Demonstrative Pronouns in English and Arabic: Are they Different or Similar?

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Abstract

The present study is a contrastive analysis that delves into the demonstratives in Arabic (Standard Arabic) and English. The aim of the study is to reveal the similarities and differences between the demonstratives of the two languages by delineating their phonological, morphological, syntactic, and semantic properties. Exposing these differences will specify what language teachers have to teach and what language learners whether Arabic or English learners have to learn.

The interesting point found is that both Arabic and English demonstratives share more linguistic similarities than differences. Regarding similarities, both demonstratives are indeclinable in both languages except for the Arabic dual case. The demonstratives' phonemes and their referents are in some way obtained in both languages. English and Arabic languages use demonstratives in several positions within a sentence in consistent with the syntactic function of the demonstrative. Demonstratives in both languages are ambiguous words; their meaning can be defined through their context. As for the differences, English has only two-dimensional deictic points for demonstratives i.e., proximal or distal, but Arabic displays more deictic points i.e., proximal, medial, and distal.

Keywords: Arabic demonstratives, contrastive analysis, deictic expressions, demonstrative pronouns, linguistic analysis

1. Introduction

1.1 What is Contrastive Analysis?

Contrastive Analysis (CA) is the method connected to Contrastive Linguistics, which is considered a branch of linguistics that focuses on illustrating the differences and similarities among two or more languages at different linguistic levels as semantics, syntax, and phonology (See Fisiak, 1981; Towel & Hawkins, 1994).

Crystal (1992, p. 83) defines CA: "In the study of foreign language learning, the identification of points of structural similarity and difference between two languages". Richards and Schmidt (2010, p. 129) stated, "Contrastive analysis was developed and practiced in the 1950s and 1960s as application of STRUCTURAL LINGUISTICS to language teaching". Lado defined the term contrastive analysis thoroughly in his book *Linguistics across Cultures* (1957) and Fries (1952) was the first linguist to introduce its concept.

Contrastive analysis has a practical purpose to expose differences between the structures of native language of the learner (source language or first language) and the target language or second language with the intention of revealing these differences as the main source of difficulty in learning a second or foreign language (language transfer). If the structure of L1 is different from the structure of L2, language learners will face difficulties and errors in their performance will be predicted (Lado, 1957). In order to overcome these difficulties, L2 learners have to change their own L1 behavior to that of the speaker of L2.

This will facilitate the difficulties encountering learners of a new language as a main result of differences between such a language and their mother language. Regarding this, CA will have a role in forming effective teaching materials to decrease the influences of interference (Fries, 1952). Consequently, language teachers will be able to know what they have to teach and language learners will be able to know what they have to learn.

A contrastive analysis can be summarized on the base of Lee's (1968, p. 186) assumption, he stated:

1. that the prime cause, or even sole cause, of difficulty and error in foreign language learning is interference

coming from the learners' native language; 2. that the difficulties are chiefly, or wholly, due to the differences between the two languages; 3. that the greater these differences are the more acute the learning difficulties will be; 4. that the results of a comparison between the two languages are needed to predict the difficulties and errors which will occur in learning the foreign language; 5. that what there is to teach can best be found by comparing the two languages and then subtracting what is .common to them, so that what the student has to learn equals the sum of the differences established by the contrastive analysis.

The systematic comparison among two or more languages has two different perspectives either theoretical, without any direct function, or applied for a precise purpose (Fisiak, 1981). In addition, Di Pietro (1971) used the term autonomous to refer to theoretical perspective and the term generalized to refer to applied. According to Johansson and Hofland (1994), this comparison plays an important role in understanding language in general and studying the compared languages separately.

A comprehensive portray of the differences and similarities between two or more languages can be provided by using theoretical perspective of contrastive studies. Whereas applied perspective of contrastive studies make use of the outcomes of the theoretical contrastive studies as they maintain a structure for the comparison of languages, required information will be used for a specific purpose of the study as teaching, translation, language analysis, etc.

Contrastive linguistics approach is not solely to compare two different linguistic systems that might belong to two different origins such as Turkish (Altaic) and French (Indo-European), or they might belong to the same origin such as Arabic and Hebrew (both are Semitic languages). On the other hand, it is possible to study the differences between a dialect and a standard language such as the Egyptian Arabic dialect and the Standard Arabic language.

In this respect, linguistic differences and similarities between Arabic language and English language concerned in the present study will be revealed by applying the contrastive analysis method. This study will predict the difficulties learners of both languages will have to overcome and teaching will focus on the structural differences. Consequently, what the learner has to learn and what the teacher has to teach will be to a great extend clarified.

