

# A Comparative Study on Relative Clause Structure in English and Arabic

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**Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 Vol. 13:3 March 2013  
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## Abstract

Comparative study is important for those students who study a second language and/or foreign language and for those who translate from a language into another. It is important for those Arab students who study English to compare English and their language (Arabic). This paper compares English and Arabic at the grammatical level. The main focus is on the relative clauses structure in English and Arabic to provide some suggestions that may help the teachers as well as the course designers who are concerned with English language teaching/learning in Arab world. The scope of this paper has been restricted to the comparison of the relative clauses structure in English and Arabic.

## A Brief Review of Contrastive Analysis

Contrastive analysis is any investigation in which the structures of two languages are compared. It is the systematic study of a pair of languages with a view to identify their structural differences and similarities. Historically it has been used to establish language genealogies. It is an inductive investigative approach based on the distinctive elements in a language.

Contrastive analysis is the process by which the mother tongue and the target language are compared in order to identify the differences and the similarities. This process is designed to predict the areas of difficulties the learner of the target language will face. The prediction is that the similarities will facilitate learning while differences will cause the problem.

Language in India [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940  
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There is an important relationship between linguistic theory and contrastive analysis. Contrastive analysis has been influenced by the structuralist approach, transformation approach, and communicative approach. In the beginning, contrastive analysis was influenced by American Structuralism. The structuralist Bloomfield "defines and delimits the areas of linguistic enquiry. He rejects the Universalist idea about language on the basis that each individual language has its classes and categories; therefore, the only useful generalizations about language are inductive generalizations." (Syal and Jindal: 2007 p: 45)

### **What is Contrastive Linguistics?**

Contrastive linguistics is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. The objectives of the comparison may vary:

The term 'contrastive linguistic' or 'contrastive analysis', is specially associated with applied contrastive studies advocated as a means of predicting and/or explaining difficulties of second language learners with a particular mother tongue in learning a particular target language. In the Preface of his well-known book, Lado (1957) expresses the rationale of the approach as follows:

The plan of the book rests on the assumption that we can predict and describe the patterns which will cause difficulty in learning and those that will not cause difficulty. It was that a comparison on different levels (phonology, morphology, syntax, lexis, culture) would identify points of difference/difficulty and provide results that would be important in language teaching:

The most efficient materials are those are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. (Fries 1945)

'Contrastive linguistics' and 'contrastive analysis' are often used indiscriminately, but the former is the more general term and may be used to include developments from applied contrastive analysis.

The roots of contrastive linguistics extend farther back than the fifties or the forties of the twentieth century. It goes back at least to last decade of the nineteenth and the beginning of the twentieth century but it has received its present name after 1941. At the end of the

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nineteenth century and the beginning of the twentieth century, the contrastive studies were primarily theoretical and the applied contrastive studies were of secondary importance. After World War II, contrastive studies were an important part in foreign language teaching in US. In his book *Teaching and Learning English as a Foreign Language (1945)*, Fries pointed out that "the most efficient materials are those that are based upon a scientific description of the language to be learned, carefully with a parallel description of the native language of the learner". This assumption made scholars direct towards contrastive studies. Thus, a series of contrastive theses, dissertations and papers began to appear.

Contrastive analysis was originally developed by Charles Fries (1945), expanded and clarified by Robert Lado (1957), and demonstrated by innumerable dissertations and, at its best, in a still widely used series of studies under the editorship of Charles Ferguson.

Since its inception by Robert Lado in 1957, contrastive linguistics has often been linked to aspects of applied linguistics, e.g. to avoid interference errors in foreign language learning, to assist interlingual transfer in the process of translating texts from one language into another, and to find lexical equivalents in the process of compiling bilingual dictionaries.

In his book *Discovering Interlanguage*, L. Selinker identifies some models of contrastive analysis the most distinct of which are as follow:

### **1. A structural model**

This model concentrates on the syntactic structures as the basis of the comparison between the languages being compared. It provides tables for comparison between the structures of the native language and the structures of the target language.

### **2. A diaform /functional model**

This model gives a great consideration to the comparison of the semantic and functional elements of linguistic systems, after comparing forms of the languages being compared.

