6.0 Preamble:

As already stated, the purpose of the present study has been to describe and compare the deictic systems in English and Arabic, aiming at picking out their semantic and pragmatic similarities and differences. The main objective of this research has been to establish the deictic system of Arabic and to explore the spatial system in Arabic. Accordingly, the investigation was to find answers to the questions interrogated in the first chapter that are based on the hypotheses stated earlier. The questions are outlined as follows:

(i) Is deixis realized and expressed in Arabic? If so,

(ii) Which types of deixis are present in Arabic?

(iii) What are the deictic expressions used to realize it?

(iv) What are the semantic features and pragmatic uses of personal, spatial, and temporal deixis in Arabic?

(v) How are deictics marked in Arabic?

(vi) What type of spatial system does Arabic have? i.e. is Arabic a two-term or three-term system of demonstratives;
(vii) What are the restrictions imposed on the usage of the demonstratives?; and finally,

(viii) What are the similarities and differences between the deictic systems of English and Arabic in terms of their semantic features and pragmatic uses?

6.1 Summary of the Chapters:

This work is composed of six chapters that are regarded as the structure of the thesis. As usual, the first chapter (Introduction) is the embarkation of any academic research, which includes the components of the research framework. It includes the objectives of the study, the hypotheses and questions of the research, the scope and limitations of the study, the methods followed to conduct this work, and the outline of the present work. It ends with a brief account of the two languages under investigation that enumerates the varieties of the two languages.

Chapter 2 (Review of Related Literature) is designed as a means of reviewing the background history of the field of contrastive linguistics or analysis and its various types. It also provides an account of the transfer hypothesis and its kinds. In brief, this chapter (1) elaborates on the significance of the contrastive analysis and how it assists in designing the courses of foreign languages based on CA; (2) provides a definition of pragmatics and semantics,
the different usages of the terms pragmatics and semantics, and tries to review the distinction between semantics and pragmatics as considered by various linguists; (3) gives a brief account of the two languages under consideration, namely, English and Arabic and their varieties; (4) reviews, in a detailed manner, the studies that had been carried out on personal, spatial, and temporal deixis; and (4) explains the various uses of deictics.

Chapter 3 (Deixis in English) is devoted to give a detailed account of deixis in English and its three types (person, space, and time) which are the scope of the present study. It includes: (1) the various key terms and concepts used throughout the study in order to clarify the relation between deixis and these terms; (2) the concept of deixis in relation to other notions related to the study; (3) an account of the various definitions of deixis considered by different scholars and linguists; (4) a description of how personal, spatial and temporal deictics in terms of their semantic features and pragmatic uses are lexicalized and manifested in the structure of English.

Chapter 4 (Deixis in Arabic) is a parallel description of Arabic deictic system to that of English in the preceding chapter. In this chapter, an attempt is made to establish the deictic system in Arabic, and to explain how deictics are realized and marked in Arabic. The personal system of Arabic is analyzed and discussed in terms of its semantic features and pragmatic uses. It tries to find answers to questions raised in the first chapter about Arabic deictics and their
types. Moreover, it explores what type of spatial system Arabic has and how temporal deictics are realized and manifested in its structure.

Chapter 5 (Deixis in English and Arabic: A Contrastive Analysis) is the main core of the study, and presents a contrastive analysis of English and Arabic in terms of their deictic systems, as a result of the preceding chapters. It aims at pointing out the semantic features and pragmatic uses of deictics in English and Arabic. It has localised the similarities and differences of the deictic systems of the two languages, viz. English and Arabic. More significantly, it predicts the positive and negative transfer that may affect the process of learning and helps in designing the proper materials that facilitate the process of teaching a foreign language in general, and English and Arabic in particular.

Chapter 6 (Conclusions and Pedagogical Implications) is the outcome of the study. It states the conclusions that are arrived at by this work and the major findings, which have emerged from this investigation. The pedagogic implications that learners of English and Arabic may be confronted with are sketched and depicted on the bases of the contrastive hypothesis transfer and other difficulty level, such as, transfer, overdifferentiation, underdifferentiation, coalescence, and split. It also states the conclusions, major findings of the present study, and the suggestions for further studies in future.
6.2  **Pedagogical Implications and Recommendations:**

The major purpose of contrastive analysis is to reveal the aspects of similarity and the aspects of difference between two or more natural languages, and consequently predict the potential learning problems that the native speakers of one language will encounter during the process of learning and teaching a second or a third language. In chapter five, the personal, spatial, and temporal deictic systems of English and Arabic have been contrasted in terms of their semantic features and pragmatic manifestations. The systems of the two languages have been found, to a small extent, similar in some aspects and, to greater extent, different in others, both semantically and pragmatically. This section is devoted to account for the potential learning problems that the native speakers of Arabic will probably encounter in learning the deictic systems of English and vice versa.

