

Demonstrative Names and Their Importance in Textual Cohesion

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Received: 13/07/2024 ; **Accepted:** 27/10/2024 ; **Published:** 03/12/2024

Abstract:

Demonstrative names represent a significant linguistic element category that contributes to textual cohesion. Together with pronouns, they create a complementary relationship in terms of textual references. Pronouns generally provide limited references, while demonstrative names indicate broader linguistic contexts that go beyond individual sentences. This complementarity, along with the integration of other elements, shapes the text as a cohesive unit, enabling the construction of a general representation during reception.

Keywords:

Demonstrative Names, Pronouns, Textual cohesion, Limited reference, Expanded reference, General Representation

Introduction:

A text is viewed as a linguistic entity composed of various interconnected elements (letters, verbs, and nouns) that form a unified structure. Among these elements are demonstrative names which are categorized as ambiguous expressions, these are considered essential cohesive devices contributing to textual cohesion, achieving what is known as coherence and cohesion. This study will explore the concept of demonstrative names, the system governing them, and their significance in usage. Furthermore, it will examine their primary function, which is referentiality, and their role in textual cohesion. To understand the importance of this referentiality, a comparison is made between references using demonstrative names and references using pronouns. The study concludes with an evaluation of other roles of demonstrative names, specifically their function in linguistic economy within the text.

1- Demonstrative names:

Demonstrative names convey indication and gestural reference in their linguistic meaning. Ibn Manzur defines it as, "The man gestured by pointing with his hand; one might say, 'I pointed towards him,' meaning 'I gestured to him'" (Ibn Manzur 2358). Similarly, Al-Fakihi notes that demonstratives are explicit names used through gestures to indicate something present, whether tangibly, as in "this

house,” or conceptually, as in “that paradise”(Al-Fakihi 153). Arabic grammarians categorize demonstratives based on number, gender, and grammatical case, which can be summarized as the following: When the ‘ha’ (هـ) is added to demonstratives it serves as an alerting element, while the final ‘ka’ (ك) meaning “you” is used as an address. Thus, grammarians have discussed classifications and gender distinctions primarily through ‘dha’ (ذَا). Ibn Aqil explains that the ‘dha’ (ذَا) is used for singular masculine while ‘dhi’ (ذِي) is used for feminine. As well as other forms such as ‘dhah’ (ذِهْ) with a silent ‘ha’ (هـ), and ‘ti’ (تِي), ‘ta’ (تَا) ‘dhihi’ (ذِيهِ), or ‘tih’ (تِيهِ) with a silent or extended ‘ha’ (هـ), and ‘dhatu’ (ذَات) (Ibn Aqil 130-131).

While grammarians offer this detailed classification, common usage tends to simplify it to forms like ‘hadha’ (هَذَا) and ‘hadhihi’ (هَذِهِ) and occasionally ‘tilka’ (تِلْكَ), These are specific to singular forms across genders. As for the plural forms, ‘dhani’ (ذَان) serves as the masculine nominative, ‘dhayni’ (ذَيْن) for accusative and genitive. ‘tani’ (تَان) for feminine nominative, and ‘tayni’ (تَيْن) for accusative and genitive, Ibn Malik’s explains in his verse:

وَذَانِ، تَانِ لِلْمَتْنِي الْمَرْتَفِعِ وَفِي سِوَاهِ ذَيْنِ، تَيْنِ اذْكَرُ تُطْعِ

“‘Dhani’ and ‘tani’ for the plural nominative; ‘Dhayni and ‘tayni’ for other cases, remember and obey” (Al-Uthaymeen 274).

In plural forms, the demonstrative ‘ulaai’ (أَوْلَاءُ), contracted as ‘ula’ (أُولَى) is applied to both masculine and feminine genders, with the extended form ‘haa’ulaa’ (هُؤْلَاءُ) being more commonly used. For example, هؤْلَاءُ الْقَوْمِ وَهُؤْلَاءُ النِّسَاءِ meaning these people and these women.

As for addressing or pointing to something distant whether physically or abstractly, the demonstrative ‘thak’ (ذَآكُ) or ‘thalika’ (ذَآلِكُ) is used. In this instance, the alerting ‘ha’ should not be added to the demonstrative ending in ‘lam’ لَام, so ‘hadhaaka’ (هَآذَآكُ) is correct in use instead of ‘hathalika’ (هَآذَآلِكُ).

