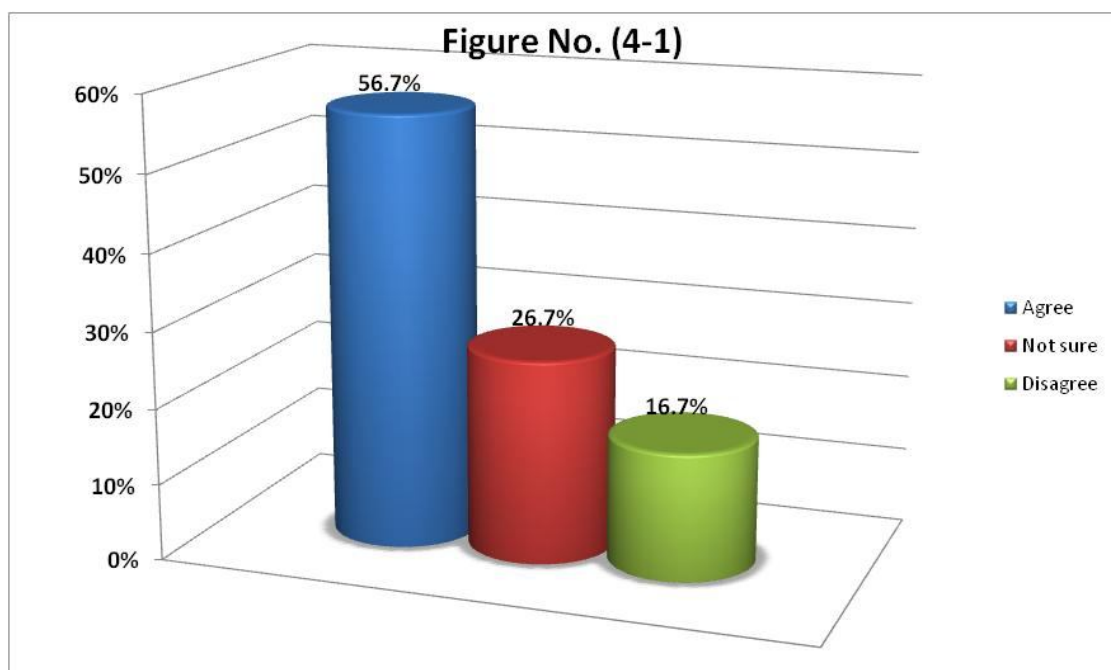
4-2   Analysis of the Statements:

1- There is agreement between standard Arabic and English noun in terms of gender and number:

Table (4-1)

	Frequency	Percentage
Agree	17	56.7%
Not sure	8	26.7%
Disagree	5	16.7%
Total	30	100%

Figure (4-1):

Figure No. (4-1)

The above table and figure show that most of the participants agree with (56%) percentage that both English and Arabic have gender and numbers agreement in terms of noun.
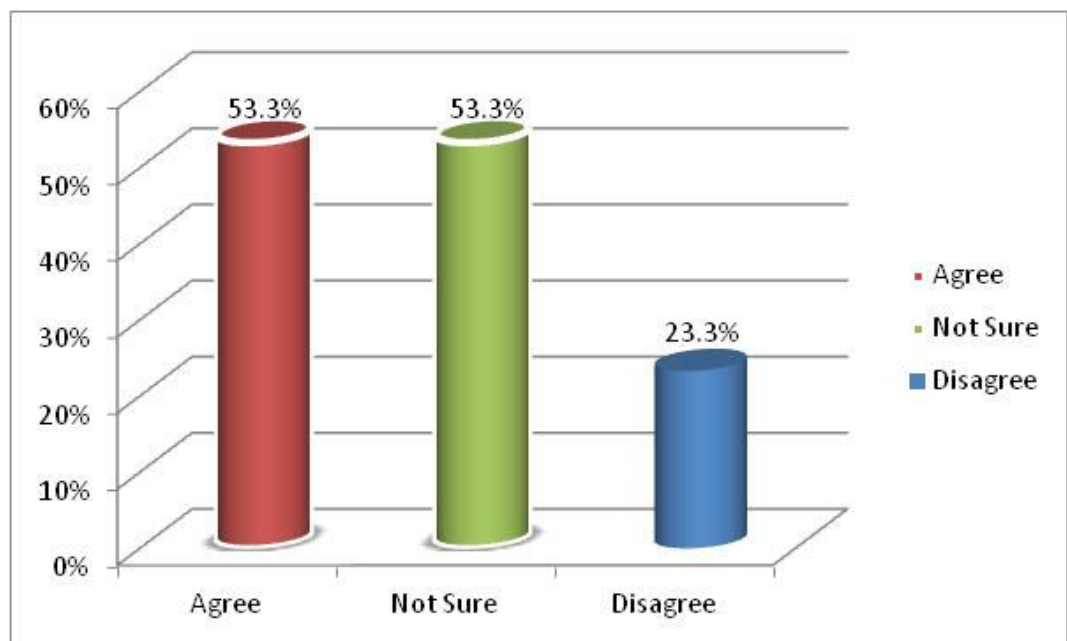
2-