1.2 Objectives of the Research

This study attempts to describe and compare demonstrative pronouns in Arabic language and English language. Such contrastive analysis will reveal the similarities and differences between the two languages at the four linguistic levels in connection with the use of demonstrative pronouns. Additionally, the study will inspect the relationship between the demonstrative pronouns' pronunciation and implication, their morphological definition according to linguists, their positions in linguistic utterances and the semantic differences such pronouns denote in both languages. The study will attempt to present a model to be applied to other languages in order to show the agreement in the choice of some phonemes and words and in their employment to refer to particular things.

1.3 Scope of the Research

In this study, the emphasis of the analysis is limited to demonstrative pronouns in both Arabic language and English language. The findings of this study, though, should be useful for teachers and learners of English and Arabic as a second language. It will also be helpful in the preparation of the teaching materials to sort out the problems of the learners at the four linguistic levels, and to resolve the problematic interference the effect of mother tongue.

2. Definition of Demonstratives

Successful communication is maintained by using demonstratives, where numerous aspects influence the sender's choice of a precise expression and other influences have an impact on the recipient's process of inferring this message. This indicates that demonstratives have a significant function in any discourse. According to Richards and Schmidt (2010, p.161) a demonstrative is "a word (a pronoun or a determiner) which refers to something in terms of whether it is near to or distant from the speaker".

In this respect, demonstratives are words used to indicate the entities referred to and to separate those entities from others. They are usually in consort with a deictic pointing gesture (See Enfield, 2003; Levinson, 2004), their meaning rely on a specific linguistic frame of its reference. Speakers select demonstratives to be used in spatial deixis to denote the relative distance of entities either proximal terms (near to speaker) or distal terms (away from speaker) (Yule, 1996). They also use demonstratives in a discourse (text). They are deixis including anaphoric reference (to refer to entities earlier in the discourse), cataphoric use (to refer to later entities of the discourse), situational reference (to refer to the extra-linguistic situation) (Quirk et al., 1985), exophoric reference (to refer to entities in the surrounding context), or endophoric reference (to refer to entities before the discourse).

Demonstratives are four major categories according to Diessel (1999): demonstrative determiners, demonstrative

pronouns, demonstrative adverbs and demonstrative identifiers.

The scope of the present study does not cover all the demonstrative categories, it is limited to contrastive analysis of demonstrative pronouns in both Arabic and English language.

A demonstrative pronoun is a pronoun which denotation is defined to be relatively connected to a concrete or abstract indication. In other words, a word is used to indicate to somebody or something by a concrete reference if the referent is present and visible or by an abstract reference if the referent is a meaning or an absent object.

2.1 Demonstrative Pronouns in Arabic

Arabic demonstrative pronouns can be categorized into two parts according to the referent. The first part is based on referent recognition in terms of singularity, duality and plurality taking into account muscularity and femininity referents. The demonstrative pronouns referring to a masculine singular noun or any equivalent are *dhā* (ذا**), *dhā'a* (ذاء), *dhā'ah* (ذانه), *dhāu'h* (ذاوه), *dhālik* (ذلك). The first two demonstrative pronouns represent the singular "this", whereas the last three demonstrative pronouns signify the plural "those" according to 'Eed (1975). As those of a feminine singular noun which begin with "*dh*" are: *dhy* (ذي), *dhih* (ذِهْ), *dhihi* (ذِهِ) , *dhihy* (ذهي) , *dhāt* (ذات) ; some begin with "*t*" such as: *ty* (تي) , *tā* (تا), *tih* (تهْ) , *tihi* (تِهِ) , *tihy* (تهي) ('Eed, 1975).

The demonstrative pronoun which refers to a masculine dual noun is *dhān* (ذان) (in the nominative case), and *dhyyn* (ذين) (in the accusative case), whereas the demonstrative pronoun referring to a feminine dual noun is *tān* (تان) (in the nominative case) and *tyn* (تين) (in the accusative case). In addition, the demonstrative pronoun of masculine and feminine plural nouns is only one which is *ulā'* (أولاء) for a large number, and *ul*á (أولى) for a small number.

The second part of demonstrative pronouns depends on how close the referent is proximal (near), medial or distal (far). Suffixes and prefixes are used in Arabic to differentiate distance in the demonstratives. The prefix allocutional particle *hā'* (ها) is to indicate nearness or proximity, the suffix (ك)—*ka* (vocative k) is for medial distance, and the suffix (ل)—*li* (distal laam) is for far distance.