When pointing for something within proximity, ‘hunaa’ (هُنَا) is used to denote a nearby location, often preceded by the alerting ‘ha’ (هـ), as in ‘hahuna’ (هَهُنَا). In contrast, distant locations are indicated by ‘hunaaka’ (هُنَاكَ), ‘hunaalika’ (هُنَاَلِكُ), or ‘hinna’ (هِنَ) (either with a Fatha or Kasra on the ‘ha’). (Ibn Aqil 136))

Regarding the demonstrative ‘thalika’ (ذَآلِكُ), its usage varies as follows:

- ‘Thalika’ (ذَآلِكُ) when addressing a male, as in the verse (Qur'an, 18:64): ۞ قَالَ ذَآلِكُ مَا كُنَّا نَبْغِ ۝ “He said, “That is what we were seeking” ‘Qala thalika ma kunna nabghi’.

- ‘Thaliki’ (ذَآلِكُ) when addressing a female, as in the verse (Qur'an, 19:9): ۞ قَالُوا كذَآلِكِ قَالَ رَبُّكِ ۝ “They said, thus said your Lord.” ‘Qalu kathaliki qala rabbuki’.

- ‘Thalikuma’ (ذَآلِكُمَا) when addressing two people, as in the verse (Qur'an, 12:37):

۞ ذَآلِكُمَا مِمَّا عَلَّمَنِي رَبِّي ۝ “That is part of what my Lord has taught me.” ‘Thalikuma mimma allamanee rabbee’.

- ‘Thalikunna’ (ذَآلِكُنَّ) when addressing a group of females, as in the verse (Qur'an, 12:32):

قَالَتْ فَذَلِكُنَّ الَّذِي لُمْتُنَّنِي فِيهِ “She said, that is the one about whom you blamed me.” ‘Qalat fathalikunna allathee lumtunnanee feehi’.

Regarding the alerting ‘ha’ (هـ), it is intended to direct the addressee’s attention to the referent. Its function, as noted, is primarily to bring the addressee’s focus onto the indicated object thus compelling them to observe the reference actively (Al-Suhaili 178). A noteworthy mention is that the addressing ‘ka’ (ك) can suffice in place of the alerting ‘ha’ (هـ) because the addressee is already oriented towards the present object, not something distant.

Moreover, demonstrative names belong to a broader class of deixis, which refers to terms that indicate absent or present elements (Bouqera 85). Deictics can refer to contextual presences within or outside the text. Scholars categorize them into temporal, spatial, personal, and social deictics. As for demonstrative names, while mostly spatial, can also refer to people and occasionally to time. Demonstrative names were assigned this name due to the need for a physical gesture to clarify the referent during speech. Therefore, it is said, “It is an ambiguous name assigned, indicated by a physical gesture with one of the body parts.”(Al-Labidi 120).

Two essential terms arise from this:

1. Ambiguity: Reflecting the incomplete meaning of demonstratives, only gaining significance after identifying the referent object or person within the discourse. Ibn Yaeish remarks that These names are ambiguous as they reference whatever is present and with multiple entities in proximity, the referent becomes unclear, hence their ambiguous nature, resolved by further specification (Ibn Yaeish 126). This ambiguity allows demonstratives to reference animate and inanimate beings, to humans, animals, and objects alike. For example, ‘hadha’ (هذا) is a general term; we say: “This is a horse, this is a wall, and this is a person”. Therefore, it requires a description to eliminate ambiguity. For example, we say: “This man is coming” ‘hadha ar-rajulu qadim’, and “This woman is virtuous” ‘hadhihi al-maraa afifa’. Demonstrative names remain ambiguous until the referenced subject is mentioned or gestured within the sentence. Otherwise, ambiguity remains attached to the word. Contrary to nouns and pronouns, they indicate the intended meaning by their form without requiring additional specification (Al-Labidi 29)

To elucidate the previous point, we provide Al-Suhaili’s definition of ambiguity: “The answer became ambiguous to me, making it unclear. Similarly, these demonstrative names were first created when the speaker was uncertain about the name, or intended to obscure it for some listeners while clarifying it for others, thus relying on the demonstrative names for clarity, or because the name conveyed the meaning more clearly than the name itself for the listener.”(Al-Suhaili 177).

