

Common Errors in Translation of Arabic Nominal Sentences to Tamil

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Abstract - Nominal sentence is the special character of Arabic Language. Non-Arabic speaking students of South Eastern University of Sri Lanka who have different language background are facing difficulties in translating from Arabic to Tamil. Even though, they have studied Arabic in Arabic colleges in Sri Lanka for 5-7 years, and thus Tamil is their mother tongue. Thus, this research aims to identify the grammar errors when translating nominal sentences to Tamil and to rely the reasons for them. To this, the research uses analytical descriptive methodology through quantitative approach. It uses questionnaire for primary data among the undergraduates of the Department of Arabic Language, South Eastern University of Sri Lanka. At the same time, secondary data were gathered from researches, books, articles, website articles. The research finds that the undergraduate have the enough theoretical knowledge about the nominal sentence. At the same time, in the practical part, they are neutral level in writing a nominal sentences, in finding the error from them a, and in translating them into Tamil. Hence, the practical part is difficult for the undergraduates than theoretical part.

Keywords - Errors, nominal sentence, Translation, Arabic, Tamil

I. INTRODUCTION:

A word has two meanings; a linguistic meaning; this is referred by the language dictionaries, and the idiomatic meaning; which is mastered by scholars. Language is the sounds by which all people express their aspirations. It is a sound system that possesses a social and cultural context that has its own connotations and symbols, and it is subject to growth and development, subject to the historical and civilizational conditions that society is going through.

It seems that Islam's close connection with the Arabic language, which is represented in the Holy Qur'an and Sunnah, has made the Arabic language a prominent place over other languages known to history. This is because the one who adheres to the true religion also adheres to his language, using it in worship as he uses it in transactions [1]. The Arabic language is also considered one of major languages spread around the world, and it is the language spoken by more than two billion people on the surface of the earth. In Arabic, it has a value and every Harakat has a special purpose [2].

The nominal sentence is the one with which the sentences begin in reports, news, and events, and it is one of the most important components of the language, and this sentence always has a predicate so that the subject is specific to the predicate and the predicate is the one which tells about the

subject. It has various forms when the predicate is a sentence or a semi-sentence, and in all cases, the grammatical case is the nominative (Dhammah), and there are many grammatical signs, where there is a dual or plural. Although it is necessary to form nominal sentences when writing Arabic texts in exams, presentations and projects, articles and the need to translate them correctly into Tamil language, they face difficulties when translating them into Tamil language.

Based on this, this research deals with the nominal sentences in the Arabic language with its various types to determine the difficulties that occur when translating them into the Tamil language.

Translate between languages

The translation is an original Arabic word, the translator; the interpreter of the specific language, he is the one who translates the speech, that is, he transfers it from one language to another [3]. As New Mark defined it, translation is a skill represented in trying to replace a message or statement written in one language with a message or statement written in another language". Thus, Cadford says that translation is the process of replacing the text written in one of the languages (he calls it the source language) to a text its equivalent written in another language (he calls it the target language) is transferred to it [4].

Translation is a cultural exchange through the transfer of literary and other traces from one language to another, which imposed technicality, accuracy and adherence to special rules, so that it became an independent literary art [5]. Based on this, it is the transfer of content from the source language to the target language, and translation is an independent art in itself as it depends on creativity, linguistic sense and the ability to bring cultures closer.

Translation is divided into written translation, consecutive translation, simultaneous translation, and machine translation. This is how some divide translation in terms of quality into:

The first type - translation within the same language: This translation basically means to reformulate the vocabulary of a message within the same language. According to this process, verbal signs can be translated by other signs in the same language, and it is considered a basic process towards the development of an adequate theory of meaning, such as the processes of interpretation of the Holy Qur'an.

The second type - translation from one language to another: This translation means the translation of verbal signs of one language by means of verbal signs of another language. What matters in this type of translation is not merely the comparison of words with each other, but the equivalence and arrangement of the symbols of both languages. No need to know the meaning of the whole expression.

The third type - translation from one sign to another: This translation means the transfer of a message from one type of symbolic system to another type without being accompanied by verbal signs, so that everyone can understand it [6].