Table (4-2)

The necessity of comparing English and Arabic is for translation:

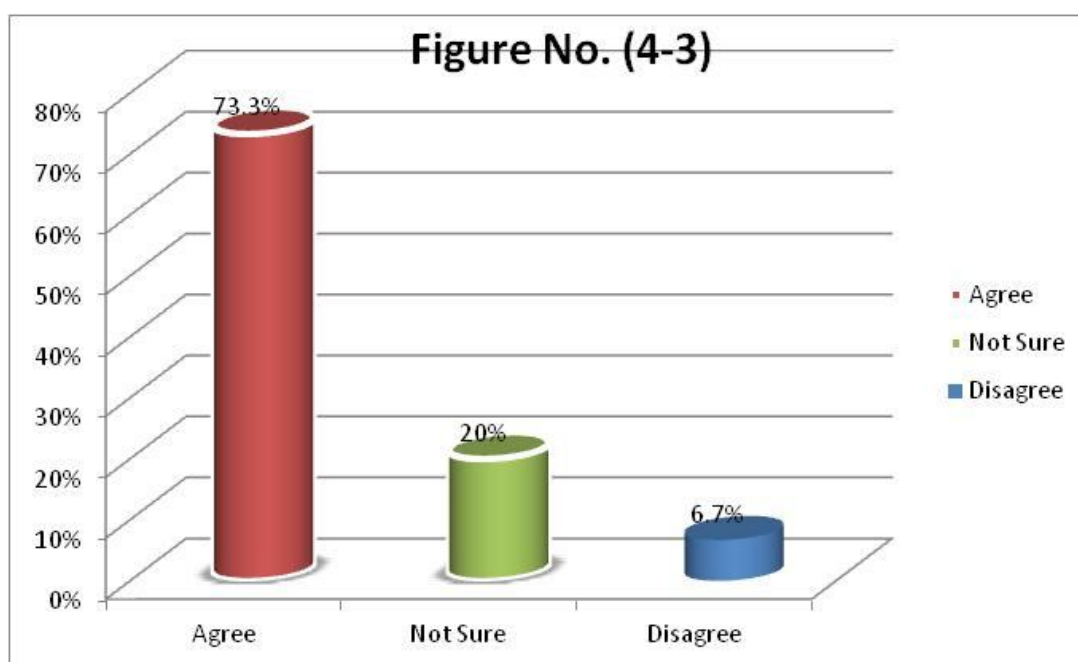|	Frequency	Percentage
Agree	16	53.3%
Not sure	7	53.3%
Disagree	7	23.3%
Total	30	100%

Figure (4-2):

From the above table (4-2) and figure (4-2) most of the participants (53.3%) believe that such comparison help people for translation.

