



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Impact of Pragmatic Deixis on Improving Oral
Communication among University English Majors**

(A Case Study of Faculties of Arts & Education -Al-Fashir University)

**أثر علم اللغة التداولي على ترقية المخاطبة الشفاهية وسط طلاب الجامعة المتخصصين في
اللغة الانجليزية
(دراسة حالة كليتي الاداب والتربية جامعة الفاشر)**

A Thesis Submitted in Fulfillment of the Requirements for Ph.D. Degree in
English Language (Applied Linguistics)

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Dedication

I would like to dedicate this humble work to the soul of my father.

To my mother, brothers and sisters.

To my wife and her family.

To my daughters Mushtah and Emtinan.

To all those who own a space in my life.

Abstract

The purpose of this study is to investigate the impact of pragmatic deixis on improving oral communication among University English Majors. (A case Study of the four year English major students, Faculties of Arts and Education, University of Al-Fashir). The aim is to improve oral communication among the sample of the study. The researcher used the experimental and the descriptive analytical methods to conduct the study. Two Tools have been used to collect the required data, namely a questionnaire which was given to (50) tutors of English language from different Sudanese universities to investigate their perception about the actual role of deixis in oral communication, and a pre-test and post-test that were given to (60) University English majors who were divided into a control group and experimental group. The study hypothesized that teacher talk may have a positive effect on students' understanding to the role of deixis in oral communication. English major students use gesture to decode the meaning of deictic expressions in oral communication. It is also hypothesized that students use symbols to refer to deixis in oral communication. The deictic center may have a negative effect on students' abilities to refer to entities in oral communication. The context may have an important role in decoding the meaning of deixis in oral communication. The mean scores of the pre-test and the post-test of the two groups were calculated using T-test. The findings of the study revealed that there was statistically significant differences between the means of two groups in favor of the experimental group which was ($P=.002$ is less than $.05$) at T-test equals 3.54. Finally, the study recommends that teachers should train students on deictic expressions through authentic communicative situations because the meaning of each conversation depends on these deictic expressions to make effective communication. Since deixis functions as a cohesive devices in spoken discourse teachers have to use it effectively in English classroom to promote students' listening and speaking abilities.

Abstract (Arabic Version)

الغرض من هذه الدراسة هو معرفة أثر علم اللغة التداولي المتمثلة في المراجع اللفظية على تحسين التواصل الشفاهي وسط طلاب الجامعات المتخصصين في اللغة الإنجليزية. (دراسة حالة طلاب السنة الرابعة من كليتي الآداب والتربية – جامعة الفاشر. بهدف تحسين التواصل الشفاهي وسط عينة الدراسة. إستخدم الباحث المنهج التجريبي والوصفي التحليلي لإجراء الدراسة. كما إستخدم الباحث أداتين لجمع البيانات المطلوبة ، وهما الإستبانة وقد تم توزيعها على خمسين (50) معلماً للغة الإنجليزية من مختلف الجامعات السودانية لمعرفة إدراكهم للدور الفعلي للمراجع اللفظية في التواصل الشفاهي ، وإلختبار القبلي والبعدي والتي وُزعت على ستين (60) طالباً بعد أن تم تقسيمهم إلى مجموعة ضابطة ومجموعة تجريبية. إفتترضت الدراسة أن حديث المعلم قد يكون له تأثيراً إيجابياً على فهم الطلاب لدور المراجع اللفظية في التفاعل وجهاً لوجه. يستخدم طلاب اللغة الإنجليزية الإيماءة لفهم معنى المراجع اللفظية في الإتصال الشفاهي. إفتترضت الدراسة أيضاً أن يستخدم الطلاب الرموز للإشارة إلى المراجع اللفظية في الإتصال الشفاهي. قد يكون لمحور المرجع أثراً سالباً على قدرات الطلاب في الإشارة إلى الوحدات في الإتصال الشفاهي. قد يكون للسياق دوراً مهماً في فهم معنى المراجع اللفظية عند الإتصال الشفاهي. تم حساب متوسطات درجات الإختبار القبلي والبعدي للمجموعتين باستخدام إختبار (تي). كشفت نتائج الدراسة أن هناك فروق ذات دلالة إحصائية بين درجات المجموعتين لصالح المجموعة التجريبية حيث كانت ($p=0.0002$) وهي أقل من 005) عند إختبار (تي) والذي يساوي 3.54. وأخيراً؛ أوصت الدراسة بأن يقوم المعلمون بتدريب الطلاب على استخدام المراجع اللفظية عن طريق مواقف التواصل الحقيقية لأن معنى كل محادثة يعتمد على المراجع اللفظية لجعل الإتصال فاعلاً. بما أن المراجع اللفظية تعمل كأدوات ربط في المحادثة الشفاهية ، يجب على المدرسين إستخدامه بفعالية في فصول تدريس اللغة الانجليزية لتعزيز قدرات الإستماع والتحدث لدى الطلاب.

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LIST OF ABBREVIATIONS

CT	Coding Time
RT	Receiving Time

CHAPTER ONE
INTRODUCTION

Chapter One

1.0. Introduction:

This chapter comprises a background, statement of the problem, objectives and hypotheses of the study. It also includes the questions, the significance, and the methodology of the study. The chapter concluded with definitions of some operational terms and finally the limits of the study.

1.1. Background of the Research:

Language is a means of communication among human beings. It is a tool that people use to express and transmit their thoughts, ideas, wants, emotions, messages or information to the targeted viewers and non-viewers.

People can pass on their messages to others through both verbal and nonverbal communication. Verbal communication can be utilized as an immediate approach to share the primary thought of the discussion... communication therefore, depends on simply recognizing the meaning of words in an expression, in addition to recognizing what speakers implied by their speech, (Yule 2010).

Therefore, the language that interlocutors use should be very clear to avoid misunderstanding or misinterpretation between the interlocutors. Sometimes misunderstanding of meaning could happen among language users because understanding related to the reference of the utterances. Listeners or speakers should be able to identify the context of utterance.

Setyawati (2013) points out that there are many expressions and words in English language which their meaning depends on the situation of the utterance and they can only be comprehended in statement of these situations.

Pragmatics is one of the domains that studies utterances in relation to the context. The relationship between language and the context can be seen through deixis as it has been claimed by Levinson (1983: 54) who says that "the single most noticeable way in which the relationship between language and context is reflected in the structures of languages themselves, is through the phenomenon of Deixis".

Morales (2011:60) emphasizes that deictic expressions are basic elements in human communication that function as grammatical markers to establish the cohesion of spoken discourses. The meaning of each conversation depends on those factors to make effective communication.

In the same context, Cairns (1991:19) asserts that deixis is on the whole significant in conversation because it helps to hold the participants to an exact point in time and space; without such anchorage every dialogue would appear to be a loose collection of disconnected utterances. *ibid* (1991:19) further explains that dialogue gains its importance within a given context partially from the deictic references which connect it to that context.

It has been observed that students majoring in the English language at Al-Fashir University, Faculties of Education and Arts are confused when they are engaged in real-like communication. They usually run into various pragmatic problems that obviously hinder successful interaction among them especially when they use deixis. This is perhaps due to the fact that deixis meaning is context-dependent and it requires either a gesture or symbol so as to be decoded. The confusion might also be attributed to the inconsistency of the deictic center due to the fact that its interpretation depends on the context, the speaker, besides it expresses relative distance. The researcher believes that the incapability to decode the meanings of deictic expressions often leads to a failure in communication.

Thus, the current study has been designed to tackle this issue in an attempt to increase students' awareness of the pragmatic use of deictic expressions and strengthen their communicative competence.

1.2.Statement ofthe Research Problem

It has been noticed that English major students at Al-Fashir University, Faculties of Education and Arts don't reach the required level of proficiency in oral communication despite the efforts made by teachers in teaching oral communication. They usually run into various pragmatic problems that evidently hinder their communication, especially when they decode the meaning of deixis in face to face communication. This might be attributed to the fact that deixis meaning is context-dependent, i.e. deictic reference is inconsistent and it requires either gesture or symbol to be understood. An'imah (2015) claims that there are some aspects of language which known as deixis that must be noticed in verbal communication. For example; when we communicate we may notice the use of reference or turn of address. Such as: you, sir, doctor, my, she, he, there and the like. Those words are used to refer to different things depending on the context and situation. Ellis (2003: 69) argues that "maintaining a conversation is frequently effortful for learners since they need both the linguistic form and the pragmatic one to get what is said to them and to make them understood by others". Gal (2008:5) accentuates the role of the speaker and context in succeeding conversation .She says that "the main role of the speaker is to relate other objects to his/her center of orientation. This process is tightly bound to the communicational situation and, in this way, strongly depends on the context of the utterance. The dependency of the pragmatic meaning of the utterance on the context is also crucial in interpreting a conversational situation".

Yule (2010:130) emphasizes that there are a few exceptionally common words in our language that can't be interpreted at all in the event that we don't know the context, particularly the physical setting of the speaker. These are words such as "here" and "there", "this" or "that", "now" and "at that point", "recently", "nowadays" or "tomorrow", as well as pronouns such as "you, me, her, him, it, and them". Some sentences of English are essentially impossible to understand in case we don't know who is talking, about whom, where and when. For example:

"You'll have to bring it back tomorrow because she isn't there today".

In the above-mentioned sentence, hearers can't understand the meaning unless they know who said this to whom, where and when.

Therefore, the current study intends to address this problem to direct students' attention toward the important role which done by deixis in oral communication, to reinforce their communicative competence and help them overcome their communicative problems in situations of real language use.

1.3.Objectives of the Research:

The overall objective of the current study is to offer a satisfactory pragmatic input about the uses of deixis in face to face communication to help English students understand socially appropriate communication .The current study also tries to help English major students to become accurately competent communicators. However;the current study aims to achieve the following objectives:

- 1.To show the effect of teacher talk on helping English majors students to use deictic expressions in oral communication.
2. To explore how gesture helps in understanding the meaning of deixisin oral communication.
3. To discover how symbols contribute to comprehend the meaning of deixisin oral communication.
4. To investigate the role of deictic center in decoding the meanings of the deictic expressions.
5. To detect the role of the contextin decoding themeanings of deixis in oral communication.

1.4. Questions of the Research:

Based on the problem of the study, the present Study attempts to answer the following questions:

1. In what ways does teacher talk help students decode the meanings of deixis in oral communication?
2. To what extent does gesture help in decoding the meaning of deictic expression in oral communication
3. To what degree do English students exploit symbols to decode the meanings of deictic expressions?
4. To what extent does the deictic center constitute a problem to the students they refer to deixis in oral communication?
5. What is the role of context in decoding the meaning of deictic expression in oral communication?

1.5. Hypotheses of the Research

The study has the following as its hypotheses:

1. Teacher talk may have a positive effect on the students' understanding the role of deixis in face to face interaction.
2. It is hypothesized that English major students use gesture in decoding the meaning of deixis in verbal communication.
3. It is also hypothesized that English majors use symbols to decode the meaning of deixis in oral communication.
4. The deictic center may have negative effect on Students' abilities to refer to deixis in oral communication.
5. The context may have positive effect on decoding the meaning of deictic expressions in oral communication.

1.6. Significance of the Research

As there are not any previous works that exhaustively address the investigation of deictic expressions and their effect on enhancing oral communication among EFL learners in Sudan, the significance of this study stems from the subsequent points:

Firstly, the results will contribute to a cumulative frame of research based primarily on the theory of the employing deictic expressions in university students' every day spoken discourse. The study is also anticipated to make contribution in elevating the attention of college students to distinguish between the numerous types of deictic expressions and make use of them pragmatically in oral communication. Secondly, the study findings may make a contribution to some vast teaching implications by giving advice to teachers of English to prompt their strategies in teaching oral communication and help them to be aware of the pragmatic functions of deictic expressions in actual –like situations. Gal (2008:13) highlights that deixis is considered one of the core notions of pragmatics. Its significance is recognizable in any discourse; its accurate interpretation is a key to successful communication. Finally, the study may open new settings of research which focus on pragmatics. The study can also be developed by other researchers dealing with the study of deixis in different perspectives.

1.7 .Methodology of the Research

In this study, mixed methods and approaches will be used, namely, the descriptive, analytical and the experimental methods. The proposed experiment will be conducted within the context of Al-Fashir University from where the population of the research will be selected. The research sample will comprise 60 participants who represent the fourth undergraduate students within the academic year 2017-2018 at the University of Al-Fashir, Faculties of Education and Arts. The sample will be divided into a control group and experimental group. The main instrument of data collection will be a pre-test and a post-test. The researcher will expose both groups to a pretest to assess their knowledge about the five types of deixis according to Levinson (1983) theory of deixis to make sure that they are equal in knowledge about deixis. Then the researcher will expose the experimental group to training on the effect of the teacher talk, the context, gesture, symbols and the deictic center on understanding deixis and its role in oral communication. The program will be designed in accordance with the research problem, the objectives

of the research and the literature review. Afterwards, the researcher will expose both groups to a post-test to decide whether the attitudes and performance of the research group improved or not in favor of the experimental group. The pre-test and the post-test will be analyzed quantitatively using the paired test to measure and compare the means of the research group. The researcher will also use teachers' questionnaire to collect the required data from expert teachers in the field of teaching English language at some Sudanese universities. The questionnaire will be analyzed by SPSS. The researcher will make sure to confirm the validity and the reliability of the research tools to collect the relevant data.

1.8. The limits of the Research

The study investigates the impact of deixis on improving oral communication among English majors at Al-Fashir University. The sample of the study is the fourth year students. The thesis will be carried out during the period 2015– 2018.

1.9. Definition of Some Operational Terms

1-Deixis:

Renkema (2004: 121) says that the word deixis is gotten from the Greek word "to indicate" or "to show" and used to indicate those components in a language which refer specifically to the discourse circumstance. In other words, Deixis is a type of reference constituted by the meaning of a linguistic sign being relativized to the extra-linguistic context in which the sign is used.