Linguists have established several conditions that should be applied to the demonstrative names and the nouns that follow them: “It should be a common noun accompanied by the definite article ‘ال’, or a derived noun also accompanied by the definite article ‘ال’, such as in:

(مررتُ بهذا الرجل وأكرمت هذا العالم) “I passed by this man or I honoured this scholar”. Additionally, it should match in number, gender, and all related grammatical categories, and there should be no separation between it and the noun it describes. For instance, one should not say:

(أكرمت هذا العالم محمّداً: أكرمت هذا محمّدا العالم) “I honoured this scholar Muhammad, but rather, I honoured this Muhammad the scholar”. (Al-Ḥamad 200)

2. Gesture: Commonly understood as a physical indication. However, the addressee may recognize the demonstrative’s referent through either sight or emotion (Al-Radi 997). Sight corresponds to a physical indication, for example, هذه مدرستي, ‘hadhihi madrasati’, “This is my school”, while emotion pertains to a conceptual reference, for example, هذه بلدي, ‘hadhihi baladi’, “This is my country” and هذا ربّي, ‘hadha Rabbi’, “This is my Lord”; Where understanding transcends physical sight through perception rather than mere material indication. To clarify this idea, Al-Shahri made a dialogue that illustrates the role of pointing in comprehending the meanings of demonstrative names, which goes as follows:

- Child: What is this, Dad?
- Father: What do you mean, my son?
- Child: This, (pointing his hand forward). Don't you understand?
- Father: What is this? The white one?
- Child: No, this one. Look at it over there. Oh, you don't understand.
- Father: Go, and reach out to it.
- Child: (The child walks forward, pointing with his hand.) This, this. Do you see it now?
- Father: Yes, I see it. It's an eraser for the blackboard. (Al-Shahhari 79)

Thus, reliance on elements outside of language, such as pointing, helps to determine the meanings of the demonstrative names.

2- The Significance of Demonstrative Names in Usage

Demonstrative names, in their original function, indicate the location of the referent in a discourse. For instance, “this” signifies a closer reference than “that,” and “that” is closer than “that one.” This distinction is encapsulated within a broader category known as specifiers, which “encompass the boundaries of enunciation and the communicative context of the speakers. It also connects the oral and vocal expression of discourse through the activation of gestures, indicative movements, and employing the temporal and spatial pointing units”(Hamdaoui 8). Similarly, the names denote singularity and plurality; for example, هذا ‘hada’ “this” refers to a singular masculine entity, while هذان ‘hadan’ “these” refers to the dual form, etc. It is also important to recognise figurative references, as in “those are your dreams.” Generally, the meanings and implications of demonstrative names cannot be fully understood except “within the context of utterance and communication and the act of speaking” (Hamdaoui 8). This phenomenon is referred to as “deictic context,” which operates according to several criteria or propositions: the distance between the speaker or listener and the referent, the position of the referent within the centre, and the presence or absence of the referent (Al-Zanad 116). Before discussing their significance in context, we can summarise the underlying system as follows:

- The Numerical System: Demonstrative names indicate singularity, such as هذا 'hada' "this" and هذه 'hadhihi' "this one."
- The Gender System: They distinguish between masculine and feminine forms (specific to Arabic); هذا 'hada' "this" indicates masculine, and هذه 'hadhihi' "this one" indicates feminine.
- The Distance System: They denote proximity and distance, such as "that one" being closer than "that."

Some of the implications that can be inferred to include the following:

- The use of a distant term for a close reference, which Al-Radhi explains by stating, "This is because it renders the distance between the two as the distance in space, such as when a ruler addresses some attendees: "That one said so and so," or when someone says: "That sultan advances with so and so" (Al-Radhi 193). This may involve addressing a present individual, but in a manner that honours their status. An example is the verse (Qur'an 12:32): *قَالَتْ فَذَلِكُنَّ الَّذِي لُمْتُنَّنِي فِيهِ* ﴿Qalat fa-dhalukunna alladhii lumtunnanii fihī》 "She said: That is what you blamed me for". (Al-Zamakhshari 514) comments on this verse, stating: "It does not say هذا 'hada' "this one" even though he is present, as a means of elevating his status in terms of merit and goodness thus deserving to be loved and admired".
- The use of a close term for a distant reference expresses desire or longing, such as in هذا رَبِّي 'hada Rabbi' "This is my Lord" and هذه القيامة قد قامت 'Hadhihi al-qiyamah qad qamat' "This resurrection has occurred". (Al-Radhi 193)
- The use of a masculine demonstrative for a feminine referent as illustrated in the verse (Qur'an 6:78):
فَلَمَّا رَأَى السَّمَاسَ بَارِعَةً قَالَ هَذَا رَبِّي هَذَا أَكْبَرُ فَلَمَّا أَفَلَتْ قَالَ يُرِيءُ بَرِيءٍ مِمَّا تُشْرِكُونَ ﴿Fa-lamma ra'a ash-shamsa bazighatan qala hadha rabbi hadha akbaru fa-lamma afalat qala ya-qawmi inni bari'un mimma tushrikun》, "When he saw the sun rising, he said: 'This is my Lord, this is greater' ". It does not say "This is my Lord" to elevate God, exalted be He, above the feminine attribute, as the demonstrative aligns with the masculine noun "my Lord".
- The use of a singular term when referring to a plural concept, as in the verse (Qur'an 3:49):
أَتَىٰ أَخْلُقُ لَكُمْ مِنَ الطِّينِ كَهَيْئَةِ الطَّيْرِ فَأَنْفُخُ فِيهِ فَيَكُونُ طَيْرًا بِإِذْنِ اللَّهِ وَأُبْرِئُ الْأَكْمَهَ وَالْأَبْرَصَ وَأُحْيِي الْمَوْتَىٰ بِإِذْنِ اللَّهِ وَأُنَبِّئُكُم بِمَا.. ﴿Anni akhluqu lakum mina at-tini ka-hay'ati at-tayri fa-anfukhu fihī fa-yakunu tayran bi-idhni Allah, wa-ub'ri'u al-akmaha wa-al-abraṣa wa-uḥyi al-mawta bi-idhni Allah, wa-unabbi'ukum bima ta'kuluna wa-ma tadda khiruna fi buyutikum. Inna fi dhālika la-ayatan lakum in kuntum mu'minin》, "I create for you from clay something resembling a bird; then I breathe into it, and it becomes a bird by the permission of Allah. I heal the blind and the leper, and I bring the dead to life by the permission of Allah. And I inform you of what you eat and what you store in your homes. Indeed, in that is a sign for you if you are believers". This refers to all the actions Jesus 'peace be upon him' did using a singular demonstrative verb, signifying plurality conceptually. This exemplifies the eloquence of the Qur'an, as we cannot imagine أولئك 'ulaaika' "those" instead of ذلك 'thalika' "that," much like the saying by Labeed:

وسؤال هذا الناس كيف ليبيد

ولقد سئمت من الحياة وطولها

“And I have grown weary of life and its length, and the question this people ask, how is Labeed?” (Abbas 35)

Here, he refers to هؤلاء الناس ‘Haulaai’ “these people” as in هذا ‘hada’ “This” for the sake of poetic meter, perhaps also indicating disdain and indifference toward them.

Demonstrative names may convey meanings of proximity but portrayed in contradictory connotations, such as veneration or showing signs of contempt. An example of veneration is the verse (Qur'an 17:9): ﴿إِنَّ هَذَا الْقُرْآنَ يَهْدِي لِلَّتِي هِيَ أَقْوَمُ﴾ ‘Inna hadha al-Qur’ana yahdi li-allati hiya aqwam’, “Indeed, this Qur'an guides to that which is most upright”. Al-Tahir Ibn Ashur states, that the phrase هذا القرآن ‘Hada al-Qur’an’ “this Qur'an” refers to what is present in the minds of people regarding the quantity of the Qur'an revealed before this verse, and the demonstrative name indicates the elevation of the Qur'an's status. (Al-Tahir 40)

In contrast, an example of contempt, the use of proximity to the subject is the verse (Qur'an 21:3):

﴿هَلْ هَذَا إِلَّا بَشَرٌ مِّثْلُكُمْ أَفَتَأْتُونَ السَّحَرَةَ وَأَنْتُمْ تُبْصِرُونَ﴾ ‘Hal hadha illa basharun mith'lukum, a-fa-ta'tuna as-sihra wa-antum tubsirun’, “Is this but a human being like you? Will you approach magic while you see it?”. This expresses mockery through astonishment at how they could believe in his prophecy while he is merely a human like them. Another example of this is illustrated by the poet's statement:

تقول ودقّت نحرَها بيمينها أبعلي هذا بالرحا المتقاعس

“She said, as she struck her neck with her hand: 'Is this by my hand the grinding stone?’” (Maqlub 148).

Other meanings demonstrated through demonstrative names include the expression of completeness or perfection, as exemplified by Al-Farazdaq in his praise of Zain al-Abidin Ali ibn al-Hussein, who begins his verses with the demonstrative name هذا ‘hada’ “this”:

| | |
|-----------------------------|------------------------------|
| هذا الذي تعرف البطحاء وطأته | والبيت يعرفه والحل والحرم |
| هذا ابن خير عباد الله كلهم | هذا التقي النقي الطاهر العلم |
| هذا ابن فاطمة إن كنت جاهله | بجده أنبياء الله قد ختموا |

“This is the one whom the plain recognizes his step; the House knows him, as do the sacred precincts.

This is the son of the best of God's servants; this is the pious, pure, and noble scholar.