### **3. A pragmatic model**

This model deals with utterances. Intonation, word order, function words, etc, are of great significance in this model.

#### 4. Semanto-grammatical model

This model describes specific grammatical systems semantically, comparing them accordingly. L. Selinker also mentions a transformational model, a diglossic model, an eclectic generative model, a cognate syntactic model

There are some pedagogical objectives of contrastive analysis that can be summarized in the following points:

1. It has an important role in predicting the errors made by L2 learners.
2. It has an important role in diagnosing the errors committed by the L2 learners.
3. It helps the teachers in testing the kinds of errors made by the learners.
4. It helps the syllabus makers in choosing the appropriate materials.

#### Clause

Clause is a short sentence; a distinct member of a sentence, one containing a subject and a predicate. All sentences are clauses, or contain several clauses; but a single clause does not necessarily form a sentence. (Palmer. 2003: p81)

In the sentence *the man who is standing there is my teacher*, '*who is standing there*' is the clause.

#### Types of Clauses

##### 1. Independent Clauses

Independent clauses also called main clauses contain both a subject and a verb and can stand alone as a complete sentence, for example, "*he told me the story*" or "*I saw her in the market*".

Grammatical complete statements like the sentence "*free speech has a price*" can stand alone. Complete sentences are referred to as independent or main clauses.

In the following example, the independent clause is a simple sentence.

- *Rima brushed her long hair.*

All sentences must include at least one independent clause.

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Two or more independent clauses can be joined by using coordinating conjunctions (*and, but, for, nor, or, so, and yet*) as in the following examples.

- *You can stay here, or you can go home.*

## **2. Dependent Clause**

Dependent clauses are also called subordinate clauses contain both subject and a verb, but cannot stand alone as a complete sentence. Dependent clause has a subject and a predicate but, unlike an independent clause, cannot stand alone by itself. Some subordinate (dependent) clauses are introduced by relative pronouns like "*which, who, whom, whose, that*" and some are introduced by subordinating conjunctions like "*although, because, if unless, when, etc.*" Subordinate clauses function in sentences as adjectives, nouns and adverbs, so that we have three basic types of dependent clauses, relative (adjective) clauses, noun clauses and adverbial clauses.

### **Relative Clause Structure in English**

"Relative clause is a clause which modifies the head of a noun phrase and typically includes a pronoun or other elements whose reference is linked to it." (Mathews P.H.: 2007, 341)

A relative clause is introduced by a relative pronoun *who, whom, which, that* or *whose* or by a relative adverb *where, when* or *why*.

### **Types of Relative Clause in English**

#### **1. Defining Relative Clause**

Defining relative clause (also called identifying relative clauses or restrictive relative clauses) gives a detailed information defining a general term or expression. Defining relative clauses are not put in comma. Defining relative clauses are often used in definitions as in the sentence *A seaman is someone who works on a ship*. In this sentence, the relative clause *who works in a ship* defines the antecedent "a seaman". So, the function of the defining relative clause is to give essential information about the antecedent.

To understand what defining relative clauses are or why they are called so, let us take the following examples:

- *The student who answered the question was Ahmed.*
- *The book which you lent me was very good.*
- *He gave a tip to the porter who carried his luggage.*
- *Thank you for the help that you have given me..*

In all these sentences the adjective (relative) clause is an important part of the idea; if it is left out, the sentence does not make complete sense. All these clauses define the antecedent and give it its definite connotation: they indicate *which* student out of a number of students, *which* book out of thousands of books, *which* porter out of several porters, etc. So clauses of this type are called DEFINITE clauses.

## **2. Non-defining Relative Clause**

Non-defining relative clauses (also called non-identifying relative clauses or non-restrictive relative clauses) give additional information on something but do not define it. Non-defining relative clauses are put in commas. In the sentence *My father, who is in the corner, is a judge*, the relative clause is non-defining one because it gives extra information about the antecedent "my father". The relative clause is put in commas because it gives extra information and it can be deleted without changing the meaning. And the new sentence will be *my father is a judge*.