The demonstrative pronouns used for near referent are all the above-mentioned singular, dual, plural, masculine and feminine ones, or by adding ‹هاء التنبيه› ‹hā' l-tanbīh› (allocutional particle *hā'*) at the beginning without changing the vowels and consonants. Moreover, the demonstrative pronouns referring to a referent of mean distant are also some of the above-mentioned ones under two conditions: First, the letter indicating a medial distance, which is the كاف الخطاب ‹kāf l-xiṭāb› (vocative k) (i.e., *dhāk*) (ذاك) not the second person pronoun, shall be added to each pronoun. Second, the (vocative k) morpheme—*ka* shall not be preceded by the لام البعد (distal laam)—*li* (we say **dhāka** not **dhālika** nor **tilka**).

The demonstrative pronouns suffixed by the morpheme—*ka* (vocative k) are not only limited to masculine singular nouns, but also include dual and plural nouns such as (*dhālika al ṭalbu nashyṭ*; lit. translation: That boy is active), (*dhānika al ṭalbān nashiṭān*; lit. translation: Those two boys are active) and the pronoun **ulā'ika** (أولاك) ending with either "ا" or "ى". In addition, the morpheme—*ka* (vocative k) is suffixed to three feminine singular demonstrative pronouns which are *ta, tā, and ti* (e.g. *tika al 'arḍu mūlky*; lit. translation: That land is mine), but it cannot be suffixed to the other seven pronouns of feminine singular nouns. Excluding such seven pronouns, the demonstrative pronouns used for a near referent can also be used for a referent of medial distance. The morpheme—*ka* (vocative k) cannot be suffixed to a demonstrative pronoun that begins with the (allocutional particle *hā'*) when there is a word separating them such as the first person (I) "*ana*" in (*ha ana dha najḥun*; lit. Translation: This is I who is successful), so we cannot say "*ha ana dhaka*" (Aṣban, 1970).

As for the demonstrative pronouns used for a referent which is far, two letters are added at the end which are the لام البعد (distal l) and the (vocative k)—*ka*. Therefore, the (distal l) cannot be added without adding the suffix—*ka* in some particular pronouns, and they are added together to the demonstrative pronouns referring to singular nouns such as the word (ذلك) in this sentence ذلك الطالب نشيط (Translation: That student is active). They are also added to the end of three demonstrative pronouns in the following cases: First, they can be suffixed by the (vocative k)—*ka* excluding the other seven pronouns that cannot be suffixed by the—*ka* such as the word (تلك). Second, it is also added to the pronoun *ula* ending with "ى" referring to plurality as (أولالك) and it is not added—most likely—to the word "*ula*" ending with "ا" as a reference to plurality. It is unacceptable to say "*ula'ilalka*" but "*ula'ika*" (i.e., without the letter "*l*") as the word (أولئك) in this sentence أولئك هم الفائزون (Translation: Those are the winners). Third, the suffix (ل)—*li* cannot also be added to the demonstrative pronouns referring to the two kinds of dual nouns or the demonstrative pronouns beginning with the (allocutional particle *hā'*) and ending with the (vocative k)—*ka*.

Finally, there are two nouns which have a demonstrative and adverbial reference of place at the same time which are "*huna* and *thamma; هنا و ثمّ*" and both cannot be derivatives, subjects, objects or others which are not adverbs of place. The pronoun "*huna*" (here) is a locative that refers only to adverbials of place except for a special kind of

semi-adverbials which are the prepositions "*min* or *ila;* من أو الى" such as "*sirtu min huna ila hunak"*. The هاء التنبيه ‹hā' l-tanbīh› (allocutional particle *hā'*) can be added to the beginning of the word "*huna*". The (vocative k)—*ka* "كاف" can solely be added to the end of the word "هنا" or in companion with the (allocutional particle *hā'*) "هاء" at the beginning as a reference to a place of medial distance such as هناك و هاهناك كتبت رسالتي(Translation: There and exactly, there I met my friends). The (vocative k)—*ka* "كاف" can also be added to the word "هنا" with the suffix (ل)—*li* لام البعد (distal l) at the end to refer to a distant place demonstration such as هنالك جلسنا العام الماضي (Translation: We sat there last year).

As for "*thumma;* ثَمَّ ", it is a demonstrative pronoun referring to a distant place, it is an adverb of place which cannot be derived. On the other hand, it is particularly used for distant reference and cannot be suffixed by the (allocutional particle *hā'*) or (vocative k)—*ka* which can be affixed to its counterpart "هنا". For instance, this sentence وَإِذَا رَأَيْتَ ثَمَّ رَأَيْتَ (Translation: And when I look and look) where "*thumma;* ثم" is an adverb of place indicating there a far place (Al Qurṭuby, 1988). The word "ثم" can be followed by the feminine accusative letter "ـة" to say "ثمة; there is" according to Hasan (1981), as when we say ليس ثمة أحد في البيت (Translation: There is nobody at home).