3- There is difference in (Articles) system between standard Arabic and English:

Table (4-3)

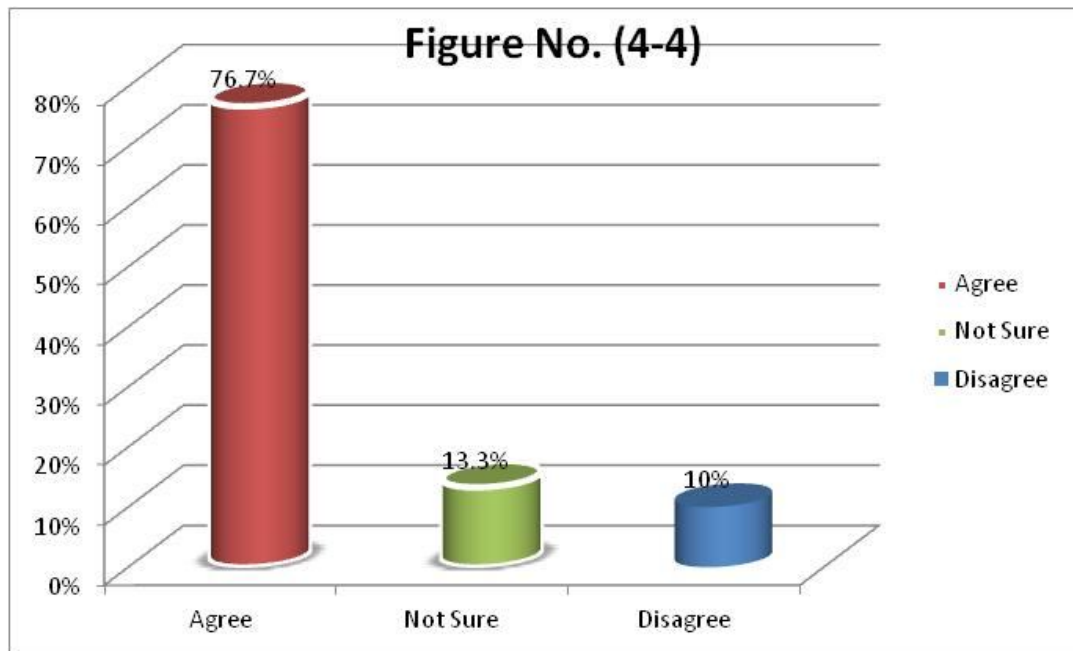|	Frequency	Percentage
Agree	22	73.3%
Not sure	6	20%
Disagree	2	6.7%
Total	30	100%

Figure (4-3):

The majority of the participants in the above table (4-3) and figure (4-3) with percentage (73.3%) agree that there is difference between article system in the two languages.

4- In Arabic the adjective normally follows the noun:

Table (4-4)

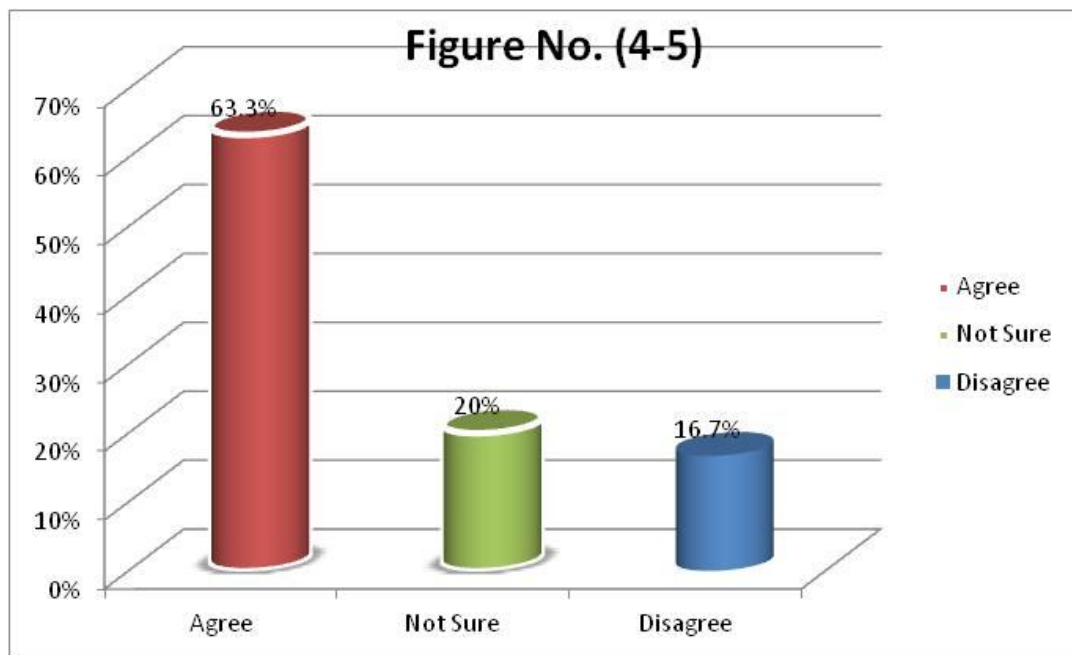|	Frequency	Percentage
Agree	23	76.7%
Not sure	4	13.3%
Disagree	3	10%
Total	30	100%