As we explained defining relative clauses in the previous paragraph here we will try to discuss non-defining relative clauses in the following examples:

- *William Wordsworth, who wrote Daffodils, died in 1850.*
- *My brother, who had been on a visit to India, arrived at New Delhi yesterday.*

In these two sentences the relative clauses could be omitted and the rest of the sentence would still make perfect sense. The relative clauses here are a kind of parenthesis, a casual remark, an aside or an explanation. They could be written between brackets as in the following:

- *William Wordsworth (who wrote Daffodils) died in 1850.*

- *My brother (who had been on a visit to India) arrived at New Delhi yesterday*

### **Relative Pronouns in English**

A relative pronoun is a pronoun that marks a relative clause within a larger sentence. It introduces a relative clause. It is called a "relative" pronoun because it "relates" to the word that it modifies. As in the following example.

- *The person who phoned me yesterday is my brother.*

In the above example, "who":

- relates to "person", which it modifies.

-introduces the relative clause "*who phoned me yesterday*".

#### **Who**

This relative pronoun is used as a subject or object for persons. *Who* is always used in relative clauses referring to human beings. It can be the subject of the relative clause as in the following sentences.

- *The student who came in the morning has left a letter for you.*
- *I saw the boy who is your friend.*

#### **Which**

This relative pronoun is used as subject or object for animals and things as in:

- *This is the book which I liked very much.*
- *The poem which I wrote were praised by all.*

#### **Whose**

This relative pronoun is used for people, things, and animals in the possessive case. The following sentences are examples.

- *The girl whose father died in the accident wanted to leave the college.*
- *W.B. Yeats, whose poems are very popular, is an Irish poet.*

#### **Whom**

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This relative pronoun is used as an object for people. It is sometimes replaced by *who* or *that* and in some occasions, the relative pronoun can be omitted as in:

- *The poet whom you liked very much is my best friend.*
- *The man whom you wanted to meet is a teacher in the public school.*

*Whom* can be used as the object of the relative clause. However, "nowadays *who* can also be used as the object of relative clause. The difference between the use of *whom* and *who* as the object of the relative clause is that ***whom*** is used in a formal context and ***who*** is used in informal context." (Bakshi, R N, 2000: 256).

#### - **That**

This relative pronoun is used as subject or object for people, animals, and things especially in defining relative clauses where *who* or *which* are possible.

- *I don't like the table that stands in the kitchen.*
- *The house that I live in is nice.*
- *This is the girl that was reading the book loudly.*

### **Relative Clause Structure in Arabic**

Like English, Arabic relative clause is a dependent clause which is introduced by a relative pronoun such as /ələðði/= *who, which, that* or *whose*, /ələti/= *who, which, that* or *whose*, etc.

### **Types of Relative Clauses in Arabic**

#### **Definite Relative Clauses**

In Arabic, definite relative clause is a clause which refers back to a definite antecedent uses the definite relative pronouns. The definite relative clause is dependent or subordinate because it cannot stand alone. It describes the definite antecedent in the independent clause. In Arabic, the independent clause which includes the antecedent comes before the dependent clause. the following are examples.

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*alfata:h alati raqasat zami:lah*

*The girl who danced beautiful.*

*Translation= The girl who danced is beautiful..*

This sentence can be divided into two sentences as follows: *alfata:h zami:lah*. (= *the girl is beautiful*)

- *hiā raqasat* (= she danced)

*alfata:h* (=the girl) in the first sentence and *hiā* (=she)in the second sentence refer to the same person. The second sentence *hiā raqasat* (= she danced) inserted in the first sentence *alfata:h zami:lah* (= *the girl is beautiful*), so that the second sentence modifies *alfata:h* (=the girl).

*alfata:h* (=the girl)(*hiā raqasat*=she danced) *zami:lah* (= beautiful). " *hiā*" (=she) which is the subject of the sentence " *hiā raqasat*" (= *she danced*)and refers to *alfata:h* (= the girl) is replaced by the relative pronoun *alati* (=who), so we get,

- *alfata:h alati raqasat zami:lah*

### **Indefinite Relative Clause**

In Arabic, an indefinite relative clause is a clause which refers to an indefinite noun or noun phrase in the main clause, in which case the relative pronoun is omitted.