2.2 Demonstrative Pronouns in English

Demonstratives are referred to as *pointer words* as termed by Leech and Svartvik (2013). They are used as pronouns including a demonstrative meaning, demonstrative pronouns (Finegan, 2015), or they can be followed by nouns (i.e., they can be a part of a Noun Phrase) (Allosp, 1989) where they function as (Demonstrative Determiners) (Finegan, 2015), or (Demonstrative Adjectives) where they are followed by a noun (See Alexander, 1988; Eckersley & Eckersley, 1960; Narayanaswamy, 2004).

The following examples show their use as demonstrative pronouns and as demonstratives followed by N.

Table 1. Examples of English demonstrative pronouns

Demonstrative Pronouns	Demonstratives followed by N
This is a red dress.	This dress is red.
That is a tamed lion.	That lion is tamed.
These are intelligent boys.	Those boys are intelligent.
Those are beautiful roses.	Those roses are beautiful.

The most familiar demonstratives in English are *this/ that* (singular), *these/ those* (plural). Aarts and Aarts (1982, p. 51) added, "*This/these* refer to what is near spatially, temporally and psychological, *that/ those* to what is remote." *This/these* are proximal demonstrative pronouns, while *that/those* are distal demonstrative pronouns. There are also some other words which has a pointing meaning as the pairs *here/ there*, *now/then* (Quirk & Greenbaum, 1985). Kreidler (1998) referred to *here* and *there* as locative expressions and to *now/then* as temporal expressions. English language uses the connotative meaning of such words, which is the adverbial one, for other metaphorical meanings including the pointing meaning that is context-bound (Leech & Svartvik, 2013). These examples reflect the adverbial usage followed by examples of pointing usage of the demonstratives in English.

Put your gift *here*.

The books are in *there*.

Mary is ready *now* to have dinner.

Life was so difficult *then* because neither of them had a job.

Pointing usage

Here comes the manager!

Don't park your car *there*!

Now it is the best time of the year to visit Japan.

If you miss your plane *then* you will have to buy a new ticket.

What are the similarities and differences between English demonstratives and Arabic demonstratives? This crucial question will be answered in the following sections as this study aims to shed light on this issue. The similarities and differences in light of the phonetic, morphological, syntactic and semantic aspects will be discussed.

3. Phonological Aspect

The phonological aspects of the Arabic and English demonstratives are demonstrated in this section by presenting the relationship between some phonemes of the demonstratives and their gender in addition to spatial deixis.

Gender in Arabic is two types masculine and feminine and each type is either real masculine or feminine or tropical masculine or feminine (Al Yazijī, 1985). Accordingly, Arabic language makes gender distinctions between demonstratives, with the exception of plural ones, in terms of real masculine and feminine and tropical masculine and feminine. The initial sound of masculine demonstrative pronouns is /ð/ orthographically realized as (ذ), such as /ða/, /ðaka/, /ðalika/, /ðanika/ and /ðainka/, whereas the /t/ sound is the initial sound of feminine demonstrative pronouns orthographically realized as (ت) as /ti/, /tilka/, /tanika/ and /tainka/, with the exception of the singular proximal demonstrative pronoun /ði/. While English language does not distinguish between demonstratives in terms of gender, masculine and feminine, as all demonstratives begin with the initial sound /ð/ orthographically realized as (th) *this*, *that, these*, *those* /ðɪs/, /ðiz/, /ðæt/, /ðoʊz/.

The general feminine marker in Arabic is (Taa the feminized) which sounds /t/ for example, the past tense in verbs such as "*hiya katabat*; she wrote" and "*anti katabti*; you wrote"; the present tense like "*hiya taktub*; she writes" and "*anti taktubin*; you write"; nouns and adjectives such as "*Khadija fatatun jamilatun*, and *Esmat mina al talibat al mujtahidat*".

Specific sounds are added to the morphemes of Arabic demonstratives to refer to spatial deixis referring to proximal terms (near to speaker) or distal terms (away from speaker). The sound /h/ is used to refer to near referents whether masculine or feminine (Sībawayh, 1316 H), the sound /k/ is for referents of medial distance, and the sound /l/ is for distal referents (Anees, 1979). Conversely, English demonstratives in terms of spatial deixis no sounds are added to them. The table below exemplifies the phonological aspect of Arabic and English demonstrative pronouns.