This research uses the second type of translation section mentioned, which is the translation from one language to another, because this research attempts to identify the errors and difficulties that students of Arabic language face when translating sentences. Also, Arabic and Tamil languages belong to a different language family, so the translation process is not an easy task. Because they include the various rules in the construction of sentences and the construction of phrases. When Sulaiman bin Omar Al-Suhaibani referred to contrastive studies between the sentence systems of languages, he said that contrastive linguistics is one of the oldest methods of modern linguistics, and one of the most important sciences in the field of linguistics.

It is interested in studying the linguistic system in different languages, contrasting them with each other, and highlighting the similarities and differences between languages [7]. According to this issue, this research identifies the difficulties and errors in translating Arabic sentences into Tamil during the contrastive study between languages.

A. Research Problem:

Nominal sentence is the special character of Arabic Language. Non-Arabic speaking students of South Eastern University of Sri Lanka who have different language background are facing difficulties in translating from Arabic to Tamil. Even though, they have studied Arabic in Arabic colleges in Sri Lanka for 5-7 years, and thus Tamil is their mother tongue.

B. RESEARCH OBJECTIVE:

To identify errors in translating Arabic nominal sentences into Tamil.

C. RESEARCH IMPORTANCE:

This research serves to consolidate the rules of the Arabic language in general, the nominal sentences, especially for students of Arabic as a second language, and it also helps to eliminate errors when translating the nominal sentences. Also, this research worked to understand the meaning of translating the nominal sentences correctly into Tamil.

II. RESEARCH METHODOLOGY

This research is based on the descriptive analytical method from the quantitative criterion. It uses primary and secondary information to get the necessary information. The basic

information is from the questionnaire. They were distributed to 75 second-year students from the Department of Arabic Language at South Eastern University of Sri Lanka. As for secondary information, it is from books, research, research articles, articles and websites. It uses MS Excel to analyze the gathered information.

III. LITERARY REVIEW:

“The Arabic Sentence and the English Sentence - a Contrastive Study”, Nasir Salih, research paper published in the Journal of Education and Science in 2013. This research talks about an important aspect of language learning and teaching Arabic to non-native speakers. It was limited to the syntactic aspect of the Arabic and English sentences with the aim of to reveal the similarities and differences between them in the sentence structure, and to predict the problems faced in the field of language learning and teaching [8].

“The Sentence Pattern in the Arabic and Furawan Languages (Contrastive Study)”, Ali Al-Zain Ahmed, research paper from Sudan University of Science and Technology in 2012. The research aims to study the sentence pattern in the Arabic and Furawan languages as a contrastive study, in order to find out the difficulties faced by the learners of Arabic from the speakers of the Phore language. He talks about the historical background of the two concerned languages, and the factors accompanying the language and society, and he tries in this aspect to support what he had gone to with previous studies that the researcher deals with the Furorian language at its different levels, walking a way of comparison between those studies and the current study, and what was the model used in this study. It is the transformative generative model, the researcher tries to stand at the transformative generative school as a source or enriching the conversation with a simplified summary of the theory and its owner, and its methods in analyzing the sentences and then among the topics. The researcher deals with the concept of the sentence in the two languages, targeting its pillars and its construction units, for the ancients and modernists, then the researcher came up with the syntax units such as word, phrase and structure [9].

“The verbal sentence in the Arabic language and Kalimat Verbal in the Indonesian language,” Marouf Farid, research submitted for the first university degree at Sherif Hidayatullah Islamic State University, Jakarta, in 2010. This examines the contrast between the Arabic language and the Indonesian language in terms of their sentence, and in particular in the verbal sentence in the Arabic language and the Indonesian language (Kalimat Verbal). This includes the similarities and the difference between them [10].

"A contrast study on the Arabic and Tamil languages in the simple sentences", Ayoub Ali Qasim, a thesis submitted for a master's degree at the University of Khartoum, in 1985, this study deals with the verbal and written system of the Arabic and Tamil languages in general and the location of similarities and differences between the Arabic and Tamil phrasal system

in particular with a hint to the history of the Arabic and Tamil languages and their influences on the religious and social life of Sri Lankan Muslims [11].