The indefinite relative clause follows the main clause without any relative pronoun linking them. They are like two independent sentences implicitly linked because the second refers back to the first.

- *ṣaḥarāt ṣalā heikāl ṣadmi faqadā rʔsuh*
- found she a skeleton lost head it.

Translation: She found a skeleton which had lost its head.

In the above sentence, the antecedent /*heikāl ṣadmi*/ (= a skeleton) does not have the definite article /*al*/ (= the). So that it is an indefinite noun. Thus the relative pronoun is

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omitted. /çəθərət çələ heikəl çəðmi/ (= she found a skeleton) is the independent clause and /fəqədə rʔsuh/ (= it lost its head) is the dependent clause because it does not give a complete sense. This sentence can be divided into two sentences as follows:

- /çəθərət çələ heikəl çəðmi/ (= she found a skeleton)
- /fəqədə rʔsuh/ (= it lost its head)

/heikəl çəðmi/ (=a skeleton) in the first sentence and the pronoun *it* which is hidden in the second sentence refer to the same thing (skeleton). The second sentence /fəqədə rʔsuh/ (=it lost its head) inserted in the first sentence /çəθərət çələ heikəl çəðmi/ (=she found a skeleton), so that the second sentence modifies /heikəl çəðmi/ (= a skeleton).

### **Relative Pronouns in Arabic**

In Arabic, a relative pronoun is called a "noun of the connected". In Arabic, relative pronouns come after definite nouns to introduce sentences that describe these nouns or provide additional information about them. Being nouns, relative pronouns have the characteristics of nouns, namely gender, number, and grammatical case. Relative pronouns are always definite words. Relative clauses that follow relative pronouns can be nominal or verbal sentences as in the following sentences.

- ha:ða: huə əlwələd ələði isməhu çli
- this he the boy whose name his Ali.

Translation: This is the boy whose name is Ali.

- qa:bəltu əta:lib ələði jədrus əluyəh əçərəbiəh
- met I the student who studies the language the Arabic.

Translation: I met the student who studies Arabic Language.

In the first sentence, the relative clause /ələði isməhu çli/ (= whose name is Ali) is a nominal one because the word that follows the relative pronoun is a noun (ism = name) whereas in the second sentence, the relative clause /ələði jədrus əluyəh əçərəbiəh/ (=who

studies Arabic Language) is a verbal one because the word that follows the relative pronoun is a verb (jədrus=study).

Relative pronouns in Arabic have to agree with the nouns they follow in number, gender and case, e.g. after a singular masculine noun, the pronoun / ələði / (=who) must be used. After a singular feminine noun, the pronoun / ələti / (=who) must be used, and after a plural masculine noun, the pronoun / ələði:n / (=who) must be used. As for case, this is related to dual nouns in particular. Relative pronouns must have the same case (marked by suffixes in dual) like the noun they modify. For instance, “two students” can either be / ələta:liba:n / or / ələta:libein / depending on their position in the sentence. The relative pronoun / ələða:n / (=who) must be used with /ələta:liba:n/, and the other one / ələðein / must be used with /ələta:libein/, so that they have the same case.

Now, each of the relative pronouns in Arabic and its use will be explained separately.

#### - /ələði/

This is a singular masculine relative pronoun. It is used in place of the singular masculine pronoun /hwə/ (=he, him, it). The pronoun that is replaced by this relative pronoun can be subject or object. It is used for both humans and nonhumans. The following are examples.

- / ələta:lib ələði qa:bəlni: jədrus ma:zisti:r/
- The student who met me studies Master.

Translation: The student who met me studies Master.

#### - /ələti/

This is a singular feminine relative pronoun. It is used in place of the singular feminine pronoun /hiə/ (=she/her). The pronoun that is replaced by this relative pronoun can be subject or object. It is used for both humans and nonhumans. The following are examples.

- / ələta:libəh ələti qa:bələtni: tədrus ma:zisti:r/
- The girl-student who met me studies Master.

Translation: The girl-student who met me studies Master..

This pronoun is also used as a relative pronoun of plural feminine nonhuman subject and object as in:

- əssia:ra:t ələti təʃa:dəmət zədi:dəh.
- The cars that crashed new.