2. Deictic Center

Lyons (1977: 638) records that "the deictic center or origo is a term coined by Bühler in 1934. This term refers to a perceived egocentric organization of the deictic system. Usually, this center is typically organized around an 'I–here–now' axis where 'the speaker casts himself in the role of the ego and relates everything to his viewpoint.

3. Deictic Reference

Kreidler,(2002) defines reference as is a piece of language or a noun phrase that is used in an utterance and is linked to something outside language. This referent can either be some living, dead, imaginary entity, concept or group of entities.

e.g

She brought this flower to me yesterday.

In order to understand the above- mentioned example, we need to know who uttered it, on what time and where, (Gjergji, 2015:139).

4. Teacher Talk

The utterances produced by teachers in the class room setting contribute to teacher talk .The teacher has to provide relaxed atmosphere to promote learner elucidation, imitation and participation. Moreover, it requires a high degree of indirect influence, which offers students freedom to react, reply and share opinions.

5. Communicative competence

Theknowledge of not only something is formally possible in a language, but also feasible, appropriate, or done in a particular speechcommunity.

6. Pragmatic Competence

According to Taguchi (2009:1) Pragmatic competence is the capacity to utilize language suitably in a social setting, has become an object of request in a wide run of disciplines counting linguistics, applied linguistics, anthropology, sociology, psychology, communication research, and cross-cultural studies.

7. PragmaticFailure

Thomas (1983:91) illustrates pragmatic failure as the powerlessness to comprehend what is implied by what is said.

1.10 .Summary of the Chapter

The present chapter consists of introduction, the statement of the study problem, the objectives of the study, Questions of the study. It also includes hypotheses of the study, Significance of the study besides the methodology which will be followed in the study and the limits of the study. The next chapter will be chapter two which will comprise literature review and the related previous studies.

Chapter Two

2.0. Introduction

This chapter reviews several theories concerning this study which are theory of relevance, theory of mind and Speech Act theory. The Chapter also reviews some insights regarding pragmatics, deixis, and its five varieties according to Levinson theory of deixis; namely person deixis, time deixis, place deixis, discourse deixis and social deixis in addition to the context and its types. The chapter also includes information about some notions which related to the ways in which deixis works in the spoken discourse, these notions are, the gestures, symbols, context, the reference, deictic centre and deictic projection.

Since demonstratives are considerably used as deictic expressions, the researcher mentioned them with examples in this chapter. Moreover; the chapter also includes related previous studies to support the analysis.

2.1. Definition of Pragmatics

Different definitions have been given to the concept of pragmatics by many language linguists and philosophers. It is first defined by (Morris, 1938 quoted in Levinson, 1983:1) who defines pragmatics as one of the branches of semiotic, the study about the relation of sign and its interpretation. Morris mentioned three divisions; namely: Syntax, which is “the study of the formal relation of sign to one another”, Semantics which is “the study of the relations of the signs to the objects to which the signs are appropriate, and pragmatics which is “the Study of the relations of the signs to interpreters and it primarily deals with how people use language within a particular context. Pragmatics focuses on the interpretation of linguistic meaning in context. In other words, it considers the use of language in communication particularly the relationship between utterance and the context of situation in which they are used. Pragmatics covers the interpretation and the use of language in the real world; how interlocutors in discourse share meaning or get it themselves; and how the structure of expression is influenced by the relationship of the members in discourse, (Fromkin, Rodman, and Hyams, 2003).

According to Mey (2004:5) Pragmatics focuses on "the process of producing language and its producers". Leech & Short (1981:290) describe Pragmatics as: "the study into that perspective of meaning which is determined not from the formal properties of words, but from the way in which utterances are utilized and how they relate to the context in which they are uttered." Furthermore, Leech (1983:6) has defined Pragmatics as the study of meaning in connection to discourse situations. The discourse circumstance empowers the speaker to utilize language to accomplish a specific impact on the mind of the hearer. Thus; the discourse is goal-oriented i.e. the meaning which the speaker or author intends to communicate.

Levinson (1983:9) defines pragmatics as "those viewpoints of the relationship between language and context that are pertinent to the composing of grammars. While Yule (1996:127) states that Pragmatics is the thought about intended speaker's meaning.

All the above mentioned definitions stressed the importance of context in understanding the meaning of the utterances which the speaker intends to communicate.

Kasper&Kulka (1993:3) refer to the term pragmatics as the consideration of people's comprehension and generation of linguistic activity in context.

Lately, Crystal (2008: 379) describes pragmatics as the investigation of language from the perspective of the users, particularly of the decisions they make, the confinements they pump into in utilizing language in the social association, and the impacts their use of language has on participant members in a demonstration of correspondence.

It could be seen from Crystal's definition that he thinks about speakers'perspectives. He takes into consideration the different choices that speakers can make when utilizing the target language exploiting the social interaction of their communication.

2.2. Pragmatic Failure

Thomas (1983:91) defines pragmatic failure as "the incompetence to comprehend 'what is intended by what is said'". According to Thomas, pragmatic failure falls into two remarkable types: Pragma - semantic Failure and Socio-pragmatic Failure. "Pragma-semantic failure happens when the realistic power mapped by the speaker onto a given articulation is systematically not the same as most much of the time appointed to it by native speakers of the target language, or when conversational procedures are improperly exchanged from the speaker's native language to the target language. While Socio pragmatic failure results from different cultural norms and pragmatic principles that govern linguistic behaviors in different cultures. Since speakers with different cultural backgrounds have different understandings of the appropriateness of linguistic behavior, there may be barriers to effective communication, (Zheng&Huang, 2010:42).

Although there is an agreement among many linguists to use the term pragmatic failure to refer to a cross-cultural misunderstanding communication, it is found that Thomas (1983:91) tends like to use the term to refer to the misunderstanding that occurs in intra-cultural communication between members of different cultural groups or communities of practice in many contexts. Thomas (1983) says that not only the differences in cultures but also differences in the speakers' conversational styles can lead to various subtle misunderstanding and misjudgments. Also, because our verbal communication styles reflect and embody the beliefs and worldviews of our culture, the levels on which differences arise, and the depth of misunderstanding, are far more acute in the case of broad cross cultural communication. In other words, cultures vary from country to country, and also differ among various groups within a country and, as a consequence, culture divergence interferes in language use and may lead to negative transfer generating pragmatic failures.

Padilla (2013:7) mentions that in addition to the misunderstandings that arise as a result of learners' incompetence as speakers or their ignorance of interactive norms/principles operative in the L2 culture, there are also misunderstandings

arising from an incorrect processing of utterances on the part of hearers, which can also cause pragmatic failure. (Brown 1995: 34 cited in Padilla 2013:9) reveals that on some occasions, apart from not listening to or hearing what speakers say, hearers can hear what their interlocutors say but be so engrossed in the processing of previous utterances that they cannot process other subsequent utterances or understand some part or the whole of it.

It could be noticed from the citations above that pragmatic incompetence are of two types: across-cultural misunderstanding and intra-cultural misunderstanding. Across- cultural misunderstanding happens when the communicative event is inappropriately switched from the speaker's first language into the target language, while the intra-cultural misunderstanding happens when interlocutors find difficulties in decoding the meaning of the utterances that have been exchanged among them.

2.3. Communicative competence

This term communicative competence was first introduced by the anthropologist and sociolinguist Dell Hymes in the late 1970s. Allot (2010:33) defines it as "the capacity to communicate in a language. Communicative competence incorporates competence with the grammatical forms of the language and the capacity to put forms of the language so as to be utilized in communication". Hymes (1972) claims "that besides producing linguistically correct articulations, one ought to be aware of when to talk, when not, what to talk about with whom, when, where, and in what manner". Canale and Swain (1980) mention that communicative comprise four components: grammatical competence, sociolinguistic competence, discourse competence and strategy competence. Later, Bachman (1990) argues that the communicative competence is composed of syntactic competence, discourse competence and pragmatic competence. Bachman (1991) emphasizes that the concept of communicative competence is made to refer to the capacity to utilize language appropriately in a given setting so as to achieve communication goals. As pragmatic competence is what the current study attempts to achieve, the researcher will adopt Bachman's (1991) theory about the components of

communicative competence which comprises pragmatic competence as an essential pivot.

2.3.1. Pragmatic Competence

Pragmatics is a subfield of linguistics that has been characterized as the study of language from the point of view of speakers, particularly of the choices they make, the imperatives they experience in utilizing language in social interaction and the impacts their use of language has on other members in the act of communication (Crystal, 1997:301). According to Taguchi (2009:1) Pragmatic competence is the capacity to utilize language suitably in a social setting, has become an object of request in a wide run of disciplines counting linguistics, applied linguistics, anthropology, sociology, psychology, communication research, and cross-cultural studies. (Ifantidou, 2013 cited in Han 2016:2) states that pragmatic competence which is the capacity to utilize language suitably in a given setting has been one of the essential things of EFL thinks about for more than two decades. Thomas (1983:92) defines pragmatic competence as the capacity to use language successfully in an attempt to accomplish a particular purpose and to understand language in situation.

In conclusion, it could be observed that pragmatic competence concerns with exploiting language to achieve certain goals successfully in social interaction. Pragmatic competence focuses on the choice that speakers make when they exploit language to express what they want.

2.3.2. Sociolinguistics competence

(Celce-Murcia et al. 1995 in Mehan 2012:48) define Sociolinguistic competence as “the speaker’s knowledge of how to express messages appropriately with the overall social and cultural context of communication, in line with the pragmatic elements associated with variation in language use” Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. sociolinguistic competence needs comprehending the social context in which language is used: the roles of the participants, the information they share,

and the functions of the interaction"(Sauvignon 1983:37).Brown (2000) argues that“only in a full context of this kind can judgment be made on the appropriateness of a ‘particular utterance’”.

Sociolinguistic competence consists of the viewpoints thattake into consideration aspectslike:politeness,formality, metaphor, registers, and socially related perspectives of language,(Bachman 1990).

The process of learning sociolinguistic competence is challenging indeed in one’s first language. The evidence of this can be found in the notoriety of "Miss Manner" columns. In the event that we all had idealized sociolinguistic competence, we wouldn’t require advice around the legitimate way to send wedding invitation or provide a supper party. Having great sociolinguistic competence implies knowing how to "doate each individual his or her due." It implies knowing when to be calm, and when to talk, when to allow compliments to others, and when to apologize. It moreover implies being able to study circumstances and knows what the right thing to be. There are an infinite number of combinations of roles, tasks, contexts, and feelings that govern what is appropriate in any given encounter,(Broersma2001).

To sum up, it could be inferred that, to grantee success in social interaction, interlocutors have to consider the participant, the information they share, and the function of the interaction. The researcher believes that deixisis very crucial to reinforce sociolinguistic competence if it is used appropriately to refer to the speakers according to their position, places, time and situations and above all their social ranks.

2.3.3. The Grammatical competence:

Grammatical Competence is defined by Canale and Swain (1980:29)they say that "grammatical competence concern with the aspect of communicative competence that encompasses knowledge of lexical phonology.This is the competence regularly related with acing the linguistic code of language, the linguistic competence of Hymes". Sauvignon (1983) argues that an individual illustrates syntactic competence via utilizing the rules not with the aid of expressing them.

Therefore it's far essential for learners to articulate the phrase appropriately –as a way to understand and utilize the rhythm, stress, intonation, and pitch and accent as it should be, to memorize the lexicon matters in context and to be exposed inductively and deductively, intentionally and not intentionally to linguistic developments in accordance with their level. Harmer (1991) indicates that our purpose in teaching grammar must be to make certain that students are communicatively efficient with grammar they have at their degree. As teachers we should be organized to use a variety of strategies to assist our college students learn and acquire grammar rules, sometimes it means permitting college students to discover the rules for themselves. However, despite the truth that mastering the phonological, lexical and structural aspects is crucial in language learning, doesn't guarantee effective oral communication.

The researcher believes that mastering the knowledge of grammar is not enough in themselves; interlocutors should also exploit their knowledge of grammar communicatively.

2.3.4. Discourse Competence:

Discourse competence refers to the understanding of the ways discourse is organized in a language i.e., the capability to attach sentences in stretches of discourse and to form a meaningful complete out of a sequence of utterances. Discourse could mean the whole thing from simple spoken communication to lengthily written texts (articles, books and the like). While grammatical competence focuses on sentence-level grammar, discourse competence is involved with inter sentential relationships (Brown 1994).

Sauvignon (1983) notices that the hypothesis and the examination of discourse is a topic of interdisciplinary request i.e., it brings together numerous fields for illustration, linguistics, and literary criticism, brain research, sociology, human research and broadcast media.

The researcher believes that deixis is crucial to the promotion of the of interlocutors' abilities to understand both the written and the spoken discourse.

2.3.5. Strategic competence:

Strategic competence has been defined by Canale and Swain (1980:30) as the verbal and nonverbal conversation techniques that can be known as into movement to compensate for breakdowns in communication due to performance variables or because of inadequate competence. Strategic competence involves the approaches of preserving the channels of conversation open even as you pause to collect your thoughts; how do you let your interlocutors understand you did not recognize a specific word, or that she was speaking too fast? How do you mechanically deal with a number of things that if not taken into account, can bring about communication breakdown? EFL speaker cognizance of these strategies is vital if they're to be effective in communication, (Sauvignon 1983:40).

Finally, the researcher suggests that inexperienced learners of English must keep in mind the significance of pragmatic competence with the intention to broaden communicative competence; the researcher also believes that having a command over a selection of pragmatic regulations and tactics, among which is deixis will help them be tactful because the appropriate use of the deictic expressions will help interlocutors be relevant, brief and direct in oral communication. The appropriate use of deixis will also assist learners to carry out true and fruitful communication as well as keeping a strategic distance from failure of verbal exchange processes that are caused by the pragmatic failure.