Widdowson (1979:90) argues that language teaching should "effect the transfer from grammatical competence, knowledge of sentences, to what has been called communicative competence, knowledge of how sentences are used in the performance of communicative acts of different kinds". He also believes that grammatical competence will remain in a perpetual state of potentiality unless it is realized in communication. In other words, there are rules of use without which the rules of grammar would be useless. Widdowson also believes that theoretical studies of discourse might indicate the nature of the rules of use
and provide some clues as to "how we might approach teaching them". It is, therefore, the responsibility of ESL and EFL teachers to endeavour to make their students aware of and sensitive to the sociolinguistic variables that play an important role in different kinds of situational frames. These will serve as useful strategies for communication, which will enable the learner to communicate his thoughts in actual contexts after s/he has left the language classroom. These will, no doubt, help the second language learners in communication, translation, literary criticism, and a good number of other ways.

Generally speaking, the aspects that are similar in the two languages will facilitate learning and teaching process of a foreign language and the aspects that are relatively or entirely different will cause some learning difficulties. In this section, the results of the preceding chapters will be discussed as follows:

(1) **Transfer:**

At the level of transfer, the deictic systems of English and Arabic show great differences. The semantic features and pragmatic uses of the first person seem to be similar in the two languages, while the second person appears to be entirely different. Accordingly, the process of learning will be positive with regard to the first person and the learning process is expected to proceed smoothly without any hindrance. Negative transference is expected to take
place in the second person since Arabic has five pronouns for the second person and English has only a single item. Based on this prediction, the task of the native speaker of English learning Arabic will be of negative transfer and it makes the learning of second person items difficult. The process of learning second person for native speakers of Arabic learning English will be, to a great extent, of positive transfer due to the lack of duality, plurality, and gender distinction in the English second person. Accordingly, the task of the learners is to ignore the various items of second person of their native language.

Regarding the spatial deictic system, the learning of English demonstratives and locative adverbs will tend to be smooth and encounter no difficulty, i.e. it will be positive, since English does not mark duality and gender in demonstrative pronouns as Arabic does. Conversely, the process of learning Arabic spatial deictics for English speaking learners tends to be of negative transfer since Arabic inflects for three numbers (Sg, Dl, and Pl) and gender, which are not present in their native language.

As for temporal deixis, the positive transfer is predictable for the lexical items that are present in the two languages such as binary system of 'now-then', ternary system of 'yesterday-today-tomorrow', and the complex temporal deictic expressions because the two languages do not have lexical words to denote two or three days ahead or back. The following table will be of positive transfer for the learners of the two languages, English and Arabic:
Table (21) positive transfer of temporal nouns:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>al-ʔāna</td>
</tr>
<tr>
<td>then</td>
<td>hinaʔiʔ/ʔānaʔāk</td>
</tr>
<tr>
<td>today</td>
<td>alyawma</td>
</tr>
<tr>
<td>yesterday</td>
<td>ʔamsi</td>
</tr>
<tr>
<td>tomorrow</td>
<td>ʔadan</td>
</tr>
<tr>
<td>day</td>
<td>Yawm</td>
</tr>
<tr>
<td>week</td>
<td>ʔūsbuʔ</td>
</tr>
<tr>
<td>month</td>
<td>ʔahr</td>
</tr>
<tr>
<td>year</td>
<td>Sanah</td>
</tr>
<tr>
<td>century</td>
<td>Qarn</td>
</tr>
<tr>
<td>morning</td>
<td>ʔābahan</td>
</tr>
<tr>
<td>afternoon</td>
<td>ʔašran</td>
</tr>
<tr>
<td>evening</td>
<td>masāʔan</td>
</tr>
<tr>
<td>Sunday</td>
<td>al-ʔahad</td>
</tr>
<tr>
<td>Monday</td>
<td>al-ʔinayîn</td>
</tr>
<tr>
<td>Tuesday</td>
<td>aθulāʔaθâa</td>
</tr>
<tr>
<td>Wednesday</td>
<td>al-ʔarbîʔa</td>
</tr>
<tr>
<td>Thursday</td>
<td>al-xamîs</td>
</tr>
<tr>
<td>Friday</td>
<td>al-jumîah</td>
</tr>
<tr>
<td>last week/month</td>
<td>Alʔūsbuʔ/ʔašahr l-maDi</td>
</tr>
</tbody>
</table>

However, for learning the days of the week and months of the year in the two languages, the process will be of negative transfer due to the differences in the two cultures for reckoning the starting and ending day of the week and for counting the calendric year. The following table shows the months of the year that may give rise to negative transfer and make the learning process difficult:

Table (22) calendar year and months in English and Arabic:
Accordingly, the syllabus designers and foreign language teachers should pay more attention to these items and give more drill tasks and exercises to such items.

