Introduction

Contrastive study of the two language on various levels may be defined, for our present purposes, as the study of cross-linguistic contrast and similarities with reference to some general theory of languages structure. This definition, obviously, is hardly sufficient to provide any positive indication of the fundamental principles of the subject. But, it may be made more revealing if we define the scope of the contrastive study in terms of its potential contribution to the foreign language teaching.

This study aims to give a systemic comparison of Hindi and Arabic languages at the levels of phrase and sentence structures. It is being done after reaching to the conclusion by many linguists and experts in foreign language teaching (FLT) that the major problems in learning a second language or a foreign language is the interference occurring to the structural difference between the native language (SL or L1) and the target language (TL or L2). The belief naturally provides enough propellant for a contrastive analysis of the two languages which contributes in preparation of instructional materials and formulating new unique teaching methods. On the other hand these findings may be employed for teaching Arabic to the Hindi-speaking students.

Learning a foreign language is not at all same process as acquiring mother tongue. In this case the learner of the foreign language already possesses a set of culturally linguistic habits; he is already equipped with a set of signs and symbols. The foreign language learning demands learning a new set of signs. In this process the learner is not acquiring
which he already possesses. He is acquiring a set of alternative subset of rules of the language he already knows and speaks. It means he is also using some rules of his native language in understanding the foreign language. In this "transferring process" he also employs these rules thus committing mistakes. Sometimes these rules come to the advantage of the learner but always the structure of native language do not suit the foreign language especially in complex phrases and sentences.

When the learner starts learning the second language or a foreign language, he, in the most instances, habitually transforms the data of his mother tongue into the target language applying the already acquired rules. This phenomena of gravitational pull of the mother tongue poses an immense problem in the process of learning. Modern linguists suggest the interference of the mother tongue is bound to occur. For this reason contrastive analysis provides the language teacher with what items in the second language are likely to interfere with his process of language learning.

This can help him in identifying the difficult areas of learning. These areas can be identified by comparing the systems of the native language of the learner and the second or target language at all levels.

Idea of equivalent or similarity is primary in contrastive analysis. But this does not amount to finding equivalence of the structure of native language or source language in the target language. In fact, all the human languages are similar at the level of conceptual structure but it differ only at surface structure. All of them use a common set of experimental features. Whatever is said in one language can be expressed equally well in any other language.
Objective

The objectives of the study are:

(i) To define the authority of phrase, clause and sentence in Arabic and Hindi.

(ii) To examine the common syntactical elements in the two languages and discuss the problematic areas.

(iii) To prepare a work which helps the teacher to overcome the problems in teaching Arabic syntax to the Hindi-speaking students.

(iv) To help translators to find equivalent of Hindi structures in Arabic.

Hypotheses

We will try to examine the following hypotheses:

(i) Structures of Arabic and Hindi are common on semantic level.

(ii) All kinds of Hindi syntactic structures have its equivalence in Arabic.

(iii) Contrastive analysis helps in FLT.

Review of Literature

The books of Kamta Prasad Guru, Kishoridas Vajpayee and Dimshits were used as the main source for Hindi grammar. Hindi Vyakaran of Guru and Vyavahari Hindi Vyakaran of Zalman Dimshits greatly helped me in understanding various grammatical categories. The study Shambdanushasan or Vajpayee for understanding the semantic contrasts

Besides above source book, this study is only based on secondary sources, magazines, books on literature, similar existing research in contrastive study and dictionary of linguistic terminalogies.

**Methodology**

Present study in basically related to finding out common and uncommon expressions in the two language. As mentioned in the beginning Hindi is the SL while Arabic is the TL. These two belong to two different language groups. So, the chance of commality is very limited. But according the previous assumption that all the languages are capable to express the same ideas easily and with the similar efficiency. So, here we are not only dealing merely with structures but with meanings as well. This study is ‘translation oriented’ applied contrastive investigation based on the models devised by SMR Hussain (1991) and Dr. Basheer Ahmad (1998).

We have written Hindi and Arabic examples in their respective original scripts and presented the structures through linear and tree diagrams.
Organization of the Study:

This study has been organized in three main chapter and introduction and conclusion. The introduction basically deals with the statement of the problem, hypothesis, methodology etc.

The second chapter examines the noun phrase (NP) in Hindi and Arabic. Its various elements like determiners, modifiers, quantifiers, and qualifiers have been discussed and at the end the function of the NP has also been briefly dealt with.

The second chapter is on verb phrase (VP). Here we have discussed auxiliary verbs marking modality, aspectuality and voice. The finite and non-finite verbs are also examined. The other elements of VP like object, adverb, and prepositional phrase, have also been written in some details.

The third chapter is the smallest one examining the NP and VP on functional basis. It also deals with the clause structure of Hindi and Arabic.

The last chapter is conclusion where we have discussed the findings of this research.