Table 2. Examples of phonological aspect of Arabic and English demonstrative pronouns

Real Masculine	Tropical Masculine	Real Feminine	Tropical Feminine
ða walad	ða kitab	ði fatat	ði ṣūrah
ðaka walad	ðaka kitab	ti fatat	ti ṣūrah
ðalik walad	ðalika kitab	tilka fatat	tilka ṣūrah
ðanika waladan	ðanika kitaban	tanika fatatan	tanika ṣūratan
inna ðainika waladan	inna ðainika kitaban	inna tainkika fatatan	inna tainika ṣūratan
ha'ula'i awlad	ha'ul'i kutub	ha'ula'i fatayat	ha'ula'i ṣūwar
ula'ika awalad	ula'ika kutub	ula'ika fatayat	ula'ika ṣūwar

Masculine	Feminine	Neutral
This is a boy.	This is a girl.	This is a car.
That is a boy.	That is a girl.	That is a car.
These are two boys.	These are two girls.	These are two cars.
Those are two boys.	Those are two girls.	Those are two cars.
These are boys.	These are girls.	These are cars.
Those are boys.	Those are girls.	Those are cars.

4. Morphological Aspect

This section focuses on the morphological aspect of the Arabic and English demonstratives. Demonstrative pronouns are divided according to their referents in terms of gender, singularity, plurality, and duality. The following points are worth mentioning to discern the morphological aspects of the demonstrative pronouns.

1)   Arabic demonstrative pronouns are regarded as solid terms (Ryding, 2005) that do not have derivations; demonstrative pronouns are closed class words. As for the English demonstrative pronouns, they are function words defined as closed class words (Fomkin et al., 2014). Closed class words do not have derivations in both Arabic and English.

2)   All of the Arabic demonstrative pronouns are indeclinable except for demonstrative pronouns of duality whether dual masculine or feminine, which can be nominative, accusative or genitive in terms of declension. The case markers of indeclinable demonstratives are the short vowel "i" (*al kasrah*) such as *ha'ula'i*, *hādhihi* and *ula'i*, or the morphological silence (*al sukun)* such as *dha* and *dhi*. They are constant case markers that do not change

even if the position of demonstratives change. While English is a language with no declension, which affects demonstrative pronouns as closed class words are not suffixed with case markers.

3) All Arabic demonstrative pronouns are definite expressions; they do not take the definite article because they are internally defined. Accordingly, there is no need for the definite marker (al-), it is incorrect to say *al-hadha* or *al- ha'ula'i* (the this or the these), or the genitive construction as *hadha al-walad* or *hādhihi al-bint* except for apposition. The morpheme—*ka* (vocative k), which is suffixed to the demonstratives to show intermediation, is an indeclinable letter—not a pronoun—because demonstratives cannot be a first or second particle of construction (*mudaf* or *mudaf ilaih*) as the second person reference "k". No Arabic demonstrative pronouns, even dual ones, can be particles of construction since they are indeclinable, except for dual demonstrative pronouns; it is a well-known fact in Arabic that indeclinable nouns cannot be particles of construction. It is notable that although "k" is a second person reference, it can be derivable—when suffixed to words other than *huna* as the nominal "k" which is a second person pronoun that is addressee-dependent. On the other hand, it is indeclinable with the short vowel "a" for a singular masculine addressee e.g. *dhaka* (ذاك), or with the short vowel "i" for a feminine addressee *dhaki* (ذاك). It can also be suffixed with the dual marker, the masculine plural suffix "m" and the feminine suffix "n" in demonstratives like *dhakuma*, *dhakum*, and *dhakun* respectively. This is the complete declension of them with which Arabic is familiar and most prominent according to Ibn Ya'īsh (1988). The second person reference "k" with the adverb "*huna*; here" is always accusative whoever the addressee is, as mentioned before.

As for the English demonstrative pronouns, they do not occur with determiners; it is unacceptable to say "the this", "the these", "a this" or "an this". In conclusion, Arabic and English share the rule that demonstratives are indeclinable and do not occur with determiners or accept definite or definite rules to make them ambiguous as will be explained in the semantic aspect section.

4) Hassan (2000) and Asuhailī (1992) state that Arab grammarians approve that attaching more suffixes to the root of a word will lead to an increase in its meaning, which can obviously appear in the number of suffixes attached to Arabic root demonstrative pronouns leading to increase in their meanings. This can be explained as follows.