Translation: The cars that crashed are new.

- rəʔeitu əssia:ra:t ələti əhməd rəʔa:ha: .
- Saw I the cars that Ahmed saw.

Translation: I saw the cars that Ahmed saw.

- **/ələða:n/**

This is a dual masculine relative pronoun. It is used in place of the dual masculine pronoun /huma:/ (=they). The pronoun that is replaced by this relative pronoun is subject. It is used for both humans and nonhumans as in:

- / əlta:liba:n ələða:n jədrusa:n ma:zisti:r muʒtəhida:n/
- The two boy-students who study Master hard-working.

Translation: The two boy-students who study master are hard-working.

- **/ələðein/**

This is a dual masculine relative pronoun. It is used in place of the dual masculine pronoun /huma:/ (=they). The pronoun that is replaced by this relative pronoun is object. It is used for both humans and nonhumans as in :

- / əlta:libein ələðein qabələhuma: əhməd jədrusa:n ma:zisti:r /
- The two boy-students whom met Ahmed study Master.

Translation: The two boy-students whom Ahmed met study Master.

- **/ələta:n/**

This is a dual feminine relative pronoun. It is used in place of the dual feminine pronoun /huma:/ (=they). The pronoun that is replaced by this relative pronoun is subject. It is used for both humans and nonhumans as in :

- / əlʔa:libəta:n ələta:n tədrusa:n ma:ʒisti:r muʒtəhidəta:n/
- The two girl-students who study Master hard-working.

Translation: The two girl-students who study master are hard-working.

- **/ələtein/**

This is a dual feminine relative pronoun. It is used in place of the dual feminine pronoun /huma:/ (=they). The pronoun that is replaced by this relative pronoun is object. It is used for both humans and nonhumans as in:

- / əlʔa:libətein ələtein qabələhuma: əhməd tədrusa:n ma:ʒisti:r /
- The two girl-students whom met Ahmed study Master.

Translation: The two girl-students whom Ahmed met study Master.

- **/ələði:n/**

This is a plural masculine relative pronoun. It is used in place of the plural masculine pronoun /hum/ (=they). The pronoun that is replaced by this relative pronoun is subject and object. It is used for both humans and nonhumans as in:

- /əlʔtɪba: ələði:n juʒəliʒu:n ənna:s muhtərəmu:n/
- The physicians who cure the people respectable.

Translation: The physicians who cure people are respectable.

- **/əla:ti/**

This is a plural feminine relative pronoun. It is used in place of the plural feminine pronoun /hun/ (=they). The pronoun that is replaced by this relative pronoun is subject and object. It is used for humans as in:

- /əlbəna:t əla:ti jədrusnə fərənsi zəmi:la:t/
- The girls who study French beautiful.

Translation: The girls who study French are beautiful.

Table (1.5) shows the use of relative pronouns in Arabic

Gender	Number	Case	Relative Pronoun	Notes
<b>Masculine</b>	Singular	Subject/Object	ələði	Human & Nonhuman
	Dual	Subject	ələti	
		Object	ələða:n	
	Plural	Subject/Object	ələðein	
<b>Feminine</b>	Singular	Subject/Object	ələta:n	
	Dual	Subject	ələtein	
		Object	ələði:n	
	Plural	Subject/Object	əla:ti	Human
		Subject/Object	ələti	Nonhuman

### Conclusion and Findings

In the present paper entitled 'Relative Clauses structure in English and Arabic: A Comparative Study', the theoretical background of contrastive analysis has been presented. The relationship between contrastive analysis and other fields of theoretical and applied linguistics, error analysis, translation, and bilingualism was also presented.

In this paper relative clause structure in English and Arabic was studied separately. Relative clause structure in English was studied first. Types of relative clause in English -

defining and non-defining clauses were studied and distinguished. Relative pronouns and their uses were illustrated.. Relative clauses in Arabic, relative pronouns in Arabic and their uses were also discussed. As found, there are two types of relative clause in Arabic. They are definite and non-definite. Definite relative clause modifies a definite antecedent whereas non-definite relative clause modifies a non-definite antecedent. There are eight essential relative pronouns in Arabic. They were discussed in details.