This is the son of Fatimah, if you were ignorant of him; through his grandfather, the prophets of Allah have been sealed”. (Al-Farazdaq 511)

The demonstrative name also indicates the addressee's ignorance or lack of knowledge about a matter, as in Al-Farazdaq's ridicule of Jarir:

أولئك أبائي فجئني بمثلهم إذا جمعتنا يا جريرُ المجمع

“Those are my ancestors; bring me someone like them, if you can, when we are gathered, O Jarir”. (Al-Farazdaq 360)

Furthermore, the pragmatic function of demonstrative names includes removing ambiguity in prior or subsequent discourse, as in: *تلك المراجعة التي أمرنا بها الأستاذ*: “It has been a hard task; that revision we were instructed to do by the teacher.”

Demonstrative names can also convey meanings of proximity and immediate recall of the referenced object or name, as when a mother addresses her son:

سألوني ما اسمه؟ عاش وأوفى وتبارك قلتُ هذا ولدي، معقد آمالي مبارك

“They asked me, what is his name? Long, live and blessed.

I said, 'This is my son, the bearer of my hopes, blessed'. (Al-Azimi 259)

Moreover, another specific encounter of demonstrative names particularly in *هنالك* ‘Hunalika’ “there” can denote time, as in the verse (Qur'an 3:38):

هُنَالِكَ دَعَا زَكَرِيَّا رَبَّهُ قَالَ رَبِّ هَبْ لِي مِنْ لَدُنْكَ ذُرِّيَّةً طَيِّبَةً إِنَّكَ سَمِيعُ الدُّعَاءِ ‘Hunalika da‘a Zakariyya rabbahu, qala rabbi hab li min ladunka dhurriyyatan tayyibatan, innaka sami‘u ad-du‘a’, “There, Zakariya called upon his Lord, saying: 'O my Lord, grant me from Yourself a good offspring. Indeed, you are the Hearing of supplication’”.

In addition to potentially signifying a place, it may also refer to a moment in time:

المكان حيث هو قاعد عند مريم في المحراب ذلك في “In that place, where he is seated near Mary in the sanctuary”, “that” may be used metaphorically for time, as he observed Mary's noble status and her elevated position. (Al-Zamakhshari 171)

In conclusion, deictic units such as *هذا*, *هنا*, *هنالك*, *كذلك* “this,” “here,” and “there,” require more contextual information than any others to convey their meaning. Therefore, knowing the identity of the speaker and the listener is a necessity, as well as the temporal and spatial context of the linguistic event. (Brown and Yule 35)

3- The Referencing of Demonstrative Names and Their Role in Text Cohesion:

Demonstrative names are considered one of the most important reference elements, along with pronouns and relative pronouns. These demonstrative names “do not suffice on their own for interpretation; one must return to what they refer to, to interpret them.”(Khaṭābi 17). Reference, as scholars view it, is the relationship between names and what they denote. Thus, there is no demonstrative name or pronoun that does not refer to a preceding or succeeding name or something completely outside the text. Therefore, references can be categorized as follows:

- **Internal Reference:** This refers to a linguistic element within the utterance, whether preceding or following, thus it constitutes a textual reference (Al-Zanad 118). It branches into preceding and succeeding references; in summary, it is the reference of a linguistic element to another linguistic element.

- **External Reference:** This refers to a linguistic element within the text that points to a non-linguistic element outside the text, such as people or places. In short, it is a reference of a linguistic element to a non-linguistic element.

Reference is one of the most important elements of text and discourse cohesion, alongside “major family systems such as substitution, deletion, connection, and lexical cohesion” (Paveau, M. A., & Sarfati 318). To understand the relationship among these systems, Professor Meftah bin Arouss states, “Talking about the text is talking about the fabric; talking about the fabric is talking about coherence; talking about coherence is talking about relationships. These relationships exist between preceding and following sentences, and can be through linking, presented by deletion, substitution, lexical coherence, and reference.”(Bin Arouss 212)

Mohammed Khatabi classifies demonstrative names, based on the classification of Halliday and Ruqayya Hassan under internal references that contribute to text cohesion. These are classified into: “Circumstantial References: time (now, tomorrow, etc.) and place (here, there) or according to neutrality (the), or selection (this, these) or according to distance (that, those) and proximity (this, these).”(Khatabi 18-19). Not to mention they have another function that transforms language from abstract and figurative concepts into something belonging to the speaker, “thus narrowing collective dimensions in language to replace them with individual dimensions associated with now and here, and I and you. These cues are a prerequisite for understanding utterances and giving them meaning, as they connect it to the context.” (Al-Zanad 117). Moreover, they are considered empty forms according to Benveniste outside of use and utterance, and once they enter a text or utterance, they carry significance and meaning tied to the name or place they refer to.