According to Ibn Jinni (1913) and Ibn Manzuur (1997), the particle (*h*ā') has no meaning by itself as it does not have any real semantic contribution. Whereas, most grammarians affirm when this particle, (allocutional particle *h*ā'), is attached to demonstrative pronouns, it is used to direct the addressee's attention. Moreover, Al Zannad (2005) concur that this particle is prefixed to a demonstrative pronoun to direct the addressee's attention to the referent, Makhzumi (1986, p.51) added "these words may be prefixed by haa as an addition to direct the attention of the addressee to the referent, so it is said: haadhaa, haadhihi, hadhiy, hatih, hatiy, hataa, haadhaan, hataan, ha'ulaa". Thenceforth, the (allocutional particle *h*ā') is prefixed to the root *dhaa* for the proximal. Additionally, Wright (1859) counted (allocutional particle *h*ā') a demonstrative particle. This particle might be with the morpheme—*ka*, كاف الخطاب ‹kāf l-xiṭāb› (vocative k) (kaaf for addressing) in one demonstrative if they are not separated by a separate pronoun (*damir fasl*) in such cases as *hadhak* and *hatak*. These two particles cannot be with the (distal laam)—*li* in demonstrative pronoun, so it is incorrect to say *haðalika* or *hatalika*. Finally, morpheme—*ka* cannot be suffixed to a demonstrative pronoun if it is separated from the (allocutional particle *h*ā') by an item such as the pronoun "*ana*; I", or "*huwa*; he" in demonstratives like *ha'anaða*, or *hahuwaða* (ha+ana+ða) which are written is such a way due to the rules of spelling.

Regarding the distal referent, the distal suffix (distal laam) /l/ is attached to the bound morpheme—*ka* كاف الخطاب ‹kāf l-xiṭāb› (vocative k) (kaaf for addressing), used for denoting the point of view of the distant other, to form demonstrative pronouns as *dhāk* (for medial distance) or *dhālika*. Wright (1859) also considered the demonstrative letter laa (ل) in the distal demonstratives *dhālika* (ذلك), *tilka* (تلك) to be a demonstrative syllable. Moreover, the morpheme—*ka* can be indeclinable and ends with the short vowel "a" for masculine second person *dhaka*, or ends with the short vowel "i" for the feminine second person *dhaki*. In addition, it is suffixed with the dual mark, plural "m", and feminine "n" as in *dhakum*a, *dhakum* and *dhakun* respectively, all of which refer to the medial distance of a referent.

Furthermore, English sets the morphological rule that any affixation to a root of a word causes addition or change in the meaning of that word (Finegan, 2015), whether it is a prefix or a suffix as explained in the following table:

Table 3. Prefixes and suffixes in English

Suffixes		Prefixes	
(look after)	care	(glad)	happy
(attentive)	care<u>ful</u>	(sad)	<u>un</u>happy
(sick)	ill	(compose)	Write
(disease)	ill<u>ness</u>	(write again)	<u>re</u>write
(the act of liking)	love	(able to happen)	possible
(nice)	love<u>ly</u>	(not able to happen)	<u>im</u>possible
(the body rain comes from)	cloud	(wealthy)	rich
(full of clouds)	cloud<u>y</u>	(add to something)	<u>en</u>rich

5)   Arabic grammarians allow to combine demonstratives with pronouns such as the following examples:

hādhihi heyya Amal (this is Amal). The feminine demonstrative pronoun *hādhihi* (**هذه**) is combined with the feminine subject pronoun *heyya* (**هي**).

hādhāni huma al talibani mujtahidan (these two students are hard-working). The masculine dual demonstrative pronoun *hādhāni* (**هذان**) is combined with the masculine dual subject pronoun *huma* (**هما**).

'ulā'ika hunna al 'amilatu al mukhlistatu (those are the honest female workers). The feminine plural demonstrative pronoun *'ulā'ika* (**أولئك**) is combined with the feminine plural subject pronoun *hunna* (**هن**).

Demonstratives or *pointer words* cannot be combined with pronouns in English, so it is erroneous to say:

*This he is a boy.

*He this is a boy.

*These they are students.

5. Syntactic Aspect

The differences between demonstratives belong to the difference in referent type, each demonstrative is limited to a particular referent, i.e., singular, dual or plural, masculine or feminine, and they are entirely indeclinable except for the dual. Demonstratives are sorted into grammatical classifications that match their syntactic distribution. As for nominal demonstratives, they are categorized into adnominal demonstrative, occurring with a noun or a pronoun, or pronominal demonstratives, occurring as independent phrase. As stated by Dixon (2003) and Diessel (1999) pronominal demonstratives are less frequent than adnominal demonstratives.