"A contrast study between Arabic and the Hausa language in pronouns", Abd Abdullah, a thesis submitted for a master's degree in arts in Arabic language from the University of Jezira, in 2017. The study aims to analyze and research the pronouns, through a contrastive study between Arabic and Hausa. The pronouns of Hausa language have a special feature, and this feature is unique and different from the Arabic language, but from many languages. The pronouns constituted a basic difficulty for the language learner of Arabic from the children of the Hausa, so the researcher decided to study the system of pronouns in the two languages, Arabic and Hausa a contrastive study to identify similarities and differences. On the other hand, to clarify the problems that may occur when teaching pronouns among learners of the Arabic language from the children of Hausa. He used in the study the descriptive analytical approach. The study reached several results, the most important of which are: that the sentence structure in the Hausa language is completely different from the sentence structure in Arabic, whereby the Hausa requires that the subject precedes the verb and then the object, and it is not permissible for the object to precede the verb and the subject, and this is the opposite of what is precedent to Arabic. It is permissible for Arabic, and this rule has made many who write in Arabic use the nominal sentence because it is closer to his mother tongue. The researchers were able to clarify the structure of sentences in Arabic language with the use of pronouns and to identify methods that help to reveal the similarities and differences between the two languages [12].

"Conjunctions and its uses in Arabic and Tamil languages - a contrastive study", by Shathifa Bint Muhammad Cassim and Shaheqa Farwinn Bint Abdul Rahim, a paper presented at the faculty of Arts and Culture Symposium at the University of South Eastern of Sri Lanka in 2015, this research seeks about conjunctions through their structure, function and status in sentences and its significance in Arabic language and Tamil language. The research concerns with studying the similarities and differences between Arabic language and Tamil language. The researchers benefited from the paper to define the two languages and to know the uses of conjunctions in Tamil language from structure of sentences and their function [13].

"Demonstrative Pronouns in Arabic and English: A Contrastive Study" by Sulaiman Bin Omar Al-Suhaibani, 2015. This research deals with the study of demonstrative pronouns in both Arabic and English as a contrastive study. Where contrastive linguistics is one of the oldest methods of modern linguistics, and one of the most important study in the field of linguistics. It is interested in studying the linguistic system in the various languages, contrasting them with each other, and highlighting the similarities and differences between them. The research dealt with the demonstrative pronouns in its classification in speech, mentioning the

demonstrative pronouns in both Arabic and English, explaining the common ones, their functions and their uses in speech, then analyzing some of the Qur'anic verses in which the demonstrative pronouns are mentioned, and looking at their translation. In order to show aspects of similarity and difference between the two languages. The researchers used this study to determine the uses of demonstrative pronouns in Arabic sentences and the problems in their translation [14].

IV. FINDINGS AND DISCUSSION:

The sentence is a term that indicates the existence of a predicate relationship between two nouns, or a noun and a verb, and the attribution is the ratio of one of the two words to the other, and the ratio was interpreted as the rhythm of attachment between the two things (Sadia, 2011). Mazin also says that the sentence may be useful, so it is called speech, and it may be non-useful, so then it is a predicate relationship between two words. And every two words are attributed to one of the other, so if they provide a meaning, it is better to remain silent about it, then they are a sentence and a word, and if they do not benefit, they are only a sentence (Mubarak, 1981).

The Arabic sentence was the first to use the term "Al-Jumla" in the Arabic language, and this term was widely used with the term "Kalam", but it did not surpass it, and many people continued to use these two terms as some grammarians consider them to be one meaning, and some differentiate between them. But later, the grammarians decided that the sentence is more general than speech, because the Isnad in the sentence may or may not be original, but in speech it must be original (Abdul Lateef, 2003).

Nominal Sentence

Linguists divided the sentence according to its components into nominal and verbal. According to the issue of this research, the two researchers discuss the nominal sentence which is issued by a name; towards: "عبد الله أخوك" (Abdullah your brother) and "هذا عبد الله" (This is Abdullah). It is the sentence that begins with a noun, and completes and completes its meaning, a derived adjective known as predicate, and the subject is always only one word, so it does not come as a sentence or a semi-sentence, as for the news, it comes in several forms, including The singular noun, the sentence with its nominative and the verb, and the semi-sentence of the neighbor, the accusative and the adverbial. Both the subject and the predicate are called a predicate and a predicate, where the nominative sentence begins with the predicate and appends it to the predicate (Musnad) (Maryam Ghayada, 2018).