Thus, a demonstrative name replaces a name mentioned earlier in the text, for example, while talking about a person, one might say, هذا الذي حدثتكم عنه “This is what I was talking to you about,” or هذا هو الفائز “This is the winner,” establishing a link between a subsequent element and a preceding one. A demonstrative name can replace more than one singular word, referred to as “expanded reference,” the ability to refer to an entire sentence or a sequence of sentences (Al-Zanad 19). This can be exemplified in the verse (Qur'an 18:64):

﴿قَالَ ذَٰلِكَ مَا كُنَّا نَبْغُ فَأَرْتَدَّا عَلَىٰ آثَارِهِمَا قَصَصًا﴾ ‘Qala dhalika ma kunna nabgh, fa-ir’tadda ‘ala atharihim qasha.’, “He said, 'That is what we sought; so they returned following their traces.’” Al-Zamakhshari and Al-Tahir Bin Ashour commented on the demonstrative name in this verse: “It refers to taking a path, that which we were seeking, as an indication of success in the quest of meeting the prophet Al-Khidr peace be upon him”(Al-Zamakhshari 625), and “A reference to the story of the boy who was involved in the loss of the fish”(Al-Tahir 368).

4- Reference Between Demonstrative names and Personal Pronouns:

In addition to reference using the demonstrative names, there is also reference through personal pronouns. The pronouns of the speaker “I” and the addressee “you” have external references. In general, this does not refer to something mentioned in the past but instead to a non-linguistic element mentioned in the external context. The third-person pronoun however has an internal reference, as it can only refer to elements within the text, although there are exceptions, such as in the verse (Qur'an 6:31):

﴿قَالُوا يُحْسِرْتَنَا عَلَىٰ مَا فَرَطْنَا فِيهَا وَهُمْ يَحْمِلُونَ أَوْزَارَهُمْ عَلَىٰ ظُهُورِهِمْ أَلَا سَاءَ مَا يَزِرُونَ﴾ ‘Qalu ya hasratana ‘ala ma faratna fiha wa-hum yahmiluna awzarahum ‘ala zuhurihim. Ala sa’a ma yazirun.’, “They said, 'Oh, how we regret what we neglected in it, while they carry their burdens upon their backs. How evil is

what they bear.”. In this case, the pronoun الهاء ‘haa’ “it” refers to worldly life, which was not mentioned within the context but is known. This division may be due to the presence of the speaker and addressee pronouns, as they signify the initiating and controlling element in the discourse and text, meanwhile, third-person pronouns do not have this role.

One of the characteristics of the third-person pronoun is that it has multiple references, as in the verse (Qur'an 2:213):

﴿ كَانَ النَّاسُ أُمَّةً وَاحِدَةً فَبَعَثَ اللَّهُ النَّبِيِّينَ مُبَشِّرِينَ وَمُنذِرِينَ وَأَنْزَلَ مَعَهُمُ الْكِتَابَ بِالْحَقِّ لِيَحْكُمَ بَيْنَ النَّاسِ فِي مَا اخْتَلَفُوا فِيهِ ﴾

‘Kana an-nasu ummatan wahidatan fa-ba’atha Allahu an-nabiyyina mubashshirina wa-mundhirina wa-anzala ma’ahumu al-kitaba bil-haqqi li-yahkuma bayna an-nasi fima ikhtalafu fihi.’, “Indeed, Mankind was one religion, then Allah sent the prophets as bringers of good tidings and warners and sent down with them the Scripture in truth to judge between the people concerning that in which they differed.” The pronoun is in the verb يحكم “judges” and can refer to three names: Allah, the prophets, and the Book. According to Al-Razi's interpretation, the understanding of the reference is encapsulated in two cues: grammatical, in which we depend on the closest name, and rhetorical, which relies on the criterion of reality and metaphor. Thus, the verb يحكم “judges” can return refer to any of the three names.

The reference with demonstrative names may be limited in referring to a single name or word, or it may be expanded to compensate for several previous events or sentences, this is similar to empty verbs like عمل “did” or فعل “made”. For example, we might say: “It is good work, whoever painted the house, then cleaned it and rearranged the furniture.” Demonstrative names intersect with the concept of expanded reference with the pronoun “it,” for it can refer to important elements within the text compared to the rest of the pronouns. To illustrate this, Professor Meftah Bin Arouss provides the following example:

“The queen said, 'Curtsey while you're thinking what to say. It saves time.'” (Bin Arouss 222)

In Arabic, we find examples of expanded reference with the pronoun هو “he.” For instance, we might say: “He took him from his house, frightened his children, and not content with that, he tortured him and imprisoned him; what he did was a terrible act”. In this case, the pronoun “him” refers to a series of events. However, it has to be noted that expanded reference with third-person pronouns is an exception and not general. (Bin Arouss 293)