In Arabic, demonstrative pronouns come before the noun they refer to, whereas the demonstrative modifiers, they come either in prenominal position or in postnominal position. For example:

uhibbu hādha l-ṭalib (Dem Pro + N) I like this student.

dhālika r-rajul (Prenominal position) That man.

al-banaat 'ulā'ika (Postnominal position) Those girls.

Arab grammarians analyze demonstratives declension arbitrarily according to their derivation and position, and if they end with case markers, they are indeclinable not the case markers. Some are indeclinable with case markers like the morphological silence (*sukun*) such as *dha* and *dhi*, while some end with the short vowel "i" (*kasrah*) such as *'ulā'i and hā'ulā'i*. The case markers following the morpheme—*ka* ‹كاف الخطاب› kāf l-xiṭāb› (vocative k) are indeclinable and belong to it. They do not belong to the demonstrative as they are extra case markers even if they are accusative with singular masculine demonstrative pronoun *dhālika*, for instance كذلكَ جاء الطالب إلى الامتحان (Translation: So the student came to the exam). They are indeclinable in the genitive case with the singular feminine demonstrative pronoun *dhaliki* as in كذلكِ جاءت الطالبة إلى الامتحان (Translation: So the student (she) came to the exam).

Arbitrary declension of demonstratives is due to their different positions within an utterance as follows:

1. A subject of a nominal sentence (*mubtada*) with the nominal case marker such as "**hadha yasin**" (This is Yasin).
2. A subject such as "*kataba yasin* **hadha** *al naṣ*" (Yasin wrote this text).

3. A representative subject (*na'ib fa'il*) in the nominal case such as "*kutiba* **haða** *al naṣ*" (This text was written).

However, declinable demonstratives include *dhan* for masculine dual nouns, and *tan* for feminine dual nouns. Their declension analysis can be expressed as dual nouns in two cases. First, they are nominal with the case marker (a) if they are subjects of a nominal sentence, predicates, subjects or representative subjects, such as "*hadhani*

nashitan" (These two are active). Second, they are accusative with the case marker "i" if they are objects as in "*ra'itu hadhaini al waladain*" (I saw these two boys).

The difference between Arabic language and English language in this regard is due to the Arabic language dependence on presumptions or case markers at the end of words, whereas English does not have such markers. English demonstrative pronouns have six grammatical function in syntax (See Brinton & Brinton, 2010; Hopper, 1999; Huddleston, 1984).These are the followings:

Subject: *This* is an interesting story.

Subject complement: The car that I wanted him to buy was *this*.

Direct object: An old couple bought *that* car.

Object complement: Alex painted your kitchen walls *that*?

Indirect object: Mary needs you to post *these* letters.

Prepositional complement: Many people wait their whole lives for *those*.

6. Semantic Aspect

Linguists agree unanimously on the fact that Arabic demonstratives are ambiguous nouns because they indicate any singular, dual or plural referents whether they are abstract or concrete, such as an animal, a plant or a thing. They do not refer to a particular, detailed, independent thing because the matter is not connected with their pronunciation. Thus, ambiguous demonstratives can only be explicated by the concrete reference which accompanies their pronunciation whatever the referent is, as if you are looking at a plane and referring to it by pointing at it saying *dhi a'aliyah* (that is high). The word *dhi* here includes two aspects: the intended referent which is the plane's body, and the reference to the plane at the same time, both of which are connected and cannot be detached since they are happening at the same time. The concrete meaning is when you refer to something visible, for example a pen or a bag *dha qalam* or *dhi haqibah* (this is a pen or this is a bag). Whereas the abstract meaning is when you refer to an abstract idea such as a student's success in an exam or an issue by saying *dha najahun bahirun* (This is a great success) or *dhi qaddiyatun sha'ikah* or (This is a complicated issue).

If the reference and the third person referent are concrete, many followers such as adjectives, appositions and coordinating conjunctions come after the demonstrative pronoun to explicate it and avoid ambiguity such as in the sentence *haða qalamun tawil wa jamil* (This is a long and beautiful pen). If the demonstrative is followed by a description such as *haḍara hadha al qa'idu* (This **leader** came), Arab linguists consider it as an adjective, but if it is followed by a frozen (normal) noun as in *haḍara hadha al **rajul*** (this **man** came), it is familiar for linguists to consider it as an apposition or an explanatory conjunction (Hasan, 1981).

Some linguists pointed out that a demonstrative can have the meaning of "such as or like". They added that sometimes we can add a "simile letter" to the demonstrative "ða", and thus it means "such as or like" (*ra'itu al walada muttasikhan wa ra'itu rafiqahu **kaða***; I saw the boy unclean and his friend was **like this**). In fact, the simile meaning does not belong to the demonstrative but to the simile letter "k".