Figure (4-4):

The above table (4-4) and figure (4-4) show that (76.7%) of the participants agree that in Arabic the adjective normally follows the noun.

5- In Arabic the adjective normally precedes the noun:

Table (4-5)

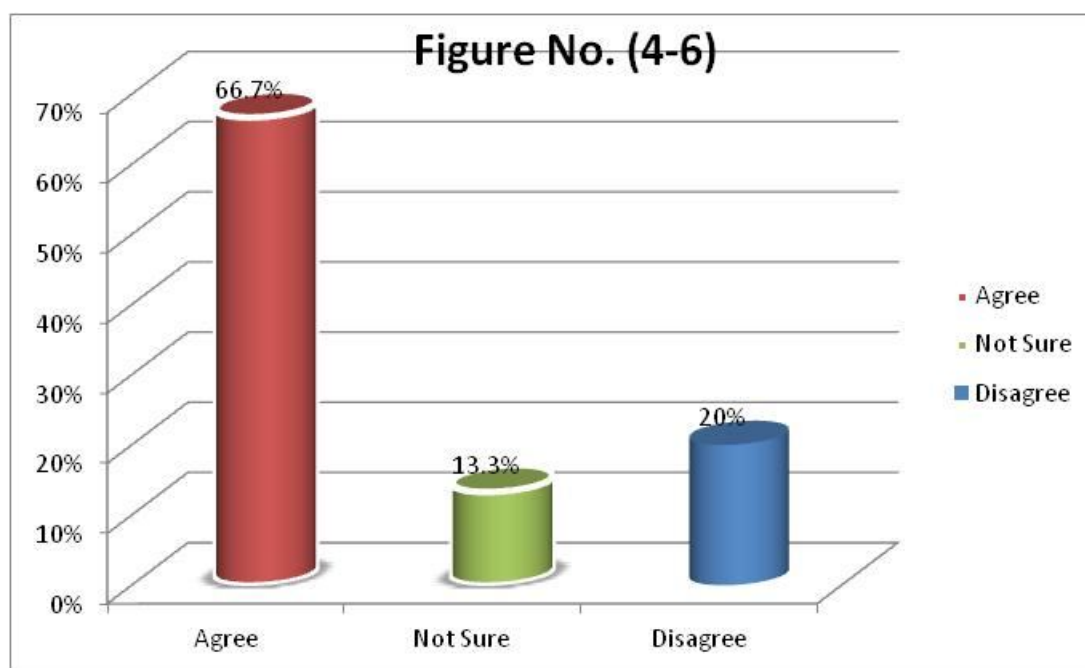|	Frequency	Percentage
Agree	19	63.3%
Not sure	6	20%
Disagree	5	16.7%
Total	30	100%

Figure (4-5):

The above table (4-5) and figure (4-5) show that (63.3%) of the participants agree in the point that English adjectives usually precede the noun.

6- The form of number system in Arabic differs from that of English.

Table (4-6)