2.4. Relevance Theory and Oral communication

According to Yus (2008: 854) Relevance theory is a cognitive concept of human communication developed by Sperber and Wilson. The theory was fully described in their 1986 book (Sperber and Wilson, 1986, 2nd ed. 1995), but it really emerged in the late 1970s and early 1980s as a cognition-centered alternative to Grice's cooperation ruled explanation of human communication. Yus (2008: 854) states that the primary assumption of the hypothesis is that human creatures are blessed with a biologically established capacity to maximize the relevance of approaching stimuli (including linguistic expressions and other communicative behavior).

Cummings (2009:24) indicates that Relevance hypothesis is without a doubt one of the most conspicuous speculations in pragmatics. Inside a relevance-theoretic approach to communication the whole system of Gricean maxims is superseded by a guideline of relevance. Cummings (2000:24) notices that Sperber and Wilson compete to accomplish a fundamental simplification of Grice's system, while at the same time losing none of the informative control of that system: 'All of Grice's maxims can be replaced by a single guideline of relevance – that the speaker tries to be as important as conceivable in the circumstances – which, when reasonably elaborated, can handle the full run of information that Grice's maxims were outlined to explain'. Rosa & Moreno (2007:30) clarify that relevance hypothesis is grounded on the suspicion that our minds have advanced in the course of expanding effectiveness and are presently now presently set up so that they tend naturally to maximize relevance. According to Relevance Hypothesis, any modern data, whether inferred from outside boosts (expressions, sounds) or from inner representations (contemplations, memory, deduction) will be important to an individual if it yields a few positive cognitive impacts when handled in context (e.g. by replying an address)

However, according to (Sperber & Wilson, 1986/1995; Carston, 2002; Blakemore; 2002) the primary rule of Relevance hypothesis is that communication cannot be clarified in terms of coding and interpreting messages since it takes place regardless of whether a code is utilized or not. Indeed when a code is included, such as in verbal communication, there is clear prove to propose that the code carries only a little portion of the message; the more prominent portion is totally subject to induction. The inferential handle may also totally by pass and take place over the code Communication is or maybe hazardous human action: "While giving uncommon benefits, communication is also a source of powerlessness to coincidental or deliberateness misinformation". For communication to succeed, the listener must satisfactorily prepare an expression and get the elucidation that the speaker intends to communicate.

Tendahl,(2009:1)concludes that“hearers and speakers should at least share some information in order to be able to communicate with each other .This opinion has been adopted by many pragmatists who tend to say that successful communication can only be assured if both interlocutors have some sort of what has been called common knowledge,mutual knowledge or common ground”.

It could be observed from the definition and the opinions of linguists about Relevance theory that the theory stresses the importance of having a relevant common knowledge among interlocutors to guarantee success in social interaction.

2.5. Theory of Mind and Oral Communication.

Cold man (2012:1) states that theory of mind refers to the cognitive capacity to attribute mental states to self and others. Other names for the same hypothesis incorporate commonsense brain research, naïve brain research, society brain research, mind reading etc. Apperly (2012:836) states that theory of mind is the capacity to reason about mental states, such as beliefs, wants, and intentions, and to understand how mental states include in regular clarifications and predictions of people’s behaviors”. (Astington, 1994 cited in Abbeduto et al, 2001:4) mention that hypothesis of Mind can be used to refer to the coherent body of information approximately human mind that we ordinarily utilize to foresee and clarify our claim behavior and that of others. (Firth, 1996 in Abbeduto et al 2001:4) states that theory of mind is a measurement of social cognition and it is the establishment for execution in a number of social assignments including the assembly of educational needs of one’s audience.

Diessel(2012:2) finds that Language use is a triadic conduct including the speaker, the listener, and the matters talked about. The triadic nature of language presupposes that the interlocutors understand each other as “mental or intentional agents. Anyhow, in order to communicate, the speaker and the listener must realize that the communicative partner has mental representations and that he/she sees the circumstance from a diverse viewpoint.

To this end, the researcher believes that for interlocutors to succeed in oral communication, they must have a common knowledge of what they have been talking about.

2.6. Cooperative Principle and Oral Communication

Cooperative principles are exploited by people as their assistant to direct speakers and listeners when they are involved in conversational interactions. (Grice, 1967 in Leech, 1983) argues that a speaker and a hearer are directed by some “conversational principles” in order to make the right references and interpret meaning beyond the linguistic content of an utterance. This cooperative principle is organized by a number of maxims:

2.6.1. Maxim of Quality

The maxim of quality needs the speakers to be truthful. They should not make statements for which they cannot prove.

2.6.2. Maxim of Quantity

The maxim of quantity stresses the importance of information. The information brought by the speaker should be informative i.e. it should neither be too little, nor too much to make sure that the conversation will be able to proceed.

2.6.3-.Maxim of Relation

This kind of maxim compels the speaker to make a relevant statement which is connected to the topic.

2.6.4. Maxim of Manner

The maxim of manner is done by the speaker by creating a clear and brief statement. He \she must also avoid both absurdity and vagueness of expression. According to Co-operative Principles, it could be noticed that speakers and hearers try to be meaningful and they attempt to obey rules when they are engaged in oral interaction. Cooperative principles could also help interlocutors to infer some extra information from the utterance beyond the truth contents of the message.

The researcher believes that cooperative principles rules match with the function that deixis does in oral conversation. If deixis is used properly in oral communication, it will help interlocutors be direct when they refer to people and relevant when they refer to time and places.

2.7. Speech Act Theory

According to Searle (1976:16) speech acts are the essential or the minimal units of linguistic communication. Speech acts refers to the expression and the total circumstance with in which the expression is sent (Austin 1960:52). In the same context, Mey (2001:95) refers to speech acts as: "the verbal activities that are happening in the world". Mey went on say that "by expressing a speech act, one does something with his words". Speech act is an act that refers to the activity that is performed in making an expression, (Yule 1996:47).

Based on the definitions over, it could be concluded that speech act help both speakers and writers to do things with words .It helps them to express their own intentions which they wish their interlocutors to receive.

(Austin 1962 in Levinson, 1983:236) lists three fundamental types of Speech Act in which when somebody says something, he \ she is also doing something in the same time. The three types are as follows:

2.7.1. Locutionary act: refers to the act that when an individual makes a sentence with a certain meaning using the grammar, phonology and semantics of the Language.

2.7.2. Illocutionary act: is the power or intention behind the words that is uttered by the speaker. It indicates the speaker's purpose in saying something. The speaker's expression can be in the form of statement, offer, promise, etc.

2.7.3. Perlocutionary: is the effect of the illocution on the hearer, such as the effect on the feelings, thoughts, or action of hearers.

To sum up, locutionary act is the process of uttering a sentence without a ambiguous meaning, via the grammar, phonology and semantics of a language .while, illocutionary act is the performing an act by using uttering a sentence, where

the actual goal of the speaker is encoded either to vow, condemn, invite, christen or sentence, and finally Perlocutionary act – the impact the utterance would possibly have. The pragmatic content of any utterance is captured in the illocutionary act due to that in which the movement of the speaker is validated.

2.8. Speech act classification

The following is the classification of speech act theory according to what has been outlined in Levinson (1983: 240):

1.8.1. Representatives: which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding, etc.);

2.8.2. Directives: which are the attempts by the speaker to get the addressee to do something (requesting, questioning);

2.8.3. Commissive, which commit the speaker to some future course of action (paradigm cases: promising, threatening, offering);

2.8.4. Expressive: which express a psychological state (paradigm cases: thanking, apologizing, welcoming, and congratulating)

2.8.5. Declarations: which affect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra linguistic institutions (paradigm cases: excommunicating, declaring war, christening, firing from employment)

It could be seen that the above-mentioned acts matched with Austin's illocutionary act .i.e. the act that expresses the speaker's intention.

2.9. Context and Deixis in Oral Communication

Different linguists try to define context from different point of view in an attempt to find answers to the questions that face them in their own fields, and to support their own ideas and theories. The significance of context incorporated in the fact that it helps interlocutors to determine the reference to which the interpretation of utterance depends on (Gjergji 2015:135). Chilwa (2014:28) states that "Context refers to the situation within which language functions. It may be physical/environmental, social context or institutional situation, including events, time, culture or social conventions that can influence language use". The term "context" has also been defined by Cook (1999: 24) as a shape of information

about the world .Cook (2000:128) further explains that “the term “context” could be used in a wide and narrow sense. In the narrow sense, it refers to knowledge of aspects outside the text under consideration while in the wide sense;it refers to the knowledge of these aspects and to the knowledge of other parts of the text under consideration. The term “context” is sometimes referred to as “co-text.”

Similarly, Yule, (2000: 128) defines Context as “the physical environment in which a word is used.” While Leech (1983: 13) clearly defines it" as a world full of people producing utterances: people that have social, cultural, and private identities, knowledge, beliefs, goals, and needs, and who act with each other in varied socially and culturally defined situations".

Despite the fact that the above mentioned definitions about the context are taken from different viewpoints according to different purposes yet they share one common idea; that is the environment in which the discourse appears.

Gjergji (2015:139) explains the relationships between deixis and the context, he says that deictic reference occurs whenever a linguistic sign receives part of its meaning from the extra-linguistic context, e.g. the pronoun ‘me’ refers to the speaker, and it has a different meaning depending on who utters it. The demonstrative ‘this’ selects a referent, as opposed to ‘that’, the past tense of verbs, indicates that something is done at this location prior to the time of utterance, and the adverbs, e.g. yesterday, restricts this time interval to the day before the day of utterance. So, in order to know what exactly is meant by “ She brought this flower for me yesterday”, and whether this statement is true, we need to know who uttered it, on what day, and where. Marmaridou (2000:65) argues that such deictic expressions encode specific aspects of the speech event and cannot be interpreted unless contextual parameters are taken into account. For example, it is impossible to understand the exact meaning of the utterance 'I prefer apples to oranges' unless we know who the speaker of this utterance is. Similarly, 'I'll see you there/then' requires knowledge of the speaker's spatiotemporal where about in order for the adverbials 'there' and 'then' to be understood. Gal (2008:5) stresses the significance of context in the clarification of deixis meaning, he says “The significance of

context when determining deictic reference is salient. The knowledge of the identity of the speaker and the setting of the conversational situation is essential for the interpretation of Deixis”.

All the above-mentioned citations assert the importance of context within which the deictic expressions are used and clarified. They also stressed the role of the context in deciding the reference, the identity of the speaker and his / her status and setting.

Grundy (2000:14) concludes that “deixis is the first of these is to do with an indeterminacy that can only be resolved when we look at the context”. For example:

"Many books are over there".

The underlined word “there” above shows the location of the utterance related to other parts in the context. The word “there” means away from the speaker’s location. It can be inferred that the word “there” above shows the place of the book which is away from the speaker.

"I’LL come back tomorrow, my dear".

The underlined word “my dear” above shows the social relationship between the speaker and the addressee. My dear involves in social deixis. Social deixis used to know the level of someone’s social relationship. It can be inferred that the utterance above is uttered by the person to his/her sweetheart.

"Go to your friend, Mira"

The underlined word “go” above shows the location of the utterance related to other parts in the context. The word “go” involves in place deixis. The word “go” is as movement away from the location of speaker. It concluded that the word go above shows the movement of Mira away from the location of the speaker.

2.10. Classifications of Context

Based on the relationship between Deixis and the context, the researcher would adopt the following sorts of context:

2.10.1. The Linguistic Context

The linguistic context (It is also referred to as co-text) has been defined by Yule (2006:114) as a word or a set of words used in the same phrase or sentence. Yule further explains that the encompassing co-text has a solid impact on what we think the word implies. For instance, the word 'bank' is a homonym, but in the event that it is utilized in a sentence together with the words like 'steep' or 'overgrown', there will be no trouble in interpreting it to mean "the bank of a river.

Song (2010) adds that Linguistic context refers to the setting inside the discourse, that is, the relationship between the words, phrases, sentences and indeed sections. Take the word "bachelor" as an illustration. We can't understand the correct meaning of the sentence "He is a bachelor." without the linguistic setting to make clear the correct meaning of this word. Linguistic context can be investigated from three angles: deictic, co-text, and collocation. *ibid*(2010) continues to say that in a language event, the members must know where they are in space and time, and these features relate straightforwardly to the deictic setting, by which we refer to the deictic expressions like the time expressions "presently", "at that point", etc., the spatial expressions "here", "there", etc., and the individual expressions "I", "you", etc... Deictic expressions offer assistance to establish deictic parts which infer from the fact that in typical language behavior the speaker addresses his expression to another individual and may refer to himself, to a certain place, or to a time.

2.10.2. The Situational Context

Chiluwa (2014:31) states that "the situational context concerns mainly with socio-cultural considerations. The context of culture includes beliefs, value system, religion, conventions that control individuals' behavior and their relationship with others. These sociocultural rules of behavior often guide them in order to communicate effectively with one another. Some beliefs or conventions may be considered as universal, while some are culture-specific, especially those that guide utterances, non-verbal communication and other forms of social behavior that may be interpreted meaningfully".

Song (2010:877) states that the situational context is approached through the concept of register, which helps to clarify the interrelationship of language with context by handling it under three basic headings: field, tenor, and mode". He further clarifies that field of discourse refers to the continuous movement. We may say field is the linguistic reflection of the purposive part of language client in the circumstance in which a text has happened. Tenor refers to the kind of social relationship ordered in or by the discourse. The idea of tenor, subsequently, highlights the way in which linguistic choices are influenced not fair by the subject or subject of communication but also by the kind of social relationship inside which communication is taking place. Mode is the linguistic reflection of the relationship the language client has to the medium of transmission. The vital requirement inside mode is between those channels of communication that involve prompt contact and those that permit for accepted contact between participants.