In addition to the transfer level, there are other levels of difficulties and problematic learning processes that the learners of foreign languages are confronted with. These are as follows:

2) **Underdifferentiation:**

This concept refers to the fact that an item in the native language does not have an equivalent in the target language. The missing items of the English deictic system are of semantic and pragmatic representations such as:
i) the lack of number and gender distinction of the 2\textsuperscript{nd} person in English;

ii) the lack of the distinction of medial location, dual number and gender in English spatial system;

The learner is obliged to ignore the deficiency of these items in the target language during the process of learning them. The role of the teacher in this case is to draw the learners’ attention to ignore the native language items and to provide more drills and communicative tasks in order to involve the learners in practising the new items of the target language, i.e. English.

3) Overdifferentiation:

This concept describes the existence of an item or more in the target language, which are not present in the native language. These items are regarded as having no equivalents in the native language, i.e. they are treated as language-specific items. The task of the learner is to learn and internalize the items as exclusive to the system of the target language. The process of internalization should cover their semantic features and pragmatic functions. In English, such items may include:

i) the counting of the calendric year according to Georgian calendar (365 days);
ii) the reckoning of Monday as the beginning day and Sunday as the ending day of the week;

iii) the present perfect.

The teacher has to explain the differences between the calendric systems of English and Arabic and expose them to more drills and exercises and prepare task-based drills to help learners overcome the difficulty.

In Arabic, overdifferentiation appears to be of high rate, since the English learner of Arabic has to internalize such items, which are characterized as language-specific. Such items in Arabic include:

i) the nominative attached pronouns;

ii) the singular, dual, and plural forms of 2\textsuperscript{nd} person;

iii) the distinction of gender, number of the spatial system;

iv) reckoning of the calendric year and ordering of days of the week.

4) **Coalescence:**

This term describes the phenomenon when two items or more in the native language become one item in the target language. In such case, the role of the learner is to disregard and ignore completely the distinction that s/he makes in his native language, and develop the skill of using one item in the target language. This aspect is illustrated as follows:
i) Arabic has five forms for 2\textsuperscript{nd} person, which are coalesced in English as one item 'you' as follows:

\[
\begin{align*}
\text{\textaa} & \quad (\text{Sg, M}) \\
\text{\textanti} & \quad (\text{Sg, F}) \\
\text{\textantumā} & \quad (\text{Dl, C}) \\
\text{\textantum} & \quad (\text{Pl, M}) \\
\text{\textantunna} & \quad (\text{Pl, F})
\end{align*}
\]

\text{you}

ii) Arabic has medial and distal demonstratives and locative adverbs, which become one distal demonstrative and locative adverb as under:

\[
\begin{align*}
\text{\textāka} & \quad \text{\textunāka} \\
\text{\textalika} & \quad \text{\textunālika}
\end{align*}
\]

\text{That} \quad \text{there}

iii) The proximal/distal singular (M, F) in Arabic, becomes one item proximal/distal respectively in English:

\[
\begin{align*}
\text{\textādā} & \quad \text{\textalika} \\
\text{\textādihi} & \quad \text{\textilka}
\end{align*}
\]

\text{this} \quad \text{that}
4) **Split:**

This term is used to describe the phenomenon when one item in the native language becomes two or more in the target language. It is the converse process of coalescence. For such a case, the learner is supposed to develop the skill of distinguishing these items. This phenomenon, for example, will be difficult for English-speaking learners of Arabic who have only one item, which splits into many counterparts in Arabic as follows:

a) The second person in English splits into five in Arabic:

```
You
```

- □anta (Sg-M)
- □anti (Sg-F)
- □antumā (Dl-C)
- □antum (Pl-M)
- □antunna (Pl-F)

b) *That* can be rendered in Arabic as □āka, □ālika, tāka, tilka according to the circumstance under which it occurs, i.e. it splits into Arabic as shown below:

```
That
```

- □āka
- □ālika
- tika/tāka
- tilka
Moreover, there are some general recommendations that have pedagogical implications based on this study:

i) Acquaintance with CA is useful for qualifying syllabus designers and teachers of foreign or second language.

ii) Teachers should indicate the differences between the deictic systems of English and Arabic wherever relevant.

iii) The spatial system of Arabic should be taught in Arab schools with reference to its various distance scales in order to make learners acquainted with the different uses of demonstratives.

iv) The Arab learners' attention of English should be drawn to the difference in the ordering of the days of the week in the two languages, i.e. English and Arabic.

v) The syllabus designers and teachers should provide the course and the learning process with sufficient drills and exercises to familiarize the learners with the different patterns in the target language.

