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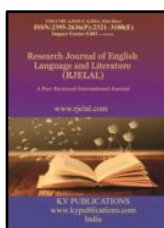
2395-2636 (Print);2321-3108 (online)

DEIXIS IN ENGLISH AND ARABIC (A Comparative Study)

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ABSTRACT

Deixis has always constituted a fundamental portion in rigorous scientific research as pertinent to language studies, namely semantics and pragmatics. Deixis is a universal phenomenon that is observed to be a genuine part of all the languages of the world. So, linguists are left with the toil of exploring deixis in order to find out how they operate. Though, as it has been stated above that deixis are universal, very little research has been carried out by Western scholars in Arabic largely because it is a Semitic language which occurred to many of them to be void of the issue in question. This present study seeks as its primary objective the establishment of a particular framework of deixis of person, place and time in Arabic, not to mention delineating the similarities and differences as regards both languages. The study overall can come up with insights that serve as translating tools. As the study will handle deixis from semantic and pragmatic manifestations, translation is consequently implicitly involved as it will often be drawn upon to demonstrate aspects of differences and similarities.

Key words:pragmatics, deixis, fundamental, universal phenomenon, Western scholars

Introduction

Deixis are essentially words whose denotation changes from one place to another or from one discourse to another. They are form words such as pronouns, articles and prepositions among others. Deixis is the most obvious way in which the relationship between language and context is reflected in the structure of languages themselves. The main examples of deictic expressions are: personal pronouns (especially first and second person pronouns), demonstratives, specific adverbs of place and time, and other grammatical and lexical features which direct attention of the hearers to spatial or temporal aspects of the situation of utterances which are critical for its appropriate interpretation. (Fletcher and Garman, 1979:241; Levinson, 1983:54)

Speaking from a historical perspective the term “deixis” (which comes from a Greek word meaning “pointing”, or “indicating”) and now used in linguistics to refer to the function of personal and demonstrative pronouns, of tense and a variety of other grammatical and lexical features which relate utterances to the spatiotemporal co-ordinates of the act of utterance. (Lyons, 1977, Vol. II: 636)

According to Fillmore (1982:35) deixis is the name which is given to the uses of items and categories of grammar and lexicon that are controlled by certain details of international situation in which the utterances are produced.

In this respect Anderson and Keenan (1985:529) state that the essential characteristic of deixis is that their semantic values depend on the real world context in which they are uttered.

Etymologically speaking, the Greek grammarians believed that the adjective deictic (*deiktikos*) had the sense of demonstrative, and the Latin *demonstrativus* was the term chosen by the Roman grammarians to translate (*deiktikos*) in the works of Stoics, of Dionysius Thrax and of Apollonius Discolus, which laid the foundations of traditional grammar in the western world. (Lyons, 1977, Vol. II:636)

The demonstrative pronouns were referred to as deictic articles in earlier Greek tradition. The Greek word *arthron* from whose Latin translation *articulus*, the technical term article is derived was no more than the word for joint. In early Greek there was no distinction in syntactic and semantic functions of demonstrative pronouns, the definite article and relative pronoun, and the term article was applied to them all because they were regarded as connectives of different kinds. (Ibid.)

The description of the systems of the two languages in question is essentially of great paramount importance for realizing the goals of the study. In order to inform the present research particularly the Arabic language *Hadiths* and Glorious Quran will serve as the main resource to back up the study. Modern standard Arabic can be useful but one of their inherent limitations is their moderate involvement of regional dialects.

One of the basic components of the present study is the investigation of contrastive linguistics, which is a systematic comparison which was suggested by Whorf (1941)

Contrastive Linguistics

Contrastive linguistics, which is also called Contrastive Analysis (henceforth CA), is the systematic comparison of two or more languages with the aim of describing their similarities and differences (Ringbom, 1994). The term Contrastive linguistics was suggested by Whorf (1941) for a comparative study which is giving emphasis on linguistic differences. The aim of the comparison is established by the very purpose of the comparison operation. Viewed theoretically and practically, comparing languages has drawn the attention of a number of scholars and researchers as an interesting sub-field of applied linguistics. One of the merits of such kind of comparison is that contrastive

analysis demonstrates the universal aspects of the languages under consideration what is language specific. Hence, the process is significant for understanding languages in general and for shedding more light that helps explore the languages compared (Johansson and Hofland, 1994).

Contrastive linguistics is further defined by Hartman and Stork (1972:53) as:

“A method of linguistic analysis which shows the similarities and differences between two or more languages or dialects with the aim of finding principles which can be applied to practical problems in language teaching and translation, with special emphasis on transfer, interference and equivalents.”

CA is not merely relevant to second language teaching but it can also make useful contribution to machine translation and linguistic typology. It is relevant to designing of teaching materials for use in all age groups. Matthews (1979:44) postulates that contrastive analysis is any investigation in which the sentences of two languages are compared. A contrastive grammar establishes point-by-point relations between their respective systems, with the aim e.g. of explaining, and thereby helping teachers to remedy errors made by speakers of one in learning the other. CA of different languages has made contribution to find out particularities and complexities of each language.

Robert Lado (1957) expresses the significance of the approach of contrastive linguistics that rests on the assumption that we can predict and describe the patterns that occasion difficulty in learning, on the one hand, and those that will not cause difficulty on the other.

Types of Contrastive Studies

One famous typology which has been recognized in this direction is the one ascribed to James (1980), that there are two types of contrastive studies: theoretical (pure) and applied. Theoretical contrastive studies present a comprehensive and exhaustive analysis of phonology, syntax and semantics of two or more languages. It provides an adequate model for comparison. It also specifies the elements subjected to comparison and the way of carrying out the comparison.