2.10.3. The Cultural Context

Chiluwa (2014:31) declares that "the context of culture control individuals' behavior and their relationship with others. These sociocultural rules of behavior often guide them in order to communicate effectively with one another".Halliday (1985:45) states that the context of culture refers to the culture as well as to the philosophical background of the society in which the text is functioned. According to Song (2010:877) cultural context refers to the culture, traditions and foundation of date in language communities in which the speakers take part. Language is a social phenomenon, and it is closely tied up with the social structure and value framework of society. Subsequently, language cannot maintain a strategic distance from being affected by all these components like social part, social status, sex and age. Song (2010) proceeds to clarify that the social parts are culture-specific capacities, institutionalized in a society and recognized by its individuals. Social status here refers to the relative social standing of the members. Each member in the language event must know, or make presumptions around his or her status in connection to the other, and in numerous circumstances, status will moreover be a critical figure in the assurance of who ought to start the discussion. Sex and age

are regularly determinants of, or connected with, social status. The terms of address utilized by individual of one sex talking to an older person, may differ from those which would be employed in otherwise similar situations by people of the same sex or of the same age.

2.11. Teacher Talk

Teacher Talk has been defined in Longman Dictionary of Language Teaching and Applied Linguistics as “that variety of language sometimes used by teachers when they are in the process of teaching.” Foreign language learners' classroom is the central place where they are often exposed to the target language. Within the classroom, in making an attempt to communicate with learners, teachers usually modify their speech, giving it some characteristics of foreigner talk and different simplified varieties of speech addressed to language learners” (Richards, 1992: 471)

Ellis (1985) points out: classroom instruction, each within the type of meaningful interaction, and within the type of linguistic rules, could influence the speed of acquisition. Teachers could influence the type of interaction that takes place in their own classrooms. Successful outcomes could depend on the kind of language utilized by the teacher and also the sort of interactions occurring within the classroom. Hermanto (2015:147) indicates that "teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk". (Cook, 2000 as cited in Mohamed, (2012:7) highlights that teacher talk (TT) is particularly important to language teaching. He further explains that the language used by teachers in the classroom determines to a larger degree whether a class will succeed or not. Many scholars discovered that teacher talk makes up about 70% of class room language. Mohamed (2012:7) concludes that teachers convey knowledge and skills, organized teaching activities and help students to practice through teacher talk.

The researcher believes that if teachers could use gestures, symbols, the context, the deictic reference and the deictic center properly in talk before their students to decode the meaning of deixis in classroom consciously or unconsciously will help students be motivated to make efforts in using deixis effectively in oral communication. Breen & Candlin (1980:99) indicate that in actual teaching settings, teachers are the most visible figures in the classroom, and their main role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts”

2.12. Text

Crystal (2008:481) refers to text as a stretch of language recorded for the purpose of analysis and description. It should also be noticed that texts may refer to collections of written or spoken material. Crystal declares that a text is regularly set up as a language unit with determinable communicative work characterized by such standards as cohesion, coherence and education, which can be utilized to supply a formal definition of what constitutes their recognizing textually or surface. Trask (1999:208) defines text as "a continuous piece of spoken or written language, especially one with a recognizable beginning and ending". For a few linguists, a text is not diverse from a discourse. Halliday and Hassan (1976: 1) exhibit a text as a unit of language in use. Finally, Halliday and Hassan (1976: 2) argue that "a text has texture and this is what distinguishes it from something that is not a text; the texture is provided by the cohesive relations”.

According to the fore-mentioned definitions, it could be observed that a text could be written or spoken and in both cases, it requires texture which can be achieved by cohesive devices. Deixis is one of the devices that can play an important role in unifying ideas in spoken discourse because it remains as a constant reminder to the interlocutors about persons, places, time, social ranks and .Morales. (2011:60) accentuates that deictic expressions are essential components in human correspondence that it has a capacity as syntactic markers to set up the union of spoken discourse.

2.13. Definition of Deixis

Renkema (2004: 121) says that the word deixis is taken from the Greek word "to indicate" or "to show" and used to signify those components in a language that refers specially to the discourse circumstance. Fillmore (1982:35) describes deixis as the name that is given to the employments of items and classifications of lexicon and language structure that are controlled by specific points of interest of the interactional circumstance in which the articulations are created. These subtle elements incorporate particularly the personality of the members in the conveying circumstance, their areas and orientation in space.

Strazny (2005: 260) states that deixis concerns the ways of language encode information about the context in which expressions occur, and the ways in which the elucidation of articulations relies upon the investigation of the specific situation.

Likewise, Jan (2014:15) defines "deixis as the primary phenomenon in linguistic classification that associates the speaker, the particular setting and the communicative events". Hanks (2011:315) agrees that the investigation of deixis is fundamental to pragmatics, since deictic frameworks characterize purposes of crossing point between language structure and the social settings in which discourse happens. Besides that, deixis is a site and utilized for distinguishing individuals, question, occasion, process or a movement that is being talked or referred into space and time measurement. Morales (2011:60) accentuates that deictic expressions are essential components in human correspondence that it has a capacity as syntactic markers to set up the union of spoken discourse. The significance of every discussion relies upon those elements to make a decent correspondence. Students of English, when they coexist with others, they inadvertently utilize deixis to send messages and clear up the meaning.

Levinson (1983: 54) features the association amongst language and context, he says "deixis concerns the ways in which languages encode or grammaticalize features of the context of articulation or discourse occasion, and in

this manner likewise concerns with courses in which the understanding of expressions relies upon the investigation of that context of articulation". Lyons (1977) argues that deictic frameworks in regular language are not randomly sorted out around the features of only any of the wide range of sorts of medium and context wherein languages are utilized. Rather there is a basic assumption of that essential face to face conversational context in which all people acquire language. Consider the following example:

"I am now sitting on the desk".

"I" referred to the individual expressing the sentence. The verb modifier of time which is "currently" demonstrates the time when the announcement is articulated.

"On the work area" shows a place where the member in the discourse event.

According to Levinson (1983: 54) deixis is the single clear way in which the connection between language and context is reflected in the structures of languages themselves. Levinson (1983) reveals that deictic system is critical for the interpretation of expressions and it is maybe best defined by what happens when such data is absent. Consider the following example:

"Meet me here a week from today with a stick this big".

In the above example, it is hard to know who to meet, where or when to meet him or her, or how enormous a stick to bring unless you are available when this articulation is talked and we can't get the message of the expression without the nearness of speeches, for example, me, here, seven days from here and today, (Levinson, 1983).. (Huang 2007 detailed in Morales.2011:60) "Deixis is a universal linguistic phenomenon, that is, all human languages contain deictic terms and that a language without deictics cannot serve the communication needs of its users as effectively and efficiently as a language that does have them". Jan (2014:26) repeats that "deixis is a method for interfacing language, the communicative circumstance, the additional linguistic reality (the specific context) and the speakers.

From the above quotations, it could first be inferred that the word "deixis" is a Greek originated word which means 'pointing' through language. In the English language most pronouns, adverbs and demonstratives carry out this function.

Secondly, all the above –mentioned definitions stress the significance of deixis in oral communication because when speakers make statements, they may be commonly cautious to enable listeners understand and interpret their intention correctly. It can then be concluded that deictic expressions are very critical elements in conversation and request appropriate understanding and control. Since the general objective of this study is to enhance oral communication, the researcher hopes that deixis could be exceptionally useful in encouraging oral interaction among English language communicators on the possibility that it is used successfully.

2.14. Deixis and oral communication

According to Findlay (1998:33) "communication is the procedure by which data sometimes simply boosts and it is gotten by an organism or organisms. Findlay continues to reveal that at its most fundamental level, communication includes the sending and receiving of data" In communication hypothesis this procedure is expressed as a basic model. Shumin, (1997: 8) defines oral communication as a means of exploiting the language suitably in social interactions. Variety in interaction involves not solely verbal communication but also comprises paralinguistic parts of speech like pitch, stress, and intonation. Chen (2005) asserts that "in real-life communication, we use language to precise what we have a tendency to mean, however, language is quite a tool for communication, and it also represents social and cultural background. Learning just the target linguistic information cannot successfully engage learners into real-life communications within the target culture, they also have to acquire the target language's pragmatic ability to incorporate cultural information into language use and select applicable language in numerous socio-cultural contexts" .Vania and Hintikka(1984:7) argues "that Communication stands as the most critical human phenomena and the same is valid for its model verbal paradigmatic as a discourse. Not only is communication crucial for virtually all interpersonal relations;

dialogue is often seen as offering us also a paradigm for important intra-individual processes". Khan (2013:395) affirms that "powerful oral relational abilities enable students to enhance their own scholarly execution, to expand their work alternatives, upgrade their consequent expert capability, and enhance their very own adequacy".

Khan (2013:397) mentions that oral communication appears as discourse and listening, such Communication happens over the table through dialogs, phones and in gatherings and meetings. Khan moreover, clarifies that Oral Communication conveys a variety of social business related news patterns to be preferably precise and faster than most formal Communication. In fact, oral communication incorporates up close and personal discussion, discussion over phone, radio talks, interviews, aggregate discourse, meeting, gathering and courses over general society address framework, discourses.

One of the elements that learners of English use heavily consciously or unconsciously to encode and decode information in real like situations is deixis. Setyawati (2013) asserts that there are numerous speeches and words in the English language which their importance relies upon the situation of the expression and must be understood in the proclamation of these situations. Students of English, when they coexist with others, they coincidentally utilize deixis to send messages and clear up the meaning.

An'imah (2015) adds that there are some parts of language which known as deixis that must be seen in verbal communication. For instance; when we communicate we may see the utilization of reference or turn of the addressee, for example, "you, sir, specialist, my, she, he, there and so forth". Those words are utilized to refer to various things relying upon the specific context and situation.

In addition to, Valeika & Verikaite (2010:10) assert that "The process of communication, which involves the speaker and the addressee, occurs in a specific spatio-temporal situation. The speaker, who organizes the interaction, wishes to convey to or/and obtain information from the addressee... the addressee is not only the receiver of information; the addressee is also the giver of information any

situation necessarily involves the identification of entities, processes and circumstances, or, to use a more familiar term, the process of reference. The addressee must know what and which entity or process the speaker has in mind. To help the addressee, the speaker resorts to the use of specific linguistic forms called deixis, or indexical, i.e. structures whose meaning is relative to a specific situation.”

Moreover, O'keefe, et al (2011:36) emphasize the necessity of exploiting deixis as it empowers interlocutors to refer to elements in context along these lines enabling them to recognize individuals and things in connection to the space they are working in right now at which they are talking. However; Chovanec (2014:27) suggests that pragmatic approach needs to openly admit that deixis is an important linguistic device for constructing a meaningful discourse that can be understood and interpreted by the participants. Deixis constitutes a pragmatic phenomenon through which some specific aspects of the communicative situation shared by the participants in a particular instance of communication are encoded through language.

Finally, Gal (2008:5) asserts the significance of deixis in communication. She considered its correct interpretation as a key to successful communication. Competence in oral communication -namely speaking and listening is prerequisite to students' academic, personal, and professional success in life. Definitely, teachers deliver most instruction for classroom procedures orally to students. Students with ineffective listening skills fail to absorb much of the material to which they are exposed. Their problems are intensified when they respond incorrectly or inappropriately because of poor speaking skills. Students who cannot clearly articulate what they know may be wrongly judged as uneducated or poorly informed, (Morreale, Osboni&Pearson, 2000:1).

Finally, the researcher thinks that deictic expressions are very important in communication without which communication will not succeed. People depend on deictic expressions in oral communication to encode and decode information as

well. It could also be observed that all of these deictic expressions rely on the context to suggest their referents.

2.15. Types of Deixis

Every linguist has his/her own view and opinion about types of deixis. In the current study, the discussion is focused on Stephen Levinson theory (1985: 3-62) in which he identifies five dimensions of deixis, namely person deixis, place deixis, time deixis, discourse deixis, and social deixis

2.15.1 Person Deixis

Grundy (2000:26) mentions that person deixis deals with “the identity of the interlocutors in a communicative situation”. Levinson (1983: 62) states that person deixis deals with the grammatical persons associated with an utterance. Moreover, person deixis deals with interpreting the part of individual who was a part of the speech events in which the utterance is conveyed. Personal deixis is deictic reference to the participants of reference, for example, the speaker, the recipient, and referent that are neither speaker nor recipient”(Sunjani, 2013:3).

According to Renkema (2004) deixis to individual is acknowledged by using personal pronoun. The speaker as first person," I", guides the articulation to the audience as second person, you, and could be talking about a third individual," he" or "she". In addition to, person deixis comprises the first person, the second person, and the third person who speaks and gets the role as speaker is called the first person. A person who becomes a listener is called the second person. A person who is not present in the conversation place is called the third individual. Renkema (2004) further explains that Person deixis essentially works on a three-section division, exemplified by the pronouns for first person or the speaker (I), second individual or the recipient (you) and third people or different members (he, she, it). (Rühlemann 2007 cited in O'Keeffe, et al, 2011) Records four purposes behind the favored use of “I” and you in easy going discussion:

"I" is inclined to reiteration (I is repeated at a recurrence of around 200 times for each million words in discussion, and also " you" have a high recurrence of collocation particularly with verbs of considering, for instance, I think and you

know. Thirdly, talk is normally displayed in an immediate mode, where, for instance, the hidden speaker's words are spoken to as though he/she were really present. At last, conversation is co-developed, with speakers alternating and each new opportunity requires the recreation of the new speaker's deictic system. Cruse (2000) expounds that the third person singular structures change over male/female status which isn't deictic by nature since it isn't touchy to parts of the discourse situation. Besides that, it incorporates gender orientation, for example, male and female. It is likewise incorporates amounts, for example, singular and plural.

Exclusive and inclusive "we:"

Valeika&Verikaite(2010:14) mention that “as a rule, when we say we, we mean ourselves and other people,

e.g.

1. We live in Vilnius.

The other people may be my addressees. Sometimes, “we” mean ourselves only. However “we” can be used inclusively or exclusively”. e.g.