The nominal sentence is placed to inform the predicate of the subject, without an indication of renewal or continuity, and if its report is a noun, it may mean permanence and affirmative continuity with the aid of presumptions. And if its report is present tense (an actual sentence that did it in the present tense), it may benefit a regenerative continuity if there is no

need for permanence. Not every noun phrase is useful for permanence. "زيد قائم" (Zayd is standing) indicates the renewal of the standing, not its permanence (Kufavi, 1982)

Examples in the nominal sentence: "العلم مفيد" (Knowledge is useful), "الطالب" (Injustice is a terrible place), "الظلم مرتعه وخيم" (The student memorizes the poem), "يحفظ القصيدة" (The bird is in the cage), "القفص" (The flag is over the school). In these sentences, we notice that the subject came in one form, which is the singular noun. As for the predicate, its forms varied: in the first sentence, the predicate came with a singular noun "مفيد" (useful). As for the second sentence, the news came in it as a nominal sentence consisting of a subject "مرتعه" (respite) and a bad news. In the third sentence, the news came as an actual sentence consisting of the verb "يحفظ" (to preserve), the subject (a hidden pronoun whose appreciation is), and the object of it "القصيدة" (the poem). In the fourth example, the news of the subject came in the form of a semi-sentence of the neighbor and the drawer "في القفص" (in the cage). In the last example, the news came almost as an adverbial sentence "فوق المدرسة" (above the school).

Research Findings:

This research seeks to determine the correct and incorrect translation of the nominal sentences within 10 sentences of various patterns as follows:

- (1) أنا تاجر. ('ana tajir)
- (2) في القاعة مستمعون. (fi alqaeat mustamieuna)
- (3) ورقنا هذا الدفتر ممزقتان. (waraqata hadha aldaftar mumazaqatani)
- (4) هؤلاء الأطباء ماهرون. (hawula' al'atibaa' mahrun)
- (5) هذا التاجر يده طويلة. (hadha altaajir yadah tawilatun)
- (6) هذه المدينة شوارعها واسعة. (hadhih almadinat shawarieuha wasieatun)
- (7) تلك الشوارع دائما مزدحمة. (talak alshawae dayiman muzdahimatun)
- (8) مديرنا متشدد. (mdiruna mutashadidun)

Table 1 Error Analysis Of Sentence-1

Sentence	Students' Translation	Description of errors	Number of repetition
أنا تاجر. ('ana tajir)	நான் ஒரு வியாபாரி	-	57
	நான் வியாபாரி	Unconcern of the article (a, an, the)	13
	நான் ஆகிறவன் ஒரு வியாபாரியாக இருக்கிறேன்.	Unconcern of the Tamil pattern of writing	5

Table 2 Error Analysis of Sentence-2

Sentence	Students' Translation	Description of errors	Number of repetition
في القاعة مستمعون. (fi alqaeat mustamieuna)	மண்டபத்தில் கேட்போர் உள்ளனர் / மண்டபத்தில் செவிமடுப்பவர்கள் இருக்கின்றனர்	-	19
	நான் கேட்போர் கூடத்தில் இருக்கின்றேன்	Grammatical Error	5
	மண்டபத்தில் செவிமடுப்பவர்கள் இருந்து கொண்டிருக்கின்றார்கள்	Unconcern of the tense	10
	மண்டபத்தில் கேட்டுக்கொண்டிருக்கிறார்கள்	Non-mention of the subject	6
	முற்றத்தில் கேட்போர் இருந்தார்கள்	Non-identification the exact Arabic Word	7
	மண்டபத்தில் ஆண்கள் பலர் கேட்டிருக்கிறார்கள்	Error on identifying gender	4
	மண்டபத்தில் உள்ளவர்கள் செவியேற்பவர்கள்	Unconcern of the Tamil pattern of writing	8
	செவிமெடுப்போர்கள் சாலையில் உள்ளார்கள்	Non-identification the exact Arabic Word	7
	மண்டபத்தில் வேடிக்கையாக உள்ளது	Meaningless translation	9
	செவிமடுக்க கூடியவர்கள் முற்றத்தில் ஓய்வெடுத்துக் கொண்டிருக்கிறார்கள்	Meaningless translation	8

