Causality in English and Arabic: A Comparative Study

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Numerous studies have been conducted on grammatical and semantic structures in the English language, though no systematic or comparative research was done on these structures in both English and Arabic. Accordingly, this study describes the grammatical and semantic structures of the causal verbs in English and Arabic in parallel. This is for the tenacity of determining the asymmetry amongst these structures in both English and Arabic. These dissimilarities certainly make handlers of "English" considering it like a second or a foreign language to compel language mistakes caused by false intervention or regional mistakes caused by the same objective language struggle. This is the main obligation when interpreting from Arabic to English.

Keywords: *English, Arabic, Semantics, Grammar, Syntax*

Overview

In each language, there are ways to determine causality, but they vary in processes. In certain languages, there are formal strategies (such as configurations) that change procedures to their causal structures, such as Arabic. Another language serves indirectly, through expressions, or causal acts such as English. This research deals with linguistic behaviours in English and Arabic. The study is conducted in a different way only to raise the level of variance between the causes in English and Arabic, leading to errors in the wrong intervention. The study was planned as follows: Part 1 is an overview. Part 2 deals with the purpose and types of causal work in English. Part 3 deals with causation in Arabic. Part 4 confirms the asymmetry between causality in Arabic and English, and Part 5 is designed for concluding comments.

Characterisation of Causal Verbs

(1) The expression of one of the factors that cause or force a person to do an act or are in a particular situation - the prominent cause; (2) The duration of the pollutant in an involuntary,

conceptual or non-theoretical (Wikipedia). Causality is a reciprocal construct in English that introduces a person or something ultimately responsible for any "subject that does not do the same, but it causes someone or something else to do." ("Pinker", 1988) [Have you cut your hair?], You go to the barber and tell him what you want, you do not, but you control him, you are the reason.

Constituent Forms in the English Language

There are two primitive causal forms. One looks like an active, first-like passive.
2.i. Actions causing opposition.
This form is used when someone causes an accident, or at a time when someone is doing something. Considered:
1. The policeman was everyone showing their identity.
2. Make the teacher his students explain orally.
3. I had a bill to repair the truck.
4. I had a fixed car.
In these circumstances, the subject of each sentence (policeman, teacher, I in the following two illustrations) does an alternative act (presentation of the tickets and oral explanation).

The Form of the Sentence of the Active Causes?

Active causes usage of the next form:
"Subject"(S.) / "Causative verb" / "agent" / "infinitive" or to infinitive / object (O.) / complement.
(Downing and Locke, 1992).
5. Arbiter has a lawyer supporting the offender.
6. Department of Arabic Language Makes all staff join the meeting.
The mediator is a person/thing who produced the work, such as Arbiter has a lawyer supporting the offender. At this stage, the lawyer is the whole mediator.
Moreover, it is essential to note that particular causative verbs need the source formula, mostly at the time of using, (have, let, and make). Additional mutual causal activities need the source formula (to infinitive), like (convince, allow, encourage, permit, employ, help, get, request, inspire, hire, help, permit, orders, force, order, recall, and urge). For instance:
7. A student convinces the teacher to postpone the exam.
8. The teacher encouraged his students to read hard.
9. The Director requires novel staffs to join preparation meetings one time weekly.
10. The journal fortified all readers to make submissions on upcoming topics.

Modality verbs can be used with the syntax of the sentence too, mostly in making a suggestion, like: The journal fortified all readers to make submissions on upcoming topics.

The form has to be:

[Subject (S.) / modality auxiliary V. / causal V. / mediator / object / complement teachers / should / ask / students / to make answers to their classes.

The most common causal vs. of those listed directly above are:

(Make, get, have, let, help) These acts are thus clarified in particular facet like the following:

☆ *"Get"*

Form: (get + somebody + to + verb)

What does this structure mean "convincing someone to do something" or "deceiving someone to do something"? Considered:

11. I will get a house before this Summer.

12. How can the managers get their workers to work hard?

13. Al-Doha TV adverts try to get publics to try a drug.

☆ *"Have"*

Form: (have + somebody + verb)

This structure displays the meaning of "delegating someone to do something".