2. a Let’s go (inclusive) or, 2.bLet us go (exclusive). As for English, “we” is generally inclusive. Another use of exclusive “we” is illustrated by:

3. How are we feeling today? (A doctor to a patient)

To sum up, person deixis localizes an entity in relation to the speaker or hearer. Deictic expressions like I, we, you, him, them etc. are called person deixis. Person deixis always refers to . It is important to note that not all personal pronouns are deictic expression, for example, "he" , "she" and "him" because they don't derive their meaning from the context.

2.15.2. Time Deixis

Yule (2006: 115) comments that "temporal deixis is used to point to a time". (Huang, 2007 cited in O'Keeffe et al, 2011) also asserts that temporal deixis is concerned with the encrypting of temporal points and spans relative to the time at which the utterance is produced, i.e. in order to properly construe a time deictic, it must be thought about in regards to the time at which the communicative act takes place . Yule (1996) mentions that "then", is most frequently encoded in

adverbs comprises "now" and "then", and in calendar term along with the "yesterday" and "today" deixis in common and temporal deixis essentially plays a position inside the progress of the interpersonal measurement of texts because it constructs a shared context among the discourse participants; it postulates their co-presence within a deictic subject. In information texts, the fictitious co-presence is completed in some approaches. (Cummings,2005:24in Sunjani 2013:3) states that from personal pronouns to vocative, the establishment of participant role (speaker, hearer, and many others.) in a speech state of affairs is considerably formed by means of functions of the social relationship between members and through functions of the social context. A comparable interdependence of deictic categories is obvious within the case of time deixis. As an instance, the referent of "last week" in the utterance "I left last week" varies with the factor in time that a speaker produces this utterance. Grundy (2000:31-32) argues that time deixis is tense system which offers the fact that every sentence makes connection with the event time. Frequently this occasion time may be determined with regards to the time of utterance. Yule (1996:14.15) concludes that the primary time of temporal deixis in English language is inside the preference of verb tense. According to Yule, English has best the primary system which is the present and the past as in the following examples:

. I live here now.

.I lived there then.

2.15.3.Place Deixis

Levinson (1983) states that place deixis encodes the place of the speaker joined to the location of the articulation. In addition to, in place deixis, a speaker can refer to something that is in the surrounding area or further away: "this", "these" rather than "that" and "those". Place deixis is also known as space deixis that deals with the spatial areas which related to an articulation (O'Keeffe& et al 2011). Renkema (2004) argues that Place deixis can be realized by the use of demonstrative pronouns, as well as by the use of adverb of place: here and there while in demonstrative pronoun, it can be recognized by the distance. Grundy (2000) lists

three degrees of proximity by no means uncommon with some language distinguishing proximity to the speaker and to the addressee. They are “here” (proximity), “there” (distal), and where (the archaic hither, hence, thither, thence, wither, whence) left, right, up, down, above, below, in front, behind, come go, bring, take. This (singular), those (plural) and here are used for near distance. That (singular), those (plural) and there are used for far distance O’Keeffe & et al (2011) further clarify that the notion of place deixis is usually expressed exploiting demonstratives (this, that, these, those), deictic modifiers of place (here, there) or verbs of movement (come, go, bring, take). However, places can likewise be determined with respect to different objects utilizing prepositions of place, for example, above, below, left and right, behind or from.

2.15.4 .Social Deixis.

Social deixis deals with the encoding of social distinctions that are relative to participant-roles, particularly aspects of the social relationship holding between speaker and addressee (s) or speaker and some referent. Besides that, social deixis is reference to the social characteristics of, or distinctions between, the participants or referents in a speech event. Social deixis is a deictic expression used to distinguish social status. Social deixis is separated into two kinds, relational and absolute social deixis. Relational social deixis is a deictic reference to some social characteristic of referent apart from any relative ranking of referents or deictic reference to a social relationship between the speaker and addressee. For example: my husband, teacher, cousin, mother, etc. Absolute social deixis is a deictic reference usually expressed in certain forms of address which will include no comparison of the ranking of the speaker and addressee. For examples: your highness, Mr. President, your majesty (Levinson, 1983:63) .Social deixis contain information about the conversational participants such as age, sex, kin relationship, social class or ethnic group (O’Keeffe, et al 2011:55).

2.15.5.Discourse Deixis

Discourse deixis is the use of expressions within an utterance to refer to some part of the discourse that contains this utterance (Levinson, 1983:85). Therefore,

discourse deixis is deixis in text. A text, whether in its written or oral realization, is closely related to the concepts of space and time. In particular, a text which is orally produced unfolds in time for both speaker and addressee. In its written form both its temporal and spatial aspects are prominent: the speaker's writing activity and the addressee's reading activity also unfold in time. Therefore discourse deixis is communicated with terms that are basically used as a part of encoding space or time deixis as in the following examples:

-Uses of "this" to refer to a story one is about to tell in:

9. I bet you haven't heard this story.

- Use of "that" in the funniest story utterance of:

10. That was the funniest story I've ever heard. Listen to this joke.

11. Do you remember that story?

12. There's a nice point to discuss in class.

13. Here's a powerful argument.

14. In the last section we considered place deixis.

15. In the next chapter more will be said about space.

Grenoble (1998) explains that discourse deixis is identified as from time or place deixis, he presumes that an exceptional sort of deixis discourse or temporal deixis is normally recognized as gotten from essential spatial and text deixis. Discourse deixis can likewise be comprehended to have a more extensive meaning, specifically to work on a metalinguistic level to list parts of the text content.

It could be concluded that deictic expressions like I, we, you, him, them and so forth are referred to as individual deixis. Different deictic references such as, here, there, thence and so forth are indicators to positions and are referred to as region deixis while time deixis shows a time and are referred to as time deixis for instance, now, then, this night, these days, day after today. Social deixis which covers the encoding of social variations that is relative to participant-roles, especially components of the social relationship holding between speaker and addressee(s) or speaker and some referents. For

examples: your highness, Mr. President, your majesty, and discourse deixis which comprises the encoding of reference to quantities of the describing discourse wherein the utterance is located, as an example, phrases such as, "this" and "that" to refer to something stated in advance within the discourse.

2.16. Object Deixis

Diessel(2012:10) declares that object deixis incorporate the deictic classes of place, time, and discourse. Place deictic expressions refer to concrete items and areas in the circumstance encompassing the discourse participants, however time and discourse deixis are more elusive. Time deictic expressions demonstrate a point in time with respect to the moment of the discourse event, and discourse deictic articulations find linguistic components in the continuous discourse. Since time and discourse are unique substances they are not immediately accessible for a concrete demonstration of reference, for example, pointing. Nonetheless, in language time and discourse are normally conceptualized in spatial terms making them more objective. This clarifies why time and discourse deixis are much of the time communicated by spatial terms, recommending that place deixis gives the calculated and semantic establishment for more unique varieties of object deixis.

In conclusion, the main idea of object deixis based on the fact that time and discourse deixis are more elusive, so they are incorporated in place deixis to make them more objective.

2.17. The deictic Center and Oral communication

Lyons(1977: 638) records that "the deictic center or origo is a term coined by Bühler in 1934. This term refers to a perceived egocentric organization of the deictic system. Usually, this center is typically organized around an 'I-here-now' axis where 'the speaker casts himself in the role of the ego and relates everything to his viewpoint.'" Chovanec (2014:29) notes that the origo isn't inevitably connected to a specific place yet can be transposed to another person's area. A linguistic phenomenon that vitally depends on this capacity is deixis. Chovanec(2014:33) explains that as Bühler (1934) and other theorists have

pointed out, the use of deixis involves a particular viewpoint called the deictic center or the origo. Allot (2010: 57) announces that it is usual to understand deixis in terms of deictic centers and as the basic center he considers the speaker, though he admits that the deictic Centre can be shifted. Levinson (1983: 63) also agrees that deixis is generally organized in an egocentric way. (Rauh 1983: 13 cited in Hromádková 2014:8) argues that the encoder (the speaker) plays an essential role in communication because he/she is responsible for the encoding of the message he/she wants to convey. Thus; having a central role in encoding, the encoder's perspective, his/her person, his/her position in space and time, his/her consciousness and his/her emotions constitute a natural centre of orientation for his/her perception. The deictic centre is the centre of a coordinate system that underlies the conceptualization of the speech situation. In the unmarked case, the deictic center is defined by the speaker's location at the time of the utterance.

Diessel (2012:3) says that deictic expressions are used to show an area or point in time in respect to the deictic focus. For instance, the spatial modifiers all over can be utilized to express a contrast between two distinct areas in view of their relationship to the origo: here imprints the region that is conceptualized as the deictic focus, and there demonstrates an area that is not included around there. In literature, "here" and "there" are regularly viewed as proximal and distal deictic, however the qualities 'proximal' and 'distal' must not be taken in the total implications of these terms in the light of the fact that the deictic focus and the discourse circumstance are calculated units that can't be compared with the physical area in which the discourse occasion happens. Consider for example the use of the spatial deictic here in the following examples from 16- 20:

16. Here where I am

17. Here in this room

18. Here in Jena

19. Here in Germany

20. Here on this planet

In (16), here refers to a location that is further specified by the pronoun I , indicating that the deictic Centre is basically identical with the speaker's body; but in all other examples the deictic Centre includes a much larger area organized around the speaker's location at the time of the utterance: In (17) the deictic Centre is the room in which the speech event is taking place, in (18) it is the city of Jena, in (19) it is a country, and in (20) the deictic center consists of the whole planet.

Diessel(2012) mentions that in conversations the deictic center is constantly changing between the communicative partners; each time another speaker adopt the turn, the discourse event is conceptualized from an alternate perspective, which implies that articulations, for example, here and there I and you refers to various elements when utilized by various speakers.(Chilton ,2004: 56 cited in Chovanec ,2014:31)believes thatthe deictic center is understood as the implied anchoring point that speakers and interpreters construct or impose during verbal interaction and that depends on thinking-related frames that clearly show ordinary shared understandings about the structure of community, groups and relations with other societies.However;Levinson(1983: 64) explains that in the deictic Centre that we have are:

- (1) The central person is the speaker.
- (2) The central time is the time at which the speaker produces the utterance.
- (3) The central place is the speaker's location at utterance time.
- (4) The discourse center is the point at which the speaker is currently at in the production of his utterance.
- (5) The social center is the speaker's social status and rank, to which the status and rank of addressees or referents is relative.

The above-mentioned citations revealed that the central location of the speaker, the central time and the place of the utterance, the social status of the utterance and the discourse of the utterance are the basic components of the deictic centre. It could also be inferred that the deictic center is continuously shifting among interlocutors. The right interpretation of the deictic center depends on the context .Sometimes readers and listeners might find it difficult to identify the deictic center if speakers

don't use the appropriate indexical that make the context easy. Finally, it could be concluded that the deictic center is the implied anchorage point that speakers construct or impose during oral communication.

2.18. Deictic Reference and Oral Communication

Kreidler,(2002)defines reference as is a piece of language or a noun phrase that is used in an utterance and is linked to something outside language. This referent can either be some living, dead, imaginary entity, concept or group of entities. Diessel(2012:4)remarks that pragmatic permits us to investigate how meaning beyond words can be understood without doubt. The extra meaning is there, not because of the semantic aspects of the words themselves, but because we share certain contextual knowledge with the writer or the speaker of the text. The term deixis and indexicality are frequently used almost interchangeably, and both deal with essentially the same idea contextually dependent references.

Kreidler,(2002:144)adds that people can exploit deictic words to point to something on the physical social setting of the speaker and the addressee and these referents must be controlled by knowing the setting in which they are used. Deictic reference occurs whenever a linguistic sign receives part of its meaning from the extra –linguistic context ,e.g. the pronoun "me" refers to the speaker, it has a different meaning depends on who utters it .the demonstrative "this" selects a referent as oppose to "that", the past tense of verbs ,indicates that something is done at this location prior to the time of utterance ,and the adverbs, e.g. "yesterday" restricts the time interval to the day before the day the day of utterance .So in order to know what exactly is meant by "She brought this flower to me yesterday" and whether this statement is true, we need to know who uttered it, on what time and where,(Gjergji:2015:139).

Levinson (1983) states that deictic reference can just be settled in connection to discourse circumstances:depending on the situation, you can refer to any of the present speaker's, the reference today around evening of the day of talking, and at my house singles out the speaker's residence.

From the above citations, it could be seen clearly that there is a strong relationship between the context and deictic reference, due to the fact that it is the context that shows the referent which the deictic components refer to.

2.19. The Deictic projection and Oral Communication

This notion, which Lyons (1977: 579) called "deictic projection" is normal for stories and portrayals. In accounts the speaker makes a story world in which the heroes give the grapple to deictic expressions. This is especially striking on account of detailed discourse, in which deictic expressions are grounded by the individual whose discourse is accounted for; however the heroes can likewise give the grapple to deictic expressions in different settings. For example, if the story incorporates an I-storyteller deictic articulations are regularly utilized inside the storyteller's arrange framework. For example, the case in (21) is taken from a short story by Edgar Allen Poe, in which deictic articulations, for example, I and there don't allude to the creator and elements in his encompassing circumstance, yet to the I-storyteller and components in the universe of discourse.

(21) The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

Levinson (1983: 73) notes that since the deictic concentration isn't some exceptional and settled component, speakers can move it to various possible focuses along the line. They would have the capacity to characterize their expressions from a viewpoint secured to such a point to the point that is separated from the speakers' own specific without hesitation. The most generally perceived situation happens when speakers orchestrate their viewpoint between two deictic foci for deictic reference. If we consider the more specific issue of time deixis, two unmistakable conditions are typically perceived that identify with the two separating individuals parts of the speaker/creator and the beneficiary. Levinson (1983: 73) refers to the two conditions as "the coding time (CT) and the Receiving time (RT). While the former concerns "the moment of articulation (or engraving).

The last is the minute the encoded message is prepared by the beneficiary. In common face-to-face communication, CT and RT are indistinguishable in light of the fact that the speaker and the listener are co-show in space and time. One deictic focus exists with respect to the speaker/writer and another with respect to the recipient.