Table (1.6) shows the relative pronouns and their uses in both English and Arabic:

**Table (1.8)**

Number	Gender	Case		Relative Pronoun	
				English	Arabic
Singular	Masculine	Subject	Human	Who/that	ﻭﻩ/ﺫﻭﻯ
			Nonhuman	Which/that	ﻭﻩ/ﺫﻭﻯ
		Object	Human	Whom/that	ﻭﻩ/ﺫﻭﻯ
			Nonhuman	Which/that	ﻭﻩ/ﺫﻭﻯ
	Feminine	Subject	Human	Who/that	ﻭﻩﺗﻰ
			Nonhuman	Which/that	ﻭﻩﺗﻰ
		Object	Human	Whom/that	ﻭﻩﺗﻰ
			Nonhuman	Which/that	ﻭﻩﺗﻰ
Dual	Masculine	Subject	Human	Who/that	ﻭﻩﻣﺎ/ﺫﻭﻯﻤﺎ
			Nonhuman	Which/that	ﻭﻩﻣﺎ/ﺫﻭﻯﻤﺎ
		Object	Human	Whom/that	ﻭﻩﻣﺎﻳﻨﻰ
			Nonhuman	Which/that	ﻭﻩﻣﺎﻳﻨﻰ
	Feminine	Subject	Human	Who/that	ﻭﻩﺗﺎﻣﺎ
			Nonhuman	Which/that	ﻭﻩﺗﺎﻣﺎ
		Object	Human	Whom/that	ﻭﻩﺗﺎﻳﻨﻰ
			Nonhuman	Which/that	ﻭﻩﺗﺎﻳﻨﻰ

Plural	Masculine	Subject	Human	Who/that	ələðɪ:n
			Nonhuman	Which/that	ələðɪ:n
		Object	Human	Whom/that	ələðɪ:n
			Nonhuman	Which/that	ələðɪ:n
	Feminine	Subject	Human	Who/that	əla:ti
			Nonhuman	Which/that	ələti
		Object	Human	Whom/that	əla:ti
			Nonhuman	Which/that	ələti

We can notice that the relative pronoun "whose", is used in English as a relative possessive pronoun, but it is not present in Arabic at all. So, it was not mentioned in Table (1.6).

The findings of the study and comparison of relative clause in English and Arabic can be summarized as follows:

- In both languages, relative clause modifies the antecedent.
- In both languages, relative clause is a special kind of dependent clause because it cannot stand alone giving a complete sense.
- Relative clause is of two types in English and Arabic; in English, they are defining and non-defining whereas in Arabic they are definite and indefinite.
- In English, defining relative clause gives essential information about the antecedent and non-defining relative clause gives extra information about the antecedent whereas in Arabic, definite relative clause gives essential or extra information about a definite antecedent and the indefinite relative clause gives essential information about the antecedent.
- Generally speaking, relative clause in English is introduced by a relative pronoun whereas in Arabic only definite relative clause is introduced by a relative pronoun but in indefinite relative clause the relative pronoun is omitted.
- In English, "who, whom, which, whose and that" are called relative pronouns, but in Arabic they are called connected names /əlʔsma: əlməʔsu:ləh/.



- In English, there are five main relative pronouns, but in Arabic there are eight main relative pronouns.
- In English, the relative pronouns do not agree with the gender of the antecedent but in Arabic the relative pronoun should agree with the gender of the antecedent.
- In English, there is no agreement between the relative pronoun and the antecedent in number but in Arabic there the relative pronoun should agree with the number of the antecedent.
- In English, there is a possessive relative pronoun but in Arabic there is no such relative pronoun.
- In English, the object relative pronoun can be omitted whereas in Arabic it cannot be omitted.
- In English, the relative pronoun "that" can be used in all cases but in Arabic there is no relative pronoun that can be used in all cases.
- In English, the object relative pronoun "whom" can be replaced by "who" in informal use, whereas in Arabic there is no such case.
- In English, there are relative adverbs which can be used to refer to place, time and reason whereas in Arabic there are no relative adverbs.
- In English, we use the relative pronoun "whom" for a human object, so the object pronoun is omitted, but in Arabic the object pronoun is not omitted in such case.
- In English, non-defining relative clauses are put in commas, but in Arabic no commas are used before or after the definite or indefinite relative clause.
- In English, the non-defining relative clause can be omitted and the sentence will give a complete sense whereas in Arabic the indefinite relative clause cannot be omitted.
- In English, the defining relative clause cannot be omitted but in the definite relative clause in Arabic can be omitted if it gives extra information about the antecedent.