There are various patterns mentioned below:

14. The manager had his assistant to review the new project.

15. Please, have your daughter send me the magazine.

16. I had the specialist mend the vehicle.

Get vs. Have

Every now and then, "get someone to do something" is substitutable by "have someone to do something", nonetheless these terms are not similar. For suitability study the illustrations underneath:

17. He got a specialist to mend his handbrakes. (At first, the specialist did not consider it was indispensable; nevertheless, he persuaded him to mend the handbrakes)

18. I have the specialist mend the handbrakes.

(I requested the specialist to mend the handbrakes)

☆ *"Make"*

Form: (make + somebody + verb)

This structure displays the meaning of "forcing someone to do something." Now there are various examples:

19. My teacher made me apologise for what I did.

20. Did someone make you dress this horrible shirt?

21. She made her sons clean their room.

☆ *"Let"*

Form: (let + somebody + verb)

This structure has the meaning of "letting someone do something". Study the next examples:

22. John LET me use his novel motorcycle.

23. Will your brother LET you go to the party?

24. I am not sure if my father will LET me sleep out this night.

Passive Causal Form

This form is used to display doing something by someone/something else. Study the next examples:

25. Ahmed's home was mended afterwards the war on Gaza the previous year.

26. President Obama had delivered his speech by a gifted assembly of "writers".

In one or the other case, the "somebody" ("Ahmed" and "President Obama") organised for something (home repair and the speech text correspondingly) to be completed by a "third person".

Passive Sentence Form?

The instruction of words for the negative causation is mentioned below:

[Subject(S.) / causal verb / object(O.) / past participle.] ("Downing and Locke", 1992)

27. I had the truck ready.

28. He had his house an air-conditioning system connected the past week.

29. Our neighbours will have their flat renewed.

30. I got the car washed and wax at the novel facility station.

31. Though he dislikes the dentist, he has had his teeth cleaned on a regular basis.

The above examples presented, negative causes continuously use "have" and "get" to a slighter degree. The form of the sentence displays a service you have made, typically by a "third person".

Moreover, the need and want can be used in negative causal items. In some cases, the negative cause (have/get) may be completely divorced.

32. I need to modify the truck.

33. I need the modified truck.

Complementary verbs can also be used with a sentence formula that makes sense. For example, "You must have your hair cut." In contrast to need and destitution, the effective procedure should always be accompanied by the following example:

The last label must have its own denim pants.

Linguistic Relationship

English takes advantage of another philological element to refer to the causal structure, to the causal system mentioned above. For example, the reason for eating English is nutrition, English is made remarkably freely at work, leading to actions such as breaking, burning or waking, which may be causal or not (burns - make them burn). [Mark zero in a lot of English verbs].

Causatively Structure by Alterations of State

The original verbs can be transmitted in English with the etiquette of dealing with consistent acts. For example, if there is a large hemorrhagic action, the causative means simply increasing or increasing growth. The spontaneous structure of the causality can then be used to express oneself, or even as an internal voice (Downing and Locke, 1992).

In conclusion, the derivative "Suffixes"[ly or en] can be considered in English as causal. Considered:

- Brave bravely = "to make a brave".
- Soft soften = "to make a soft".
- Taste and tasty = "to make taste".
- Brain = brainy = "to make a brain".
- Length → lengthen = "to make it length ".

It should be noted that the part of verb modulated with _en displays an uninvolved rotation, for instance, the English verb length can be used either unreasonably, as in (34.a), and creatively, as in (34.b).

34.a) The iron is lengthened.

34.b) Smith lengthened metal.

Significance of Configurations

This part argues the moral alteration amongst "Help me cry" and "Make me cry". Or more approximately, the alteration among verbs that need source formatting with to after an object, such as getting, asking, force, and verbs using source format without to (bare infinitive) like make.

After noting the above causal actions, I came to the statement:

The Verb someone source formatting with to "form focuses on the resulting pre-action". Verb someone bare infinitive "structure which emphasises the entire procedure deeply, and does not trouble in what way it happens.

For instance, the verb "Ask" in "The mother asked her daughter to stop smoking" clearly describes in what way this work was accomplished, which was by inquiring, whereas "The mother made her daughter stop smoking" is not. Although it may mean that it is a compulsory operation, power has affected the target throughout the entire procedure and not earlier than the operation.

➢ *Here Are Some Extra Examples*

A) Yeay, the jock made you laugh?

B) Yes, you know, I am the kind who never laughs when he gets a jock, but that person made me laugh.

Since **(B)** is not the type of person, the emphasis is on the before-crying procedure, that is

similar to holding it and dragging it to the beginning of the movement, as it was. It makes sense that this statement "made you laugh" logically in this assumption, because the focus exercised a general effect from beginning to end of the event, leading to its occurrence and continuation until the end of the procedure.

This can explain the reason for using the phrase "I have had difficulty convincing myself to laugh" nevertheless not much and a sentence like "I have had difficulty making myself laugh" considered as normal use. He helped expand it a bit to "help someone bare-infinitive for help someone to infinitive", "the teacher helps me pass the test" sounds accepted, while "the teacher helps me pass the examination" seems strange.