English uses demonstratives or *pointer words* as pronouns that include demonstration meaning, or they are followed by nouns to indicate a reference meaning. English and Arabic agree that demonstratives are ambiguous words whose reference completely depends on the context where they can only be understood whether the referent is concrete or abstract.

According to Swan (1989), there are two uses of demonstratives in English. First, referring to people or things that are physically near the speaker, as well as the abstract situations to which a speaker is referring at the moment of speaking. *This/these* are used. For example,

These oranges are ripe.

The weather is hot this week.

This problem can be solved.

These are great events.

Second, referring to people, things and situations that are physically and temporally more distant, where *that/ those* are used.

That is my sister.

That was a long journey.

Those are heavy bags.

Bring me that dictionary.

Therefore, as maintained by Swan (1989) *this/ these* are connected with *here*, while *that/ those* are connected with *there*. For instance:

This is delicious—how do you make it?

That smells nice—is it for lunch?

The difference between the two examples is that the speaker used *this* (Arabic: هذا) to talk about the food s/he is eating right now, but when s/he enters the kitchen and smells the food, s/he says *that* (Arabic: ذلك) because it is not sufficiently near him/ her.

It is possible to use *that* to express finished actions or situations, while *this* expresses future actions (ibid). The following examples illustrate this point.

That was nice.

This will be interesting.

Who said that?

Listen to this!

Leech and Svartvik (2013) stated that demonstratives could be used in these situations: the introduction of a statement, conclusion of newscast, and to introduce a new thing in a story. Such as,

Here is the news. (Introduction)

And that's the end of the news. (Conclusion of newscat)

While I was walking, this boy came up to me. ("a boy I'm going to tell you about")

It is notable that British English speakers use *this* to introduce themselves during a phone call, whereas American English speakers use *that* to know who is on the phone.

This is John. (Br English)

Is that Peter? (Am English)

American English speakers use *this* in both cases.

Who is this speaking? (British—Who is that speaking?)

When using *this* and *that* as pronouns (not followed by nouns), they usually come with things only. On the other hand, it is possible to use *this* and *that* as pronouns with people in the sentences where such people are defined (Swan, 1989). For instance:

Put that down.

This costs more than that.

This is Elizabeth.

Is that your sister?

That looks like Mrs. Smith.

Maclin (1996) added that it is also possible to use *those* as an undefined pronoun that refers to people or ones. Furthermore, it is probable to utilize *that* and *those* (not this and these) as undefined pronouns in comparisons in order to avoid repetition. Such as the following examples.

Those who eat too much gain weight. (= those people)

Those who are lazy get low marks. (= those people/students)

The bread baked this morning is better than **that** baked yesterday. (that = the bread)

These flowers are more beautiful than **those** we planted last year. (those = the flowers)

Both English and Arabic do not use demonstratives to indicate "similarity" in meaning, such as these sentences in English and Arabic.

My book is like this one. كتابي مثل هذا الكتاب.

Samira is as tall as that woman is. سميرة بمثل طول تلك السيدة.

7. Conclusion

It can be concluded from analyzing the similarities and differences between Arabic and English demonstratives at the phonetic, morphological, syntactic and semantic levels, the following results:

1)   The initial sound of the Arabic masculine demonstrative pronouns is /ð/ orthographically realized as (ذ) is the same initial sound of as all English demonstratives that is orthographically realized as (th).

2)   The relation between the pronunciation and meaning, or between the demonstratives' phonemes and their referents, is somehow obtained in both languages.

3)   Demonstratives are indeclinable in both languages, except for the dual form in Arabic that does not exist in English as it only includes singular and plural forms.

4)   Demonstratives in both languages indicate proximal or distal referents, but Arabic displays medial referent to objects of medial distance. Arabic language allows particular sounds to be added to the root morpheme to indicate the distance of referents (proximal, medial, or distal), and such an indication is consistent with the place of articulation of the sound added to the word root in response to the rule: the addition to the root indicates an addition to the meaning.

5)   Both languages use demonstratives in several positions within a sentence, so that they might come in the beginning, middle or end of sentences according to the syntactic function of the demonstrative.

6)   Demonstratives in both languages are ambiguous word, their meaning can be defined through their context, whether such a meaning is concrete or abstract; masculine or feminine; singular, dual or plural.

7)   The similarity of demonstratives' phonemes, uses and meanings in both Arabic and English can be employed to make it easy for one of such languages' speakers to learn the other language.

It is recommended that this study can be applied to many other languages to show their agreement in their choice of sounds and words, and employing such words to refer to particular thing. Such studies can be of great learning guidance to learners of languages.

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