Table 3 Error Analysis of Sentence-3

Sentence	Students' Translation	Description of errors	Number of repetition
ورقنا هذا الدفتر ممزقتان. (waraqata hadha aldaftar mumazaqatani)	இந்தக் கொப்பியின் இரண்டு தாள்கள் கிழிந்துள்ளன	-	46
	இந்த கொப்பியில் இரண்டு	Non-identification the exact Arabic	6

	பக்கங்கள் கிழிந்து இருக்கிறது.	Word	
	இந்த கொப்பியில் இரண்டு கிழிந்த பக்கங்கள்	Incomplete Translation	5
	இந்த கொப்பியில் உள்ள தாள் கசக்கப்பட்டுள்ளது	Non-identification the exact Arabic Word	8
	இது பயிற்சிக் கொப்பியின் இரு தாள்கள்	Incomplete Translation	4
	இந்த கொப்பியின் தாள்கள் சிறந்தவை	Non-identification the exact Arabic Word	6

Table 4 Error Analysis of Sentence-4

Sentence	Students' Translation	Description of errors	Number of repetition
هؤلاء الأطباء ماهرون. (hawula' al'atibaa' mahrun)	இந்த மருத்துவர்கள் திறமையானவர்கள் / இந்த வைத்தியர்கள் திறமையானவர்கள்	-	52
	அந்த வைத்தியர்கள் திறமையானவர்கள்	Unconcern of the demonstrative noun	5
	இந்த வைத்தியர்கள் அறிவாளிகள்	Non-identification the exact Arabic Word	2
	இவ் வைத்தியர்கள் முயற்சியாளர்கள்.	Non-identification the exact Arabic Word	2
	அவர்கள் புத்திசாலியான வைத்தியர்கள்	Changing the sentence pattern	3
	இவர்கள் பிரபலமான வைத்தியர்கள்	Changing the sentence pattern	1
	இவர்கள் பிரசித்தி பெற்ற வைத்தியர்கள்	Changing the sentence pattern	2
	இவர்கள் திறமையான வைத்தியர்கள்.	Changing the sentence pattern	8

Table 5 Error Analysis Of Sentence-5

Sentence	Students' Translation	Description of errors	Number of repetition
هذا التاجر يده طويلة. (hadha altaajir yadah tawilatun)	இந்த வியாபாரியின் கை நீளமானது	-	60
	அந்த வியாபாரிக்கு நீண்ட கை உள்ளது	Mention the predicate as an adjective	3
	இந்த வர்த்தகர் நீண்ட கை வைத்திருக்கிறார்.	Unconcern of the Tamil pattern of writing	6
	இந்த வியாபாரியின் கை விசாலமானது.	Non-identification the exact Arabic Word	4
	இவர் ஒரு வியாபாரி, இவரின் கை நீளமானது	Unconcern of the Tamil pattern of writing	2

Table 6 Error Analysis of Sentence-6

Sentence	Students' Translation	Description of errors	Number of repetition
هذه المدينة شوارعها واسعة. (hadhih almadinat shawarieuha wasieatun)	இந்த நகரத்தின் பாதைகள் விசாலமானவை	-	35
	இந்த நகரம் பரந்த வீதிகளைக்	Mention the predicate as an adjective	4

	கொண்டுள்ளது		
	இந்த நகரத்தில் பரந்த வீதிகள் உள்ளன	Mention the predicate as an adjective	6
	இந்த நகரத்தின் பாதை விசாலமானது	Unconcern of the singular, plural	10
	இந்நகரத்தின் பாதைகள் விசாலமானது	Unconcern of the singular, plural of subject and predicate	4
	இது ஒரு நகரம் அதனுடைய தெருவாகிறது விசாலமானதாகக் காணப்படுகிறது	Unconcern of the Tamil pattern of writing	5
	இது நகரம் ஆகும் அதன் பாதைகள் விசாலமானவை	Unconcern of the Tamil pattern of writing	5
	இது நகரம் அதனது வீதிகள் விசாலமானது	Unconcern of the Tamil pattern of writing	4
	இந்த கிராமங்களில் பாதைகள் விசாலமானவை	Non-identification the exact Arabic Word	2