The student can say to his tutor, "Would you help me to get a good degree?" But then maybe not "Would you help me get a good degree?" (It is still likely nonetheless in unusual cases such as requesting the tutor to allow him to cheat or anything else.)
"Help me lead this class well" is decent while "helping me to lead this class well" seems intolerable.

On the way to summarise, the structural causes of two kinds in English. First, the effective cause of the subject ACTIVE CAUSE which is consist of the subject causative verb "source formula"/object or to-source version object complement. Second, the negative causative "passive causative" that is structured from [the Subject(S.)/ the causal v. of the past participle/object (O.)] In a semantic sense, [the causal v. plus someone "to-infinitive formula"] emphasises on the pre-process of the resulting work, while causal verb plus someone "bare infinitive formula" focusing deeply on the entire procedure of work, and does not bother to think in what way the produced act carried on. The inquiry now is whether the Arabic extracts are equal to the English language or are totally different. This is discussed as follows.

The Arabic Causality

By way of we have seen beyond, English causal verbs are structured whichever grammatically or lexicon. Though, Arabic causative is created merely in form. On the way of making this, there are three morphological procedures. They are: Vowel Letter, gemination, and prefixation of "Hamza'" "a'" to the origin verb. The characteristics of these alternatives are tackled underneath.

Vowel Letter

The causal verb of non-preference may consist of altering the trunk vowel to "/a/" (Fassi Fehri, 1987), explained in (3.5). The root vowel in the "base" is one of (3short) vowel

characters of Arabic: (/i/, /a/or/u/). The vowel "/u/" is very infrequent in non-causative and "/i/,/is/" very mutual couples. Remind that if the root vowel in the base is "/a/" vowel letter it has no clear morphological result (35a-c), "hadima" (collapse to destruction)."hadama" (desolation).

The trunk "hadima" cannot create an expressive sentence except the grammatical state of the next character is altered to accusative form ("hadama").

Considered

b. "Hadima" -Sadow al-bait-a

Demolished the opponent the household.

c. "Hadama" -adow al-bait-a

Demolished the opponent the household.

'The opponent demolished the household'.

➤ The next verbs(v.s) are similar to the verb "hadima" described below:

d. "azina" (be unhappy) .... azana (make unhappy)

e. "xariba" (be ruined) ..... Xaraba (ruin)

f. "hazi?a" (be mocked) .... haza?a (moke)

g. "na3iza" (be applied) ..... na3aza (apply)

h. "xafiya" (be concealed) ...... xafã (conceal)

i. "falata" (be released) ...... falata (release)

j. "faraša" (spread out). ..... faraša (spread st. out)

k. "aruma" (be forbidden) .... arama (forbid)

Vowel letter A vowel alteration that complements an alteration in linguistic purpose in English; for instance, [I, a, u] in (sing, sang sung), also named gradation. This is similarly found in Arabic. It is indicated by the short vowels [u, a, i] which express for example task as in (walad-u, walad-a, walad-i).

In addition, dynamic verbs similar to "kataba" can be converted to "kutiba" in Arabic passive voice.

Vowel letter is a constrained process. It applies only to accusative bases and does not apply to interrogative forms.

"Transitive bases"*(36)*, or "intransitive bases"*(37)*.

(36)

a. "Dahika" (giggle) ...... *Dahaka (reason of giggle)

b. "nāma" (be asleep) ......*nāma (reason of sleep)

c. "Sata Sa" (sneeze) ... *CataSa (reason of sneeze)

d. "bakā" (cry)...... *bakā (reason of cry)

(37)

a. "darasa" (study) .....*darasa (reason of study)

b. "fahima" (comprehend) ...... *fahama (reason of comprehend)

c. "Salima" (distinguish)... ... *?alama (reason of distinguish)

d. "šariba" (drink) ....*šaraba (reason of drink)

(38)

a. "mana a" (offer) ....*mana (reason of offer)

b. "abā" (gift) ....*abā (reason of gift)

c. "Parada" (acquiesce).........*?arada (reason for acquiesce)

d. "wahaba" (donate) ....*wahaba (the reason for donation)

Multiplier (Gemination)

The causal verbs can be induced through strengthening the middle radical of the root too, usually labelled in shape [ClaC2C2aC3], as described in [39]. Geminate-producing structures were originated for various of the same roots as Vowel Letter, as in ("39a-d") (see (35a-d)).