Depending on the comparison stated above, we can conclude that there are similarities and differences in the structure of relative clause in English and Arabic, but generally speaking English relative clause is simpler than that of Arabic. And finally, pedagogically

speaking, the Arabic learners will find it easy to learn the structure of relative clause of English. They will face some difficulties in learning those cases or rules that are different from their mother tongue. However, the process of learning English relative clause structure is not very difficult for them.

### A List of Phonetic Symbols of the Arabic consonants

S. No.	Phonetic symbol	Arabic letter	Three-term label	Example
1	B	ب/بـ	Voiced bilabial plosive	ba:b (door)
2	T	ت/تـ	Voiceless denti-alveolar plosive	ti:n (fags)
3	D	د/دـ	Voiced denti-alveolar plosive	di:n (religion)
4	K	ك/كـ	Voiceless velar plosive	kita:b (book)
5	ʒ	ج/جـ	Voiced palate-alveolar affricate	daʒaʒah (hen)
6	Q	ق/قـ	Voiceless uvular plosive	qamar (moon)
7	L	ل/لـ	Voiced alveolar lateral	la: (no)
8	M	م/مـ	Voiced bilabial nasal	matar (rain)
9	N	ن/نـ	Voiced alveolar nasal	nu:r (light)
10	F	ف/فـ	Voiceless labio-dental	fan (art)
11	θ	ث/ثـ	Voiceless inter-dental fricative	θalaθah (three)
12	ð	ذ/ذـ	Voiced inter-dental fricative	ðamb (sin)
13	S	س/سـ	Voiceless alveolar fricative	su:q (market)
14	ʃ	ص/صـ	Voiceless velarised alveolar fricative	ʃabaḥ (morning)
15	Z	ز/زـ	Voiced alveolar fricative	ruz (rice)
16	ʃ	ش/شـ	Voiceless palate-alveolar	ʃams (sun)

			fricative	
17	x	خ/خ	Semi-Voiced uvular fricative	xubz (bread)
18	y	غ/غ	Voiced uvular fricative	yuba:r (dust)
19	ħ	ح/ح	Voiceless pharyngeal fricative	ħima:r (donkey)
20	H	ه/ه/هـ/هـ	Voiceless glottal fricative	hawa:ʔ (air)
21	R	ر/ر	Voiced alveolar trill	rab (lord)
22	Σ	ع/ع	Voiced pharyngeal frictionless continuant	çaql (mind)
23	J	ي/ي	Voiced palatal semi-vowel	jawu:m (day)
24	W	و/و	Voiced labio-velar semi-vowel	wa:hid (one)
25	ʦ	ط	Voiceless velarised denti-alveolar plosive	ti:n (soil)
26	ʤ	ض/ض	Voiced velarised denti-alveolar plosive	ðaʤi:f (weak)
27	ð	ظ	Voiced velarised alveolar fricative	ðarf (envelope)
28	ʔ	أ	Voiceless epiglottal plosive	faʔr (rat)

### A List of Phonetic Symbols of the Arabic Vowels

s. No.	Phonetic symbol	Label	Example
1	I	Front unrounded vowel between close and half-close (short)	kitab (book)
2	i:	Front close unrounded vowel (long)	di:n (religion)
3	A	Front open unrounded vowel (short)	qalam(pen)
4	a:	Front open unrounded vowel (long)	ba:b (door)
5	U	Back rounded vowel between close and	ruz (rice)

Language in India [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940  
13:3 March 2013

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		half close (short)	
6	u:	Back close rounded vowel (long)	su:q (market)

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Language in India [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940  
 13:3 March 2013

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Language in India [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940  
13:3 March 2013

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