Chovanec (2014:34) concludes that since the deictic center is commonly defined by the speaker's location at the time of the utterance, deictic expressions are usually egocentric. However, the deictic center can be transferred from the speaker to a person in an imaginary situation.

2.20. The Pragmatic Uses of Demonstratives as Deixis in Oral communication

According to Diessel (1999: 36) "demonstratives are used as deictic expressions. Deictic expressions are linguistic elements whose interpretation makes crucial reference to some aspect of the speech situation". Demonstratives serve an important pragmatic function in the communicative interaction between the speakers. They are primarily used to orient the hearer in the speech situation, focusing his or her attention on objects, locations, or persons, but they also serve a variety of other pragmatic functions, (Diessel, 1999: 93).

Lyons (1968: 275) agrees that "expressive pronouns are lexico-grammatical forms which language clients utilize to call the consideration of the audience, to people, objects, acts, occasions or forms in an immediate or displaced setting of the situation". Moreover, Havilland(2000: 38) argues that the extend of demonstrative pronouns is only a theoretical development anticipated from where one is, who one is and what one knows regardless of whether the context of the situation is both immediate available without problems to the recipient, demonstrative pronouns create a subcategory of determiners. Their function is to indicate the distance that exists between the speaker or author and the objects, acts, persons, processes or events referred to either in an immediate or displaced context of situation. Hanks(2000: 69) in his trial to contemplate about the constrain of deixis clarifies that demonstratives have an inclination to satisfy various tasks including ostensive introduction of referents, predication of personalities and areas, heading

of the consideration of the recipient also other additional referential capacities . (Green 1995 cited in O'Keefe & at el 2011:37- 39) claims that for numerous language specialists and logicians, demonstratives lie at the heart of deictic issues. O'Keefe & at el (2011:48) specify that Personal pronouns, demonstratives (both pronouns and determiners) and qualifiers of space and time can be utilized both deictically and non-deictically, as will be seen in the cases here.

Disessel (1999:52) hypothesizes four basic pragmatic uses of demonstratives specifically, the exophoric, anaphoric, discourse deictic and recognition uses, but the researcher list a fifth one which is the emotional as suggested by Lyons 1977.

2.20.1. The Exophoric Use

Exophoric demonstratives refer to non-linguistic substances in the discourse situation. Diessel (1999: 94) claims that "Exophoric demonstratives focus the hearer's attention on entities in the situation surrounding the interlocutors. They have three distinctive features: first, they involve the speaker (or some other person) as the deictic center; second, they indicate a deictic contrast on a distance scale, and third, they are often accompanied by a pointing gesture. None of these features is shared by the three endophoric uses. Fillmore (1997: 63 cited in Disessel 1999:94) distinguishes between two uses that are exophoric from my perspective: the gestural and the symbolic use (cf. Levinson 1983: 65–66). The gestural use requires monitoring the speech event in order to identify the referent, whereas the symbolic use involves activating knowledge about the communicative situation and the referent. The two uses are exemplified by the following examples, which Levinson (1983) provides in order to illustrate the difference.

(35a, b) English (Levinson 1983: 66,)

a. This finger hurts.

b. This city stinks.

Moreover, exophoric demonstratives are commonly utilized with reference to substances that do not have a physical presence, as in:

36- This is a nice feeling.

2.20.2. The Anaphoric Use

Lyons (1977:660) states that "anaphoric demonstratives are co-referential with a noun or noun phrase in the previous discourse. They refer to the same referent as their antecedent. Disessel (1999:9, 96) mentions that "unlike exophoric demonstratives, which are primarily used to orient the hearer in the outside world, anaphoric demonstratives serve a language internal function: they are used to track participants of the preceding discourse. This is the concept of referring back to some that was mentioned earlier in a discourse and is very common use of all demonstratives, both as pronouns and determiners

e.g.

37.I really like the salmon; that was the best I've ever tasted.

38.The exam is scheduled for Friday afternoon .You will have two hours to complete this paper.

Although this and that are singular, they can be used to refer back to a number of things that have just been mentioned ,

e.g.

39.A cottage in the countryside and two acres of land. That is what she would like to if possible.

Demonstratives are also used to refer back to an entire sentence, or a number of sentences.

e.g.

40. I can't afford it .That is the problem .<https://www.onsetopenglish.com>.

2.20.3. The Discourse Deictic Use

Similar to anaphoric demonstratives, discourse deictic demonstratives refer to elements of the surrounding discourse. Diessel (1999: 101,102) accentuates that discourse deictic demonstratives refer to a chunk of the surrounding discourse; they express an overt link between two propositions. Discourse deictic demonstratives are, however, not co-referential with a prior NP rather they refer to propositions (or speech acts). In other words, they are used to focus the hearer's attention on aspects of meaning expressed by a clause, a sentence, a paragraph, or

entire story. (Fillmore 1997: 103–106 cited in Diessel, 1999:101) shows that discourse deictic demonstratives focus the hearer's attention on aspects of meaning, expressed by a clause, a sentence, a paragraph, or an entire story. Consider the following example:

41.A: Hey, management has reconsidered its position. They've promoted Fred to second vice president.

42 a. that's false. (Reference to proposition)

43. That's a lie. (Reference to illocution)

The demonstratives in (43 a–b) refer to an entire sentence. Precisely, the demonstrative in (43) refers to the propositional content of the preceding utterance,

While the demonstrative in (40 b) focuses the hearer's attention on its illocutionary force.

2.20.4. The Recognitional Use

Diessel (1999:105) reveals that "the recognitional use has two properties that distinguish it from all other uses. Firstly, recognitional demonstratives are only used adnominally. Secondly, recognitional demonstratives do not have a referent in the preceding discourse or the surrounding situation; rather, they are used to activate specific shared knowledge. Consider the following example:

English (Himmelman 1996: 230)

44. "... it was filmed in California, those dusty kind of hills that they have" out here in Stockton and all, ... so ..."

In (43) the dusty hills are mentioned for the first time. Although first mentions are usually marked by an indefinite article in English, the dusty hills occur with the distal demonstrative "those".

Himmelman (1996) depicts the recognitional usage as that demonstratives work to show that the speaker and listener are recognizable with the referent due to shared participation. The demonstrative in the following sentence embodies this use:

44-Do you still have that radio **that** your aunt gave you for your birthday?

Diessel (1999) states that the recognitional use is distinguished from the three other uses by two features: First, it does not involve any kind of pointing or discourse-internal reference. Second, recognitional demonstratives are always accompanied by a co-referential noun, i.e. there are no recognitional demonstrative pronouns or adverbs.

2.20.5. The Emotional/ emphatic Deixis

Lyons (1977) points out that "emphatic deixis is utilized to highlight the speaker's mental (as restricted to physical) remove from a given substance entity substance" as in the example:

45- The use of this to indicate the speaker's empathy

46- The use of that to indicate the speaker's emotional distance

(Levinson: 1983)

2.21. Deictic Versus Non-deictic Expressions

O'Keefe et al(2011:37-39) outline that Personal pronouns, demonstratives (both pronouns and determiners) and adverbs of space and time can be used both deictically and non-deictically. They mentioned that to classify something as deictic means that the expression derives part of its meaning from the context. Deictic expressions allow the interlocutors to 'point' to something in the context thereby enabling them to orientate themselves in a variety of ways, as personally, spatially or temporally.e.g personal pronouns.

The examples given below demonstrate the use of a personal pronoun, in this case "you", in both deictic and non-deictic senses:

2.21. 1.Deictic usage Non-deictic usage

2.20.1.1 Personal Pronouns

Deictic usage	Non-deictic usage
21. A: I owe you a fiver	21.B There's a school that's out there that you book in for a week and you can learn how to hang-glide.

In the deictic usage of "you", the speaker identifies a particular person, the addressee. In this example, the addressee is the referent. This deictic use of "you" in 21 is also likely to be accompanied by some gesture such as eye contact (in this example, a fiver refers to Irish and British English slang for a £5 or €5 note). In the non-deictic use, you is used to refer to people in general, and therefore does not

rely on the context for meaning. In this example it is implied that anyone can learn how to hang-glide in this school, a usage similar to one in English, on in French or man in German. This usage is sometimes referred to as generic you (Carter and McCarthy, 2006: 120 outlined in O’Keeffe, et al, 2011:37-39)

2.21.2. Deictic use of (this, that, these and those)

Deictic usage	Non-deictic usage
22.a Will I give him this bottle	22b: I mean the post office is one of our meeting places, this bottle?

Where the people would go along and inquire about this and that or another thing. The non-deictic usage of "this" in 22b is classified non-deictic because it is part of a fixed phrase this and that which is a marker of vague language, sometimes referred to as a vague category marker here meaning various, unspecified or trivial matters. Similarly, the deictic use of that as a demonstrative pronoun in 22.a would more than likely contain a gesture on the part of the speaker and so would require some degree of physical monitoring of the context on the part of the addressee in order to correctly interpret the utterance:

2.21.3. Deictic usage Non-deictic usage

Deictic usage	Non-deictic usage
23.A: That one is nice	23.A: But I think that one of the obvious things in all this

Affluence there are people who are benefiting from the Celtic Tiger, you know? On the other hand, the non-deictic use of that demonstrates its use as a complementizer. "That". Biber et al. (1999: 350 cited in O’Keeffe, et al 2011) describe "that" as one of the most common and most flexible word forms in English. In addition to its deictic function and that of a complementizer – see example 24 – that can also function as:

- A relative pronoun:

24. Daddy where's the balloon **that** was over the door?

2.21.4. Deictic usage vs Non-deictic usage

Deictic usage	Non-deictic usage
25.A: There was a good crowd there	25b: There was a good crowd there.

The non-deictic there featured in the above example functions as a dummy subject. Dummy subjects are considered to have no semantic content and 'simply fill the necessary subject slot'.

Finally, "now" used deictically is an adverb of time, in this case meaning time 'around now'. However, non-deictically it functions, for example, as a discourse marker that serves to introduce something which contrasts with what has just been said as in 22.

2.21.5. Adverbs of time and space

In example 23 **there** when used deictically is an adverb of space indicating position. In this case there refers to the location of a wedding reception:

2.21.6. Deictic usage-VS Non-deictic usage

Deictic usage	- Non-deictic usage
27. A: There was a good crowd there.	27.B: There was a good crowd there.

The non-deictic there featured in the above example functions as a dummy subject. Dummy subjects are considered to have no semantic content and 'simply fill the necessary subject slot' (Carter and McCarthy, 2006: 495).

Finally, now used deictically is an adverb of time, in this case meaning time 'around now'. However, non-deictically it functions, for example, as a discourse marker that serves to introduce something which contrasts with what has just been said as in example .No 27:

2.21.7. Deictic usage Non-deictic usage

Deictic usage	Non-deictic usage
28. A: I had a letter.	28.B: Now if after a time they found that that wasn't having written to her and

	I'll making any bite or impact on the company they then post it now maybe called for an all-out strike.
--	---

2.22 .Gestural Deixis and Oral Communication

Gestures are considered as very effective in decoding messages send by speakers. Consequently, once gestures and words are associated together at the same time ... in speech, this will make communication more practical and attentive among interlocutors in verbal communication (Borg, 2008) .One of the words which combined together with gestures in speech is deixis. Hanks (2011) points out that deixis usually co-articulates with gestures together with pointing gestures but also reduced to some forms like directed gaze or a nod. Levinson (2004: 103) mentions that "deictic forms include expressions “that are semantically insufficient to achieve reference without contextual support” Levinson (1983) also, states that once a linguistic item is identified as deictic, speakers could draw a distinction between gestural and symbolic deixis.Hugots (2007) believes that eye gaze is one of the essential factors in face to face interactions; we use our eyes to study the conduct and appearance of others. People use eye gaze during interactions and they look occasionally at each other. Bailly (2010:2) has also noticed that "eye gaze is an essential component of face-to-face interaction because eyes constitute a very special stimulus in a visual scene. Gaze and eye-contact are important cues for the development of social activity and speech acquisition". Lyons (1977: 654) clarifies that when pointing at an object while recognizing it, the speaker attracts the hearer’s attention to some spatiotemporal location in which the object can be found, that is, the speaker uses gestural deixis.

Levinson (1983: 65) opines that "to interpret gestural deixis appropriately, it requires a moment of physical monitoring of the speech event". However, deixis is at its purest ... where the utterance is accompanied by a few kinds of extra-linguistic gesture’. As the term indicates, gestural deixis is often accompanied by a gesture such as bodily pointing, making eye contact or turning your body to ‘face’

someone. Therefore, a gestural deictic can only be correctly construed by a bodily monitoring of the speech situation (Lyons, 1977). The exact use of gesture is plainly explained in Gjergi definition of gesture (2015:135) he put it as: "Gestural deixis refers broadly to deictic expressions whose understanding requires some sort of audio-visual information". A simple example is when an object is pointed at and referred to as "this" or "that".

Finally, it could be observed that gestural deictic is always associated with gesture such as bodily pointing, making eye contact or turning your body to 'face' someone. Therefore, a gestural deictic can only be correctly construed by a bodily monitoring of the speech situation.

2.23. Symbolic Deixis and Oral communication

Symbolic deixis is the process of using a deictic expression to mean that the interpretation involves merely knowing certain aspects of speech communication situation, whether this knowledge comes by common perception or not.

e.g.

29. I want to copy this document there. (Gjergi, 2015:135-136)

Levinson (1983: 65-66) states that symbolic uses "make reference only logical coordinates accessible to members antecedents to the expression". Gal (2008:7) adds that the reference of representative uses specifically depend on the immediate setting of the expression and on learning of specific parts of the communication act. For example:

30. This city is really beautiful. (Levinson's example 1983: 65)

The knowledge of the participants' location will suffice to ascribe a correct reference to the utterance. In this case no extension is necessary to determine which city is meant. Cutting, (2008: 9) asserts that "the symbolic use of a deictic item points to context outside the text for meaning, to referents 'in the common cultural background". O'Keeffe, et al (2011:40-41) state that Symbolic deixis may also signify entities that are not immediately visible in the immediate speech situation. For instance in (28) features the beginning of a phone call in a radio phone-in

31. A: I think we have Cian O'Donovan on another line.

B: Hello.