(39) a. azina (be unhappy) .... azzana (make unhappy)

"azzan-a""foqdan-u""bn-I" ? mma-hu

[Depress loss the son of a mother his.]

'The loss of son depress his mother'

b. "hadima" (fall to decay)....... haddama (decay)

"Haddam-a" " l-?dow" al-bait-a

(the enemy demolished the house)

The verbs in ["c-g"] go the similar manner such as the verbs in ["a" and "b")

c. "xariba" (be demolished) .... Xarraba (demolish)

d. "na3iza" (be applied) .... na3 3 aza (apply)

e, "samina" (be overweight)........ sammana (over weightiness)

f. "sarih a" (continue freely)........ sarrah a (allowance of a leave)

g. "nasiT"a (be lively) .... nassaTa (brighten)

Illustrations showed in ["h-i"] once the transitive verb is multiplicative, the resultant construct is intransitive. Together entities carry accusative state.

h. "kataba" (wrote)........ kattab-a (make someone wrote)

(kattab-a L-mofallem-u l-walad-a d-dars-a)

[make wrote the teacher the girl the lesson]

=== the teacher made the girl write the lesson

i. "Rakiba" (rode)........ rakkab-a (persuade someone to ride)

(Rakkab-a l-fares-u walad-a-hu l-faras-a)

[Got rode the-knight son-his the-horse]

====="The knight has got his son to ride the horse."

However, gemination is not as much of restrictive than vowel letters. A useful verb may appear to be a proverbial signifier, as in (40) (cf. 36), like multiple verbs, as in ("41") (cf. (37)).

(40)

a. "Dahika" (giggle) ...... Dahhaka (make someone giggle)

b. "nama" (sleep)...... nawwama (make someone sleep)

c. "? Atasa" (sneeze) .... ? at t asa (make someone sneeze)

d. "baka" (cry) .... bakka (make someone cry)

(41)

a. "darasa" (study)........ darrasa (educate someone something)

b. "fahima" (understand) .... fahhama (make someone understand something)

c. "? Alima" (know).......? allama (inform someone of something)

d. "sariba" (drink)....... sarraba (offer someone something to beverage)

e. "hamala" (carry)........ hammala (make somebody carry something)

  Even though the process of gemination is a more free procedure than the vowel letter process, it might not put to an intransitive base.

(42)

a."mana" a (give)........ *manna a (reason of someone giving someone something)

b. "h aba" (award) ....*h abba (cause to someone award someone something)

c. "wahaba" (donate) .... *wahhaba (cause someone to donate something to someone)

  There is another class of verbs exemplified in the stative verb that alterations to a causal structure by the way that it preceded by "hamza_?""a'", e.g: [Salima "he knew" ?]as"lama" which he informed". Now the prefix "Hamza ?" a semantical alterations "the subject(S.)" of the verb "Salima" into an "object Study":

(43)

a. Salima Ali-un al xaber.

know Ali the newscast

"Ali knew the newscast."

b. 2 af lama Ahmed Ali-an al-xaber.

Ahmed taught Ali the news.

Connotation of Configurations

There is no apparent alteration in the overall effect of any of the three structures for the above reasons, the result will be an unequal "cause X", meaning that someone or something seems ultimately responsible for an act. The person does not do the same act, yet causes someone or something besides to do it in place. Although axiomatic changes in the significance of changing causal shapes may occur. The second structure (the geminated verb) and the third [the doing of "hamza" prefixed verb(V.)] show that they may take "an intransitive or transitive v." as an entry; vowel letters may take single intransitive inputs.

The result (output), which allows one (S.), is monochrome; byway is the case in the utmost of the causal structures.

The second structure (Haywood & Nahmad, 1965) can show several implications. The causal reason is a pattern of only one meaning for the second model. There are two other types of

meaning, which are a kind of condensation, which give a permanent indication of the content of the act, and appreciation, where the subject has faith in the importance of truth is mentioned in the verb. Special functions additionally, making the impression of making, or dealing with, or collecting the name.

Many purposes mean that one cannot create a precise connotation of the derived guidelines except as little as the second structure.

There is no public technique to conclude whether "sallama" resulting from "Salima" means: A) "to inform; to cause to know/learn"; B) to "learn strictly"; C) to contemplate to have educated from forms only. For additional expediency, study the models in (42) that illustrate certain of the verbs of the second form that proceed the causal meaning.