Demonstrative names can represent the referent with pronouns, meaning that demonstrative names represent an expanded reference, while pronouns represent a limited reference. This is what Professor Meftah Bin Arouss calls “The descending gradation between the demonstrative name and the personal pronoun,” as illustrated in the verse (Qur'an 2:114):

﴿ وَوَمَنْ أَظْلَمُ مِمَّنْ مَنَعَ مَسَاجِدَ اللَّهِ أَنْ يُذَكَّرَ فِيهَا أَسْمُهُ وَسَعَىٰ فِي خَرَابِهَا أُولَٰئِكَ مَا كَانَ لَهُمْ أَنْ يَدْخُلُوهَا إِلَّا خَائِفِينَ ﴾ ‘Wa man azlamu mimman mana’a masajida Allahi an yudhkara fiha ismuhu wa sa’a fi kharabiha. Ula’ika ma kana lahum an yadkhaluh illa kha’ifin’, “And who is more unjust than one who prevents the name of Allah from being mentioned in His mosques and strives toward their destruction? It is not for them to enter them except in fear.”

Here, أولئك 'ulaaika' "those" refers to what precedes it, and the pronoun لهم 'lahum' "them" refers to "those." (Bin Arouss 294)

5- Demonstrative names and Textual Cohesion:

Textual cohesion is considered one of the most important elements in text linguistics, allowing the text to be studied as a whole cohesive unit without separating its parts, components, and levels. Therefore, the focus is on those factors that help achieve this cohesion, identifying several key elements:

- Repetition or what is known as reiteration
- Substitution
- Deletion
- Connection
- Lexical coherence
- Reference, whether through pronouns, relative pronouns, or demonstrative names.

It should be noted that external reference has no relation to textual cohesion, it refers to a non-linguistic element outside the text. In contrast, internal reference fulfils this role by referring to one or more linguistic elements present within the text.

Since demonstrative names are elements of reference that can link two or more entities or two or more sentences, they achieve what is known as textual cohesion. A phenomenon that is based on the interplay and interconnection among linguistic elements, either superficial or formal links via syntactic connectors, known as coherence. This type has a "linear horizontal nature that appears in the sequence of words and sentences"(Bouqera 45) or through deeper levels of connections in the text (deep structure) both semantic and meaningful links. It is naturally more abstract reflected in the relationships and concepts conveyed by words and sentences, requiring a certain ability and broad knowledge for extraction and description (Bouqera 45).

If the first level does not need significant analysis and interpretation, the referent of the demonstrative name is usually clear, whether preceding or succeeding. The analysis at the deep structure level needs interpretative referencing because the meanings that the demonstrative name refers to may overlap and intersect. For example, the verse (Qur'an 2:74):

﴿ثُمَّ قَسَتْ قُلُوبُكُمْ مِنْ بَعْدِ ذَلِكَ﴾ 'Thumma qasat qulubukum min ba'di dhalika.', "Then your hearts hardened after that". This presents two possibilities for interpreting what the demonstrative name refers to either the slain (the cow) or all the previous verses related to the cow's slaughtering. Al-Zamakhshari mentioned that despite this diversity, "the overarching meaning underlying the reference is to make the discourse cohesive by recalling a preceding element or an entire discourse" (Khaṭābi 117).

The reference however, according to De Beaugrande is "the relationship between phrases, objects, events, and situations in the world that the phrases refer to" (Beaugrande 320), we can deduct three elements in reference:

- **The referent:** whether a singular noun, multiple previous sentences, or an entirely external reference.

- **The referrer:** which is the link itself, whether a demonstrative name, a relative pronoun, or a pronoun, as referred to by some grammarians as the connector. As for the demonstrative name, it transitions “The noun from the definition of the covenant to the definition of presence and indication” (Hamida 194).

- **The relationship between them:** refers to the correspondence between the referrer and the referent in terms of number, gender, and type, even if there is no direct adherence, as there may not be a visible correspondence based on the use.

It should be noted that the relationship between the demonstrative name and the referent indicates that the more stripped and void the demonstrative name is from any additions (e.g., the dual suffix ألف 'alif'), the more specific its reference becomes. And the more it is void of such additions, the more it can convey broader meanings. For example, the term هذان 'hadhan' “these two” refers strictly to two, unlike هذا 'hada' 'this', which may refer to a single entity or a group, whether near or far, as previously discussed.