Table 7 Error Analysis Of Sentence-7

Sentence	Students' Translation	Description of errors	Number of repetition
تلك الشوارع دائما مزدحمة. (talak alshawae dayiman muzdahimatun)	அந்த பாதைகள் எப்பொழுதும் நெருக்கடியாக காணப்படும்.	-	61
	அந்த தெருக்களில் எப்போதும் கூட்டம் இருக்கும்.	Non-identification the exact Arabic Word	5
	அந்த பாதை எப்பொழுதும் நெரிசலானது	Unconcern of the singular, plural	6
	வலமையாக இந்தப் பாதை இடைஞ்சலானது	Non-identification the exact Arabic Word and writing error	3

Table 8 Error Analysis Of Sentence-8

Sentence	Students' Translation	Description of errors	Number of repetition
	எங்கள் அதிபர் கண்டிப்பானவர் / எமது அதிபர் கண்டிப்பானவர்	-	62
	எங்களுடைய அதிபர் மிகவும் கடுமையானவர்	Using exaggeration word	6
	எங்கள் மேற்பார்வையாளர்கள் மிகவும் கண்டிப்பானவர்கள்	Non-identification the exact Arabic Word	4
	எங்களது அதிபரானவர் மிகவும் கடுமையானவர்.	Unconcern of the Tamil pattern of writing	3

When correcting the students' translation of the above-mentioned sentences extracting the correct and incorrect translation, the following table was obtained according to the correct and incorrect translation and their percentage.

Table 8 Analysis of Translated Sentenses

Sentence	Correct Translation	Percentage	Incorrect Translation	Percentage
أنا تاجر. (ana tajir)	58	73%	17	23%
في القاعة مستمعون. (fi alqaeat mustameeuna)	19	25%	56	75%
ورقتنا هذا الدقتر. ممزقتان. (waraqata hadha aldaftar mumazaqatani)	46	61%	29	39%
هؤلاء الأطباء. ماهرون. (hawula' al'atibaa' mahrun)	52	69%	23	31%
هذا التاجر يده طويلة. (hadha altaajir yadah tawilatun)	60	80%	15	20%
هذه المدينة شوارعها واسعة. (hadhih almadinat shawarieuha wasieatun)	35	47%	40	53%
تلك الشوارع دائما مزدحمة. (talak alshawae dayiman muzdahimatun)	61	81%	14	19%
مديرتنا متشدد. (mdiruna mutashadidun)	62	83%	13	17%

V. CONCLUSION

Regarding the above table, 73% of the students translated the first sentence correctly, 61% of them translated the third sentence correctly. Thus, they translated the fourth, fifth, seventh, and eighth sentences correctly with a more moderate percentage. While 75% of them in the second sentence and 53% of them in the sixth sentence did not translate correctly. Based on this, this research revealed the types of translation errors when translating these ten sentences into the Tamil language as follows:

Insisting on translating the Arabic word into a single word in contemplation, giving the masculine over the feminine, literal translation, using words that are not suitable for Arabic words, omitting the definition and objection, separating the genitive and genitive. For these reasons, they made a mistake when translating.

According to these results, the students have all knowledge of the nominal sentence theories, and thus they want to write the nominal sentences and they are not confused about the beginning of the nominal sentences. But as for the practical,

they have knowledge of the writing of nominal sentences in various patterns at a medium percentage, and also that they correct the error in the nominal sentences at a medium percentage as achieved by the applied results that were presented in this research. As for translating the nominal sentences into Tamil, they improve them to a moderate percentage as well. Based on this, there are several reasons that led to it, as indicated by researchers Hisham, Manas, and Aliar (2017), as follows:

The lecturer's teachings are sufficient in the lecture hall without extensive research.

Basic knowledge related to Arabic language aspects such as grammar, morphology and orthography.

The students' desire to write the exam only without focusing on self-building in developing the Arabic language.

Not getting used to reading books, magazines and Arabic newspapers.

According to these results, the Arabic language teachers for students must pay attention to these guidelines when teaching them; By giving a basic knowledge of the Arabic language, making the Arabic language easier, providing exercises to learn the Arabic language, creating an environment for the Arabic language, learning with a specialist in the Arabic language, teaching according to individual differences, and giving basic knowledge about the Arabic language in public schools, based on this, the research will help Arabic language learners A foreign language and its teachers when teaching it to beginners. Based on this, responsible persons should assign them sufficient ways to realize the importance of teaching different languages especially during the field of translation, however they can find various means in their working life. It also guides them to the opportunities that exist in the field of translation.

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