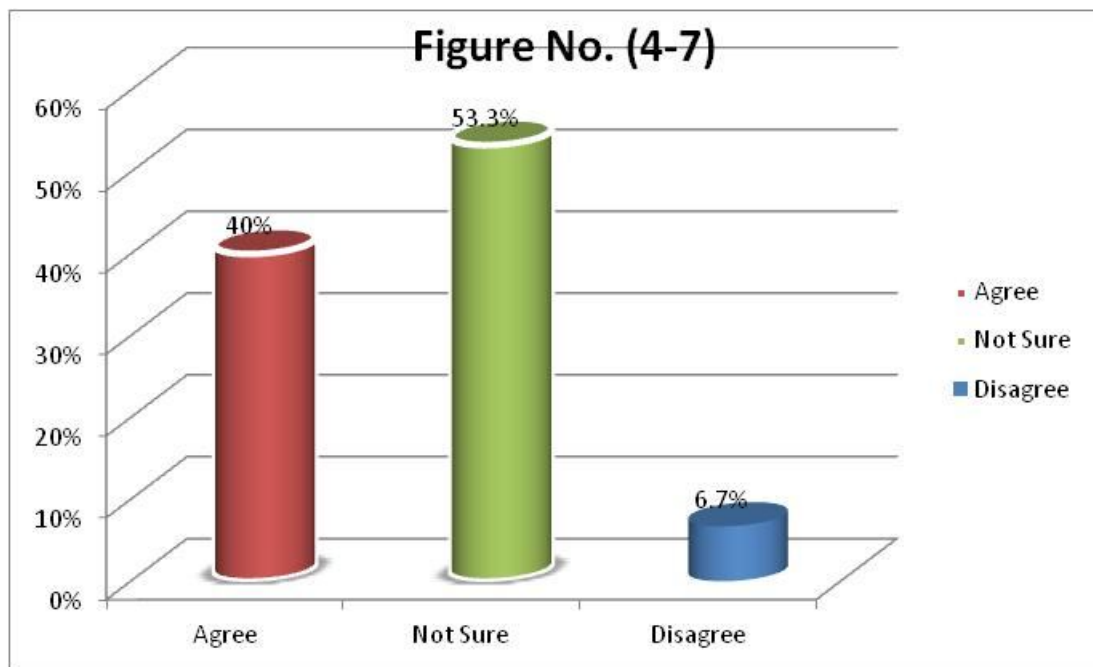|	Frequency	Percentage
Agree	20	66.7%
Not sure	4	13.3%
Disagree	6	20%
Total	30	100%

Figure (4-6):

The table (4-6) and figure (4-6) above show that (66.7%) of the participants believe that Arabic number system differs from that of English.

7- Both standard Arabic and English apply the same grammatical case (nominative, genitive and accusative) .

Table (4-7)

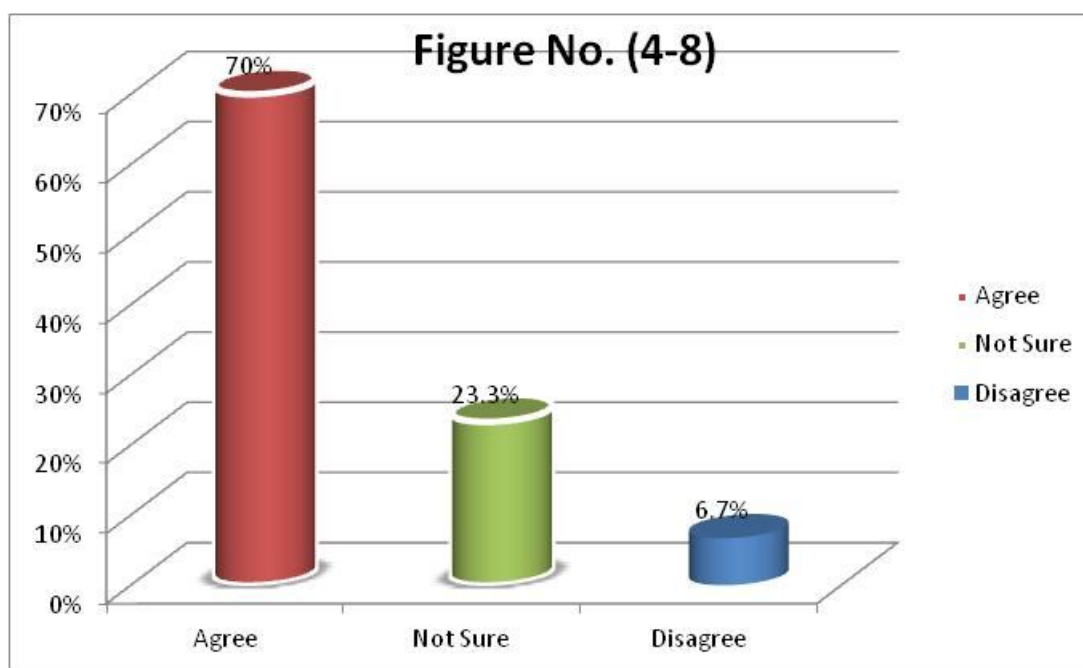|	Frequency	Percentage
Agree	12	40%
Not sure	16	53.3%
Disagree	2	6.7%
Total	30	100%

Figure (4-7):

The above table (4-7) and figure (4-7) show that (53.3%) of the participants are not sure that both Arabic and English apply the same grammatical cases.