44. qaruba = to close →qarraba _to take close; cause something to be the closest'

kaθ ura =to be plentiful → kaθθara = cause something to be plentiful

? alima= to explain s.t. "→ ?allama = to explain; cause someone to explain something'

akkara =to Summon up s.t.'→ akara = Summon up; cause someone to summon up something'

The verb of the third form, resulting from the plain root, has an evasively causal connotation, and additional category of functions is rare, an estimation function of the function, similar to the second model. The third model also contains a large class of denominatives. The third of the selected names is usually in the sagacity of "becoming" this name (Ibid, 1965). The illustration in (45) provides examples of certain verbs of the third form.

45. "haDara" to present →→? ahDara = to fetch, cause someone to be present'

"3alasa" =to sit, be seated→→a3lasa = to seat, cause someone to be seated'

"alima" = to inform something'→ ? a? lama Eto inform someone of something'

The meaning patterns of the first form have even now been mainly spoken. The vowel letter is an exceptional derivative formula of a simple intransitive derivation, which produces a transitive action and relates meaning to reason, (Hallman, 2006).

The Symmetry as well as Contradiction amongst Causality in English and Arabic

By means of the description, causatives can be inferred in the above English, the verbs (V.s) have a clue that x grounds to do something. This usually resembles the Arabic language. Particular exclusion is signified in the "make, have, and get" verbs and their complements in Arabic.

- "Make" provides the clue that x is pressing y to do something.
- "Have" provides the clue that x asks y to do something.
- "Get" provides the clue that x convinces y to do something.

In Arabic "make" is generally interpreted into "? ajbar-a'" though it is sometimes interpreted into "a ? al-a" as in general described as less powerful than "? ajbar-a'." Get can also be interpreted into (? aqnaSa) in Arabic (Farghal and Shonnaq, 1999).

The next examples are exemplified:46- Mohammed made Soha change her mind.

? a3 bar-a Mohammed Soha Salataghyyirra ?yi-haa

made Mohammed Soha to change her mind.

"Mohammed Made Soha changes her mind."

47. Mohammed has Soha change her mind.

3a? la Mohammed Soha to ghayyerra ?ya-haa.

had Mohammed Soha change her opinion.

- Mohammed had Soha change her mind."

48. Mohammed got Mona to change her mind.

"Tamakkan-a." Mohammed men ? qnaa? -i Soha bi-taghyiirra? yi-haa.

==== Accomplished Mohammed of convince Mona to change her mind.

"Mohammed got Soha to change her mind."

Basically, there is not any grammatical correspondence amongst the English language and the Arabic language in the formation of causal constructions. Arabic etiquette is structurally constructed, and this is not compatible with English. These are the morphological causes in the former while the lexicon is almost grammatical in the latter.

In addition, English-language verbs let each broad ink or source after the second subject, which is not accessible in Arabic. Like asymmetry causes considerate difficulties for interpretation learners, especially those who interpret from Arabic into English. They compel a lot of intermittent mistakes occasioning from transforming the Arabic form into English.

Assumption

The research displays that some of the English verbs (V's) can be used to display a causative association amongst the subject and the body in the sentence. A number of them need to "to" whereas others do not. For that reason, the instruction of words for the sentence can be either [S. + V. + to V. (O)] or (S. + V. + O. + V. (O)].

In addition, the research designates that the causality in English relates merely for the accusative verbs and not to interrogatives.

The order of the first words emphasise the pre-procedure of the resulting work. The second emphasises seriously on the entire procedure and does not bother in what way the act is done.

Third, the method of causal roots is extremely prolific and highly systematic in Arabic. The three structures of Arabic causality make the constructions cause - or at least the meanings of the act that can be understood as such.

Fourth, there is no clear change in the significance of any forms of Arabic abstracts. The result (output) will mean that "x" causes "y" to do something.

Fifth, the vowel message possibly will only deal with uncomplicated inputs. As the last point, the output, which allows only one subject, is a single network, as is the case with the maximum of the underlying structures.

The changes in the English and Arabic abstracts ensure that new learners in translation make negative mistakes. Thus, teachers and language instructors must concentrate on the "Grammatical and Semantic characteristics" of causal reasons when clarifying the linguistic

facts and providing adequate interpretative training, especially translation from Arabic to English. They must also learn the motivational structures, which highlight the relative views of teams and in-positive intervention.

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Appendix
Symbols Used in Transliterating Arabic

Transcript	The Arabic form
"?"	"ء"
"θ"	"ث"
"H"	"ح"
"X"	"خ"
"3"	"ج"
"S"	"ش"
"S"	"ص"
"D"	"ض"
"O"	"ذ"
"T"	"ط"
"????"	"ع"
"Gh"	"غ"
"Q"	"ق"
"H"	"هـ"