6.3 **Major Findings of the Study:**

The main objective of this survey is to investigate the deictic system of Arabic in particular and to find out how it is similar and different from that of English in general. This study has found that:

1) Arabic is an eight-person subject system.

2) The deictics in Arabic are more informative than those in English.
3) Arabic is three-term system of space, not two-term system as stated by Fillmore (1971b).

4) Arabic is a distance-oriented system of space. In other words, the location of an object is indicated with reference to the location of the speaker.

5) Arabic distinguishes three spatial points from the speaker's centre, i.e. proximal, medial, and distal.

6) Arabic has binary/ternary temporal expressions to relate the time of the event to the time of communication, such as, \(\text{\textit{al-\textit{\textasciitilde{\textalpha\textng}}\text{'now'}}}\), \(\text{\textit{\textng\textit{-\textalpha\text{'now'}}}\text{'then'}}\); \(\text{\textit{\textasciitilde{\textemma\text{-\textalpha\textng}}\text{'yesterday'}}\), \(\text{\textit{\textemma\text{'today'}}\), \(\text{\textit{\textalpha\textng\text{'tomorrow'}}}\).

7) Unlike Hindi and Persian, Arabic does not have single words to express two or three days before or after the current day; it exploits complex expressions.

### 6.3 Conclusions of the Study:

The conclusions that are arrived at from the preceding survey are outlined as follows:

1) The two languages show more differences than similarities, which support the hypothesis stated in the first chapter.

2) The deictic systems of the two languages show remarkably semantic differences than pragmatic uses.
3) The person deictic system in Arabic appears to be more diverse and complicated since it has two types (separate and attached).

4) There are identical similarities in the separate forms of the first person of the two languages semantically and pragmatically.

5) The exclusive and the inclusive 'we' in the two languages are not lexicalized but they are deduced and understood only from the context in which they may be produced.

6) The second person pronouns in the two languages exhibit semantic variations and, to a small extent, similar pragmatic manifestations.

7) The lack of proper context or linguistic clues of 2nd person pronoun leads to the improper quality of translation especially, from English to Arabic.

8) The spatial systems of the two languages are, to a great extent, semantically different.

9) The deictic features of demonstratives in Arabic appear to be more than those in English; English contrasts two dimensions in the distance scale, i.e. proximal-distal while Arabic three, i.e. proximal-medial-distal.

10) The two languages show pragmatic resemblance in the uses of demonstratives.

11) The two languages tend to use different items for contrastive; Arabic tends to use the proximal demonstrative only for contrasting objects whereas English uses proximal and distal for contrastive reference.
12) The use of discourse deictics in Arabic tends to be increasingly anaphoric than cataphoric.

13) The distal demonstrative in the two languages can be used in the emotional deixis.

14) The two languages display a similar semantic and pragmatic denotation of the lexical temporal deictics (binary and ternary system of lexical temporal deictics), for example, now-then; yesterday-today-tomorrow.

15) The two languages have no single words to express two or three days after or before the current day on which the utterance is produced. They resort to employ complex temporal expressions.

16) The calendric systems of the year and months of the two languages show hugely different manifestations, which give rise to negative transfer.

17) The calendric ordering of the days of the week in the two languages is greatly different, which leads to raise a negative transfer.

18) The primary tenses (past-present-future) in the two language show similarities in locating the event time anterior to, simultaneous with, or posterior to the time of communication.

19) The perfect tenses or compound (relative) tenses appear to show similarity in past and future perfect in the two languages and difference in the present perfect since it is not existent in Arabic and expressed by another form.
Pragmatically speaking, the two languages exhibit more similarity in expressing politeness in requests by using the past or future forms.

6.4 Suggestions for Further Research:

This study was primarily designed to find out the realization of deixis in Arabic. It was limited to the three traditional types of deixis, which give the opportunity to explore the other types of deixis. In the light of this study, many horizons in the field of deixis call for further research as outlined below:

1) The study of social and discourse deixis in Arabic;

2) The study of discourse-deictics with reference to The Noble Qur'ān;

3) To investigate the incorporation of demonstratives and the second person;

4) To investigate the impact of the discourse-deictics on the reading comprehension of second language learners;

5) To investigate demonstratives in Arabic in terms of their forms, syntactic patterns;

6) The study of vocative in Arabic with reference to The Noble Qur'ān.

7) The study of vocatives in Arabic with reference to standard Arabic and Sana’anese Arabic.