Another important matter to consider is the distance between the demonstrative name and what it refers to. The referrer may be directly adjacent to the referent, as in the verse (Qur'an 7:26):

﴿وَلِبَاسُ التَّقْوَىٰ ذَٰلِكَ خَيْرٌ﴾ ‘Wa libasu al-taqwa dhalika khayrun’, “And the garment of piety, that is best”, or it may be distant for example, one in a house and the other in the neighbouring house, as in the verse by Hassan bin Thabit:

وإذا تأمل شخصَ ضيفٍ مقبلٍ متسريلٍ أثوابٍ محلٍ مقفرٍ
أومى إلى الكوماء هذا طارقُ نحررتني الأعداء أن لم تتحري

“And if one considers a guest approaching, Draped in the garments of the dwelling.

He gestures to the injured one, "This is a visitor, The enemies have struck me, had you not struck me first.” (Al-Hassan 139)

Observing the demonstrative name هذا 'hada' “this” has a significant role beyond its grammatical function as a subject, as it serves a broader and larger role in terms of “textual linkage,” acting as a connector between what precedes it and what follows it. This is referred to by Muhammad Hamasa as horizontal relations, encompassing “relationships of predication and its concerns, such as modification, connection, and obligation, and completion by addition or connection...” (Abd Al-Latif 126). From this, cohesion and coherence in the text happen across different levels, such as the syntactic, semantic, phonetic, and pragmatic levels. Textual cohesion involves the existence of relationships among parts of the text, sentences, or paragraphs, whether verbal or meaningful (Afifi 98). Reference is one of the most significant links, alongside deletion and substitution.

In addition to references, a linguistic phenomenon can be deduced through the use of demonstrative names, known as linguistic economy. Here, we do not refer to the commonly discussed meaning, especially at the phonetic level, such as assimilation, deletion, nasalization, and other phonetic

phenomena. The economy level also manifests at the structural level when a demonstrative name substitutes previous sentences or scenes, thereby avoiding their repetition.

6- Reference and the Concept of Linguistic Economy:

Martine explained the concept of economy in his idea related to double segmentation, where he suggests that despite the limited sounds of a language, they carry an unlimited number of meanings. Economy is an intrinsic phenomenon in the Arabic language, especially when we use demonstrative names. For instance, if a person says to another: "You have prepared yourself well for the exam by regularly attending class and completing what is required of you without delay, your revision was systematic, and above all, you had the desire to succeed," the other might respond: "This is what I have done all year." Here, the demonstrative name not only serves its referential function but also substitutes a series of events, thus economizing language and avoiding the repetition of the whole preceding sentence.

In the end, we can conclude that if any text is understood as a communicative event directed at a known or an unknown individual, specific groups, or the general public, it is constructed based on a set of indicators, among which are referential elements. according to (Brown and Yule 51), these indicators can be summarized as follows:

- Possible World Indicator: This refers to situations that may exist or are assumed to exist, these are the events from which the text's author begins.
- Temporal Indicator: On the meanings of temporal nouns and adverbs within texts, such as "today" or "next week."
- Spatial Indicator: Used to explain phrases such as "here" or "take this."
- Speaker Indicator: Identified through pronouns like "I" and "we."
- Listener Indicator: To understand sentences that include "you" or "your."
- Referent Indicator: Helps interpret sentences and utterances that contain demonstrative tools such as "this" or "those."
- Previous Discourse Indicator: To interpret expressions like "the aforementioned."
- Attribution Indicator: It encompasses an open-ended set of elements (groups, circles).

Conclusion:

This study concludes with a set of findings, the most important are as follows:

- The system of demonstrative names in the language is based on three criteria: the distance between the pronoun and its referent, the criterion of number (e.g., "this," "these," "those"), and the criterion of gender (e.g., هذا 'hada' "this" for masculine and هذه 'hadhihi' "this" for feminine).
- No text or discourse is devoid of demonstrative names; it is an essential element where the text cannot be constructed without it.

- While the grammatical function of demonstrative names is important for analysis, their meanings in pragmatic aspects are equally crucial for understanding them and understanding the intentions and goals of the author or speaker.
- Demonstrative names play a significant role in the coherence and cohesion of the text, as they provide references to previous statements, enabling the listener to follow the text and its events.
- Demonstrative names often spare the speaker from repeating what has previously been stated, when mentioning a demonstrative name, it directly substitutes for what has been said.
- The spatial and temporal context, as well as the position of the speaker or author, play an important role in understanding the meanings of demonstrative names.
- The absence of additional verbal indicators of number grants demonstrative names a greater opportunity for expansive reference, unlike when they are accompanied by such indicators, which limit their reference.
- The reference made by demonstrative names is broader than that made by pronouns, such as in the phrase: الفضل في نجاحي من كان لهم أولئك “Those who contributed to my success.”

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