A: Cian are you there?

B: I am indeed yeah.

A: How're you feeling today?

However, because both the speaker and the addressee understand where they are spatially in relation to one another, there can be easily interpreted deictically.

It can be concluded that symbolic deixis is used to refer to the visible immediate context and on learning of specific parts of the communication act.

2-24. Deixis and Anaphora

Huang (2006:288) says that "Anaphora can be characterized as a connection between two linguistic components, in which the interpretation of one called an anaphora, is in some ways decided by the interpretation of the other called an antecedent". Lyons (1991: 166) asserts that deixis is prior to, and is more primary than anaphora in the sense that it is first acquired by children treating typically non-deictic material as if it were deictic can also be observed in the use of third-person pronouns, which are mostly used anaphorically. Traditionally, anaphors have been seen as continuing a pre-established reference in the text by pointing back to a specific antecedent, usually an NP. Mathew and Ruhlemann (2015:333) state that "anaphora is considered as a principal mode of reference in pronoun". (Crymes, 1968 as cited in Al saif 2008:73) emphasizes that deixis and anaphora may be motioned concurrently by the same indicating word, as in 32 and 33:

32- Take a look at this book.

33- This is the best book I've read in a long time.

Himmelman (1996) refers to anaphora as the usage of demonstratives for referents which have as of now been specified. Anaphora is respected as the usage of a word referring back to a word utilized prior in content or discussion to avoid redundancy, for example, the pronoun he, she, it, they and the verb do in example 34):

34- I like it and so do they.

Crystal (1997) states that anaphora is frequently differentiated with cataphora where the words refer forwards and in some cases with deixis or exophora where the words allude specifically to the additional linguistic circumstance and Language acquisition.

2.25. Previous Related Studies

The current study area has been investigated by some scholars, but they were presented differently. Most of the studies devoted to find out the types of deixis and how it is used by writers in literary works, the holy “book Qur’an” and rarely in everyday spoken discourse. However; the current study differs from the related previous studies below in terms that it aims at investigating the impact of pragmatic deixis on improving oral communication among English Majors Students.

1. Sari (2015)

Retma Sari

Title: Deixis Analysis through Interaction among the Students with Different Culture. *Transformatika*, vol 11, Nomor 2. september 2015. page 41-48 (Paper)

The purpose of this research was to know the things which appear to be offensive to each side caused by deixis system of different languages, and to find out the technique by which to solve or to lessen the offensiveness. The method of this study was direct observation to the data source. The researcher found out that different culture backgrounds have influenced the style and result of communication. The study recommends that learners have to pay more attention to the person whom we speak, to what topic is, and what the purpose and situation are. Moreover if both speaker and listener have different cultural backgrounds, more learning about culture is highly suggested to avoid misunderstanding.

2. Faricha (2007)

Name: Nadhifatul Faricha.

Title: Deixis used in the National section of The Jakarta Post. University of Malik Malang-Pakistan. (Paper)

The paper aimed to study deixis used in the National section of The Jakarta Post. The study found that deixis used on National section of The Jakarta Post comprise person, time, place, discourse and social deixis. The first person deixis is used when journalists wish to display the speaker who produces the utterance in the context. The second person deixis is used when journalists want to show the persons identified as addressee in the context. The third person deixis is used when journalists wish to indicate the referents not identified as the speaker or addressee in the context. Place deixis is used to describe a location relative to the location of participant in a speech event. Time deixis is used to point the certain period of time when journalists show the utterances used by the speaker and also the time of an event. Furthermore, discourse deixis is used to refer to some portions of discourse that contain the utterance as a signal and its relation to surrounding text. Finally, the study revealed that social deixis is used to show the distinct social roles between participants.

3. Thoeante (2014)

Name: Agnestasia Melinda Thoeante.

Title: The Use of Deixis in President George Walker Bush speech.2014."War on Terror".Binus University. Indonesia

The aim of the study was to figure out the importance of using deixis in formal speech such as the presidential speech. The study focuses on analyzing the president's intention by using the different types of deixis and how it affects the audience who watch or hear the speech. The researcher adopted the watching and writing down techniques to collect the required data which was any type of deixis that is found in the "War on Terror" speech by the president of the United State of America .the result has shown that the most used type of deixis by the president was the person deixis, especially the first person deixis which the president used 134 times during his speech .Secondly, the spatial deixis which divided into proximal and distal. The two types were used 20 times and 2 times successively. Finally, the time deixis which was only used 10 times by the president.

4-Sarafa(2011)

Name:Adekunle, AbolajiSarafa

Title:Pragmatic Analysis of President Good luckJonathan's Inaugural Speech-
Nigeria: Our Nation in Mourning. (Essay)

The Essay attempted to analyze the President Good luck Jonathan's inaugural speech in Nigeria: Our Nation in Mourning, because of its socio-political importance with a view to accounting for how the president has encoded his utterances and how meanings are generated from the utterances in the speech and elements. The study has revealed that the effects of cognition, social principles and context on the president's utterances showed the president as a careful user of words and a performer of many actions with few utterances. Firstly, context is an important element in the interpretation of utterances. It serves as a conversational undertone for speeches where there is no immediate linguistic feedback. The study also revealed that implicature can be calculated through the context. In addition, context helps audience to recognize the intention of participants in a communicative act. It is through this intentions (cognition) recognition that adequate inferences can be gotten. Finally, assertive and expressive are necessary for achieving persuasion and creating a strong co-operation between the hearer and the speaker.

5-Jaime J, (2004)

Name:GelabertJaime J

Title:Deixis in Contemporary Spanish political Discourse.The Pennsylvania State
University.America(Thesis)

The study investigated deixis in contemporary Spanish political discourse. In particular, it focuses on the pronominal and patio-temporal aspects of deixis and establishes a comparison with a corpus of everyday discourse. The researcher used the analytic quantitative approach to show differences between two large corpora (political discourse and everyday discourse). The findings show that there is a need for a deeper understanding of political discourse beyond the lexical level. In

studying deictic expressions, it reveals the indivisible relationship between language and its social function.

6-Zainuddin(2012)

Name:Nita Bonita SamosirZainuddin.

Title: An analysis of Deixis in the Article of "The JakartaPost". State University of Medan-Indonesia (Thesis)

The thesis analyzed types of deixis that is the most dominant in the political article of "Jakarta Post". The researcher followed the descriptive quantitative approach to conduct the study. The findings showed that there are five types of deixis found in "The Jakarta Post article", namely Person deixis, 99 times occur (42,85%), Place deixis, 8 times occur (3,46%), Time deixis 43 times occur (18,61%), Discourse deixis 42 times occur (18,18), and the last is social deixis 39 times occur (16,88%). From the analysis of deixis in "The Jakarta Post" the most co- occurring type of Deixis is the person deixis.

7- Morales, (2011)

Name:Miren MontoyaMorales.

Title: How the Deictic and the Anaphoric role of "Na" in Filipino functions as a cohesive in the Classroom Interaction. Philippine EFL Journal vol6 (Paper)

The paper aimed to find out how "na" functions as a discourse deixis or anaphora in classroom conversational turn-taking as a linguistic device in achieving cohesion for classroom interaction. This study uses a discourse analysis method in analyzing deictic and anaphoric features of student-teacher classroom exchange. This study exhibits findings that "na" in its deictic and anaphoric function further demonstrates this multifarious identity. The use of "na" as a deixis applies in its function as a demonstrative pronoun (exophoric symbolic) and spatial/temporal adverb deixis; whereas, the anaphoric use of "na" is shown in its function as a relative pronoun as well as the non-deictic "na" use which shows a necessity for grammatical well-formedness of the utterance. Of a Literature class which used a student storytelling format as a way to discuss the short story of

Carlos Bulosan's "My Father's Tragedy" (translated into Filipino by Honorato I. Cabrera, Jr.)

8-XI Hong-mei, LIU Dan, WANG Dan-yu(2016)

Title: The Adaptability of Person Deixis in English Teacher Talk. US-China Foreign Language, Journal, Vol14, No.12. (Page 840-844)

The study considered Teacher talk is an influential factor for conducting English class effectively. The use of person deixis in teacher talk has an important effect on classroom interaction and students' language learning. This paper based on Jef Verschueren's Adaptation Theory. It mainly explores the adaptability of person deixis in English teacher talk in the communicative classroom context. The study shows the employment of person deixis in English teacher talk is not arbitrary, but adapts to the communicative contextual factors, i.e., adapts to emotive elements, like empathy, face, motivation, etc., adapts to the social relations between teachers and students, and the teachers' roles, and adapts to the students' physical feedback, etc. Conducting research on person deixis in teacher talk is conducive to understanding the dynamic process of language use.

9. Alsaif. (2008)

Name: Fahed Hussein Ahamed Alsaif.

Title: Deixis in English and Arabic: A semantic –Pragmatic Study and its Pedagogical Implications. -India –University of Pune.

The purpose of the thesis was to compare English Deixis with the Arabic ones to pinpoint the similarities and differences that can be of pedagogical uses. The researcher followed the descriptive method to conduct the study.

The most important findings of the study were as follows:

- The deictic systems of the two languages show remarkably semantic differences than pragmatic uses.
- The person deictic system in Arabic appears to be more diverse and complicated since it has two types (separate and attached).
- There are identical similarities in the separate forms of the first person of the two languages semantically and pragmatically.

- 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.
- The second person pronouns in the two languages exhibit semantic variations and, to a small extent, similar pragmatic manifestations.
- The lack of proper context or linguistic clues of 2nd person pronoun leads to the improper quality of translation especially, from English to Arabic.
- The spatial systems of the two languages are, to a great extent, semantically different.
- 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.
- The two languages show pragmatic resemblance in the uses of demonstratives.
- 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.
- The use of discourse deictics in Arabic tends to be increasingly anaphoric than cataphoric.
- The distal demonstrative in the two languages can be used in the emotional deixis.
- The two languages display a similar semantic and pragmatic denotation of the lexical temporal deictic expressions (binary and ternary system of lexical temporal deictic expressions), for example, now-then; yesterday-today-tomorrow.
- 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.
- The calendric systems of the year and months of the two languages show hugely different manifestations, which give rise to negative transfer.
- The calendric ordering of the days of the week in the two languages is greatly different, which leads to raise a negative transfer.

- 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.
- 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.

10. Rosmawaty (2013)

Title: Analysis the Use of the Kind of Deixis On: "Ayat-Ayat Cinta" Novel by Habiburrahman El-Shirazy. State University of Medan-Indonesia (paper)

The study aimed to describe the kind of deixis on "Ayat-Ayat Cinta" Novel. The study used a qualitative descriptive method in the form of content analysis. Based on the data analysis, it was found that the most dominant deixis is spell deixis. There was also time deixis, place deixis, discourse deixis and social deixis in the novel.

11- Fauziah, (2015)

Name: Aulia Fauziah..

Title: "A Thousand Words" movie script by Steve Koren. State Islamic Institute Of Tulungagung. Indonesia- Thesis.

The study aims to find out the types of deixis and their functions in "In this study, the writer uses the descriptive analysis technique. The result of the research shows that there are three types of deixis in "A Thousand Words" Movie Script by Steve Koren, they are person, spatial and temporal deixis. Due to the fact that deixis is important to indicate impermanent reference, English learner should enrich themselves by understanding the function of deixis, the types of deixis and how deixis is used in an utterance.

12- Setyawati (2013)

Name: Dwi Setyawati

Title: The Analysis of Deixis of the Novel "EMMA" by Jane Austen. A graduating Paper. State Institute of Islamic Studies (STAIN) Salatiga-Indonesia

The Paper proposed to find the types of deixis (person deixis, spatial deixis, temporal deixis, and discourse deixis) and describe the use of deixis in the utterances used in the novel “Emma” by Jane Austen. The study was done qualitatively. The researcher found that there are four types of deixis found in the novel “Emma” by Jane Austen, i.e. 195 person deixis (63, 2%), 32 spatial person deixis (10, 4%), 42 temporal deixis (13, 6%), and 40 discourse deixis (12, 9%). Meanwhile, the kinds of person deixis found in the novel “Emma” by Jane Austen are I, me, you, he, him, she, her, it, we, us, they, and them. Then, the spatial deixis and temporal deixis found in the novel “Emma” by Jane Austen respectively are here and there, and now, last night, this morning, the evening, soon, yesterday, today, next summer, every day, a week tomorrow, four years ago, three days ago, and the last four years. Furthermore, the discourse deixis found in the novel “Emma” by Jane Austen are this, that, those and these.

13-Uswatun, (2016)

Name: Hasanah Uswatun.

Title: A pragmatic study on Deixis in the Song Lyrics of Harris J's (Salam Album). thesis: Islamic State University-Indonesia.

The study analyzed the five types of Deixis that interpret the reference meaning of deixis and find out the dominant type of deixis that are found in the songs of lyrics of Harris “Salam” Album. The study was conducted by using the descriptive qualitative method. The findings showed that the types of deixis like person, temporal and discourse deixis are used in the song of Lyrics of Harris J’s “Salam” Album. The uses of person Deixis indicate the role of the participant in the song. Spatial deixis indicates the place or the location of event in the songs while the temporal deixis indicates relative time of the speech event which used in the song. Then the social deixis that occurs in the most of the songs in “Salam” Album indicates the social status and also the close relation of participants in the song. The last type of Deixis is the discourse which occurs in half of all the songs of the album refers certain discourse that contains the utterance in the song lyrics as a signal and its relation to the surrounding text. The researcher also found that

person; temporal and spatial are found as the most dominant types that occur in every song of Harris J's "Salam" Album. This is due to the fact that the singer conveys about the moral value.

14. Gal (2008)

Name: Valentina Gal.

Title: The pragmatic World of Alice's Adventures in Wonderland by Lewis Carroll.

Thesis -University of Vienna.