8- The nature of word order in Arabic is different from that of English.

Table (4-8)

	Frequency	Percentage
Agree	21	70%
Not sure	7	23.3%
Disagree	2	6.7%
Total	30	100%

Figure (4-8):

The above table (4-8) and figure (4-8) show that (70%) of the participants agree that word order in Arabic is different from word order in English.

Test Hypotheses:

To answer the questions of the study and to verify the hypotheses will be calculated median for each of the phrases in the questionnaire and which show views of individuals the study, which was given Grade (3) as a weight for each answer "agree" and grade (2) as a weight for each answer "not sure" grade (1) as a weight for each answer "disagree".

To know trends answer, by calculated median, and then it will use the Chi-square test to know the significance of differences in answers.

Table (1-9): Chi-square test results:

No.	Phrases	Chi-square value	P-value	Median	Trend
1	There is agreement between standard Arabic and English noun in terms of gender and number.	7.800	0.020	3	Agree
2	The necessity of comparing English and Arabic is for translation	5.400	0.067	3	Agree
3	There is difference in (Articles) system between standard Arabic and English	22.400	0.00	3	Agree
4	In Arabic the adjectives normally follows the noun	25.400	0.00	3	Agree
5	In English the adjectives usually precedes the noun	12.20	0.002	3	Agree
6	The form of number system in Arabic differs from that of English	15.20	0.001	3	Agree
7	Both standard Arabic and English apply the same grammatical case (nominative, genitive and accusative)	10.400	0.006	2	Not sure
8	The nature of word order in Arabic is different from that of English	19.400	0.00	3	Agree
	Hypothesis	35.78	0.00	3	Agree

Source: Prepared by researcher using SPSS, 2015.

From the table above:

1. The value of chi-square for the phrase is (7.800) with (p-value=0.020 <0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

2. The value of chi-square for the purpose is (5.400) with (p-value=0.067 >0.05), and depending on the table (2), this indicates that there is no significant differences at the level (5%) between answers of study individuals.

3. The value of chi-square for the phrase is (22.400) with (p-value=0.000 < 0.05), and depending on the table (3), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

4. The value of chi-square for the phrase is (25.400) with (p-value=0.000 < 0.05), and depending on the table (4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

5. The value of chi-square for the phrase is (12.20) with (p-value=0.002 < 0.05), and depending on the table (5), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

6. The value of chi-square for the phrase is (15.200) with (p-value=0.001 < 0.05), and depending on the table (6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

7. The value of chi-square for the phrase is (10.400) with (p-value=0.006 < 0.05), and depending on the table (7), this indicates

that there is significant differences at the level (5%) between answers of study individuals and in favour of not sure.

8. The value of chi-square for the phrase is (19.400) with (p-value=0.000 < 0.05), and depending on the table (8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of strongly agree.

The value of chi-square for all phrases in all hypotheses (35.78) with (p-value=0.000 < 0.05), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favour of agree.

5-1 Conclusion:

The study attempted to shed light on the relationship between standard Arabic and English. The main objective of this study is to see to what extent does standard Arabic agree with standard English. In this chapter the study tries to cover the findings of the study as well as the recommendations.

5-2 Findings:

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).

5-3 Recommendations:

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.

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Appendices

Statements of the Questionnaire

No.	Phrases
1	There is agreement between standard Arabic and English noun in terms of gender and number.
2	The necessity of comparing English and Arabic is for translation
3	There is difference in (Articles) system between standard Arabic and English
4	In Arabic the adjectives normally follows the noun
5	In English the adjectives usually precedes the noun
6	The form of number system in Arabic differs from that of English
7	Both standard Arabic and English apply the same grammatical case (nominative, genitive and accusative)
8	The nature of word order in Arabic is different from that of English