“Fisiak (1978: 2) is concerned with universal studies as he states: —Theoretical semantico - syntactic studies operate with universals, i.e., they specify how a given universal category is realized in the contrasted languages.”

Applied contrastive studies are related to an important branch of applied linguistics. They depend on the findings of the theoretical contrastive studies in providing framework for the comparison of languages. They select the important information for the purpose of teaching bilingual analysis and translation. Applied contrastive studies attempt to identify the potential problematic area in the target language. They are not only restricted to the differences but also to the similarities to save learners' efforts of identifying them.

There is a controversy over the position of applied linguistics'whether is a science in its own right or not, and based on pure'linguistics. Corder (1973: 10) regards applied linguistics'as a technology based on pure linguistics, not as a science on its own, as he argues that the applied linguistics is a consumption of theoretical linguistics and not producing theories.

However, James (1980) advocates the view that there is a science of applied linguistics as he endorsed Malmberg's (1971:3) statement, saying:

“The applications of linguistics can, and should, be looked upon as sciences in their own rights...we must be very careful not to mix up practical applications with purely scientific research.”

Demonstrative Pronouns

Demonstrative pronouns are the same pronouns used for demonstrative adjectives - this, that, these and those. The difference is in the sentence structure. The demonstrative pronoun takes the place of the noun phrase. The demonstrative adjective is always followed by a noun. When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

- Near in time or distance: *this, these*
- Far in time or distance: *that, those*

Because there are only a few demonstrative pronouns in the English language, there are just

three simple rules for using them correctly. Remember them and you will have no difficulty using these surprisingly interesting parts of speech.

- Demonstrative pronouns always identify nouns, whether those nouns are named specifically or not. For example: “I can't believe this.” We have no idea what “this” is, but it's definitely something the writer cannot believe. It exists, even though we don't know what *it* is.
- Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, i.e., *This* sounds like Mary singing

In comparison, grammarians of Standard Arabic (henceforth, SA) classify demonstratives in the language within the word class of *names*, under the subset of اسماء الاشارة = *Names of Reference, or Reference Names*). Their definition of a reference name is: 'Any name that denotes what is named and refers to it' (الفاكهي: 73). Thus, a demonstrative noun is that which indicates a denominate. So, when demonstrating a person named *Zaid*, one says:

1) هذا In this example the Arabic word هذا refers to the person or sets that person distinct from the other ones. It means that “هذا”operates as a demonstration for the noun “أبي”The definition above entails the following semantic distinctive features:

- The demonstrative should be a linguistic lexical item of the class of Nominal.
- This item must denote a meaning; i.e. is meaningful.
- This item has also the feature of referring to that meaning that it denotes.

	A place	Masculine مذكر	Feminine مؤنث
	مكان	Object/subject /possessive preposition	Object. S/P/P
Singular مفرد	ثم هناك	That/this هذا.... ذاك	That/that هذه.... تلك
Dual مثنى		Those two هذين.... ذينك ذانك.... هاذان	These two هاتان.... تانك هاتين.... تينك

Plural جمع		Those more than two اولاء...اولئك	Those more than two هؤلاء...اولئك
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Feminine	التي She who	اللتان The y two who	اللتين They two who	اللواني اللائي They all who
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Important Notes:

The demonstrative pronouns show the use of "ها" "ك" and "ل". Each one is used for specific purpose.

(i) The "ها" is attached to the beginning of the demonstrative pronoun.

(ii) Is used to draw attention to something near.

For example: هذا صراط مستقيم

Haadhaa siraatun mustaqeem

That is the straight path

(ii) the "ك" is attached to the end of the demonstrative noun.

is used to refer to the person with whom you are speaking.

For example: ذلك اكتاب لا ريب فيه

Dhaallika al-kitaabu laa rayba feehi

In that book there is no doubt

(iii) the "ل" is attached to the end of the demonstrative pronoun

It must precede the "ك"

Is used to refer to something far

ان في ذلك لايات لقوم يتفكرون
Inna fee dhaallika la-aayaatinli-qawminyatafakkaroon Surely, in that there are proofs to people that think/contemplate.

General Rules:

1. If both the ل ك are part of the demonstrative noun "ها" will not be there. For example: ذلك = ذلك + ل + ك

2. If ها is part of the demonstrative noun ل will not be there

For example: ك + هذا هو ذلك

3. All demonstrative nouns are "mabnee"/unchangeable except the dual forms are "mu'rab" or changeable (refers to end of word).

The Relative Pronouns الاسماء الموصولة

	Singular	Dual		Plural
Masculine	الذي He who	Sub ject	Object /P.P	Subject/Ob ject P.P
		الذان The y two who	الذين They two who	الذين الاولى They all who

Rules of Binaa'/I'raab:

1. All are mabnee, except the dual form are:

a.marfoobilalif

b.mansoob/majroorbilyaa'

2. The binaa' is with the sukoon.

Example

الذين يؤمنون بالغيب

alladheenayu'minoonabil-ghaybe

Those who believe in the unseen.

Conclusion

Though English and Arabic belong to completely different families, almost all pronouns in Arabic and English have a lot in common as regards semantic and syntactic features, a fact which is greatly attributable to the universality of the topic in question. . The main difference between the two stems from the realization of certain grammatical categories (gender, case, etc.) in some of these forms in SA, versus the absence of such morphological contrasts in English.

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