The thesis explored Carroll's numerous ambiguous references, puns and preposterous statements and analyses them within the framework of three pragmatic concepts, viz. deixis, presupposition and implicature. Within the framework of these notions, the thesis concentrates on the relationship between the choice of language and the speaker's purposes, situational appropriateness and context. The role of the latter is emphasized throughout the whole thesis. The results of the thesis show that pragmatics can substantially contribute to explaining the reasons for communication failure between Alice and the dwellers of Wonderland; pragmatics facilitates the understanding of Carrollian absurd humour and nonsense.

15. Eragbe and Yakubu (2015)

Names: Christiana Eragbe, Samaila Yakubu

Title: The Uses of Deictic Expressions in Boko Haram Insurgency Reports by the media in the four affected countries of West Africa. Federal University, Wukari, Nigeria.

The paper examined the uses of deictic expressions in Boko Haram insurgency reports by the media in the four affected countries of West Africa.

The study was carried out using qualitative approach to explore the incidences and functions of deictic expressions in Boko Haram insurgency reports by the media.

The result of the investigation shows that media reporters use person, time/temporal and place/spatial deixis to locate the participants in discourse. Spotting of the participants in discourse via deictic expressions give the audience clear picture of the incidence of insurgency reported on. Deictic expressions as

used in insurgency reports point to the insurgents, or the victims, the place of operation and time. These put together enhances cohesion and coherence in the discourse of Boko Haram insurgency reports.

16. Faizah,(2008)

Name: AnleyFaizah

Title:Analyzing Deixis in Surahat al Dukhan using the theory of Deixis by levinson.State Islamic University of Malang-Indonesia.(paper

The paperfocused on analyzing deixis in surah al Dukhan using the theory of Deixis by levinson.The researcher used the descriptive qualitative approach to conduct the study. The result of the study shows the types of deixis that are found in Surah AlDukhan are person deixis, place deixis and time Deixis. Persondeixis consists of first person deixis,second person deixis and third person deixis. The first person is used to identify the speaker. The second person is used to show the addressee and the third is used to the referent not identified as the speaker or the addressee appears in the discourse. TimeDeixis is used to point the certain period of the time expressed in two ways namely using explicit information of time and implicit information of time, which is in the usage of tense. PlaceDeixis is used to describe a location of the participant in speech events, as well as have been shown in the context.

17. Kinasih&Sari (2015)

Names: JuliastiKinasihand Lisa Mutia Sari.

Title:Person Deixis in the "speech Spy" at Harvard University. Thesis: University of Diponegoro.Indonesia.

The thesisaimed atidentifyingthe types of person deixis in the "speech Spy" and to describe the use of person deixis in the speech based on the context. The researcher followed the descriptive qualitative method to conduct the study.Based on the result of analysis of the data, she found that Spy uses all three types of person deixis as many as 170 during his speech for about 30 minutes. Almost all of the person deixis that Spy uses are first person as many as 82 %. The second place is third person as many as 14 %. The rest 4 % is second person. For every

type of person deixis, the high use is for subject rather than object or possessive pronoun.

It could be concluded that there are many studies conducted on the different uses of deixis and the role that it plays to refer to people; places, time, social status and discourse in oral communication. Some of these studies ensured the importance of deixis in every day spoken discourse because it functioned as cohesive devices and a constant reminder to both speakers and listeners in conversations. Moreover, some studies accentuate the role of context as an important element in the interpretation of utterances as it serves as a conversational undertone for speeches where there is no immediate linguistic feedback. However, it can be noticed from the above mentioned previous related review that there is scarcity of the studies that conducted on deixis and its role in developing oral communication skills. So the researcher hopes that this study will provide new insights about deixis and its impact on improving verbal communication among English Majors.

2.25 Summary of the Chapter:

This chapter reviewed several theories that are related to this study, namely relevance theory, theory of mind and Speech Act theory. The Chapter also reviews some insights about pragmatics, deixis, and its five types according to Levinson theory of deixis which are person deixis, time deixis, place deixis, discourse deixis and social deixis in addition to the context and its types. The chapter also includes information about some notions which related to the ways in which deixis works within the spoken discourse, these notions are the reference, deictic Centre, deictic projection, object deixis. Since demonstratives are significantly used as deictic expressions, the researcher mentioned them with examples in this chapter. Moreover, the chapter includes related previous studies to support the analysis. The researcher believes that all the information which has been mentioned in this chapter shed light on the problem of the study and subsequently contributes to the achievement of the objectives of the thesis.

Chapter Three

Research Methodology

3.0.Introduction

This chapter tackles the general methodology of the study. It includes the design implemented in the study, the population and the sample of the study besides the reliability and the validity of tools of the study. Moreover, the chapter includes the instruments, the procedure, data collection and the statistical analysis.

3.1.Methodology of the Research

In this study, mixed methods and approaches were used, namely, the descriptive, analytical and the experimental methods. The proposed experiment was conducted within the context of Al-Fashir University from where the population of the research was selected. The research sample comprised 60 participants who represent the fourth year undergraduate students within the academic year (2017-2018) at the University of Al-Fashir , Faculties of Education and Arts. The sample was divided into a control group and experimental group. The main instrument of data collection was a pre-test and a post-test. The researcher exposed both groups to a pretest to assess their knowledge about the five types of deixis according to Levinson (1983) theory of deixis to make sure that they are equal in knowledge about deixis. And then, the researcher exposed the experimental group to an intensified training on the effect of the teacher talk, the context, gesture, symbols and the deictic center on understanding deixis and its role in oral communication. The program was designed in accordance with the research problem, the objectives of the research and the literature review. Afterwards, the researcher exposed both groups to a post-test to decide whether the attitudes and performance of the research group improved or not in favor of the experimental group. The pre-test and the post-test were analyzed quantitatively by using the paired test to measure and compare the means of the research group. The researcher also used teachers' questionnaire to collect the required data from expert teachers in the field

of teaching English language at some Sudanese universities. The questionnaire was analyzed by SPSS. To ensure the validity of the study tools, the researcher submitted them in their initial form to specialized panel members in the field of English language teaching. They were asked to comment on the fitness of the two tools to measure professors, teachers and students attitudes about the impact of using on improving oral communication among EFL learners of English. The tests and also the teachers' questionnaire were amended according to the jury members' comments and suggestions.

3.2. Population of the Research:

The population of the current study consists of professors from different Sudanese universities and secondary school teachers from different parts of the country. The population also comprises the students who are studying English language at the University of Al-Fasher, Faculties of Education and Arts.

3.3. The Sample of the Research:

The study was conducted within the context of the University of Al-Fasher- Faculties of Education and Arts, Departments of English Language. The sample of this study comprises two groups: group one comprises (60) students which were drawn from the final level. The sample was divided equally into two groups to represent the experimental group and control group .The data had been collected during the first semester of the academic year 2018. The purpose of this study was to compare the performance of the participants before and after the study of deixis and its effects on improving oral communication. All of the participants in these sections were informed about the experiment and they subsequently agreed to participate willingly. Group two composed of teachers who teach English at universities and secondary schools from different parts of the country whose total number was (50) and they are all non-native speakers. The participants were asked to answer all the items of the questionnaire, giving their own perceptions about their attitudes towards the actual the effects of pragmatic deixis on improving oral communication among English language major students

3. 4.Instruction Design

The researcher has used experimental design of pre-test, and post-test. Firstly, the researcher used a pre-test to assess knowledge of the participants in both groups' about deixis and its effects on improving oral communication among English language major Students at the University of Al-Fasher . The pretest was corrected and the result was kept and then the researcher trained the experimental group on the effects of pragmatic deixis on improving oral communication. The materials that were given to the experimental group were mainly from the literature review that is collected by the researcher for the study about the effects of pragmatic deixis on improving oral communication among English language major students. After one week from the training, the researchers exposed both groups to a post-test to check if there were any significant differences in the mean scores between the two groups in favor of the experimental group. The pretest and the posttest included the manipulation of one independent variable, which were deixis and the dependent variable which was oral communication.

3.5.Instruments of Data Collection

To answer the questions and test the hypotheses designed for the study, the researcher used two instruments of data collection which were a pre-test and post-test. The pre-test and the post-test comprised firstly, the personal information about the participants which includes sex, age and the level of education and secondly, the questions of the pre and the post-test which were designed in the light of the purpose, the question and the hypothesis of the study. The pre-test and the post-test comprised (20) statements about the effects of Pragmatic Deixis on improving oral communication.

3.6. The Pre-Test

At the beginning of the experiment, the participants were examined by the researcher using a standardized pre-test to evaluate their knowledge about the impact of using of deixis on improving oral communication before the implementation of the program to make sure that they were equal in knowledge

about deixis. The sample answered the pre-test questions during the given time. The pretest consisted of (20) questions to investigate the effects of deixis on improving oral communication. It comprises questions such as filling gaps, matching column (a) with (B), and multiple choice questions. The questions of the pre-test were designed in the light of the study questions and hypotheses and the objectives . (See appendix 2).

3.7.The post- test

The same questions and statements of the pretest were given to both groups at the end of the treatment as a post-test and the purpose of the test this time was to check if there were any significant differences in scores means of the two groups or improvements in the participants' performance and attitudes in favor of the experimental group who received the training (See appendix B).

3.8.Teachers' questionnaire

The questionnaire, which distributed to 50 participants, composed of two parts. Part one includes questions about the personal information of the participants, namely educational degree, place of work, qualifications, years of experience and their gender. The questionnaire was designed to measure teachers' attitude, perception and opinions about the effects of Pragmatic deixis on oral communication. It consists of (26) statements; each statement includes five choices i.e. likert scale with five options being always, often, sometimes, rarely and never and agree, strongly agree, neutral, disagree and strongly disagree. The questionnaire comprises five broad areas in the light of the research questions and hypotheses. The first part concerned with the five types of deixis according to Levinson theory of deixis (1983) and their role in oral communication. The Second part concerned with the role of gesture in decoding the meaning of deictic expressions and the third part specified for the role of symbol in decoding the meaning of the deictic expression. Part four concerns with the role of deictic center and its role in decoding the meaning of deixis and finally part five which comprises statements to test the role of the context in decoding the meaning of deictic expressions (See appendix (B)).

3.9. Validity of the Tools

According to Cohen, Manion and Morrison (2000) validity in research implies that tools should measure what they are supposed to measure...quantitative validity is achieved via selecting the study sample carefully, using applicable instruments and selecting applicable statistical analyses for the data. However, pragmatics deixo to ensure the validity of the study tools, the researcher submitted them in their initial form to specialized panel members in the field of English language teaching. They were asked to comment on the fitness of the two tools to measure professors, teachers and students attitudes about the impact of using on improving oral communication among EFL learners of English. The tests and also the teachers' questionnaire were amended according to the jury members' comments and suggestions.

3.10. Reliability of the Tests

Test –test methodology was drawn to assess the reliability of the tests. This method ensures that for the test to be reliable it should be administered twice to the same group then the control group scores is correlated with the experimental groups' scores.

3.11. Reliability of the Teachers' questionnaire

Reliability refers to the consistency of any test to gain the same results if the same measurement is used more than one time under the same conditions. We can describe this test as reliable. In addition, reliability can also be defined as: the degree of the accuracy of the data that the test measures.

For calculating the reliability of the questionnaire, the researcher used Alpha-Cronbach coefficient method and the result is showed in the following table:

Reliability Statistics

Cronbach's Alpha	N of Items
.93	26

3.12. Procedures

Before starting the programme, the researcher took a permission to do this study at the University of Al-Fashir, Faculties of Education and Arts. The researcher briefed the head departments in both Faculties about the purpose of the study. Due to the insufficient number of the students who study English in both Faculties, the researcher has taken them all as the sample of the study whose number was (60) participants. The researcher divided them equally into experimental and control groups. The students in these sections were informed about the experiment. They All agreed to participate willingly. The researcher assured the participants in both groups that their grades in their Faculties would not be affected whether they participate or not. In order to confirm that the both groups were equal, the pre-test was given to them at the beginning of the experiment. Then the researcher trained the experimental group on deixis and its characteristics. The training lasted for two successive weeks in which they had eight lectures. The researcher only briefed the control group about the purpose of the study; they receive no help from the researcher. During the instruction period, the researcher made efforts to familiarize the experimental group with the effects of deixis on improving oral communication. After one week, the post-test was conducted on the both groups to check whether participants' attitudes and performance towards the role of deixis in oral communication changed positively or not in favor of the experimental group. The researcher also used questionnaire to collect data concerning teachers' opinions about the topic. The data was collected via applying the pre-test and the post-test methods to the all participants from the students and a questionnaire to teachers. The results of the two tests and the questionnaire were analyzed by using the statistical package for social science (SPSS).

3.13. Summary of the Chapter

This chapter comprises the methodology of the study. It gives detailed information about the sample of the study, the tools of the study; the instructional design. It

also gives information about the reliability and the validity of the study and finally the procedures that are followed in conducting the study.

Chapter Four

Data Analysis, Results & Discussion

4.0. Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected by the questionnaire, the pre-test and the post-test. The purpose was to determine the impact of pragmatic deixis on improving oral communication among English major Students. In this chapter the results of the study were analyzed by (SPSS)programme. The data consist of the following: the pre and post-test scores answered by students in both the experimental and the control groups, and the questionnaire which was given to (50) respondents represent professors from Universities and teachers from secondary schools.

4.1. Teachers' Questionnaire

The questionnaire was designed to investigate teachers' opinions about the impact of pragmatic deixis on improving oral communication among English language learners .The questionnaire, which was designed according to likert system, is composed of 26 statements. The researcher distributed the questionnaire to(50)tutors. The responses of the tutors were tabulated and computed. Each item in the questionnaire is analyzed statistically and discussed .The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

4.2. Teachers' Questionnaire Analysis

Table (4.1): Frequencies about the gender of the respondents.

Gender	Frequencies	Percentage
Male	27	54%
Female	23	46%
Total	50	100

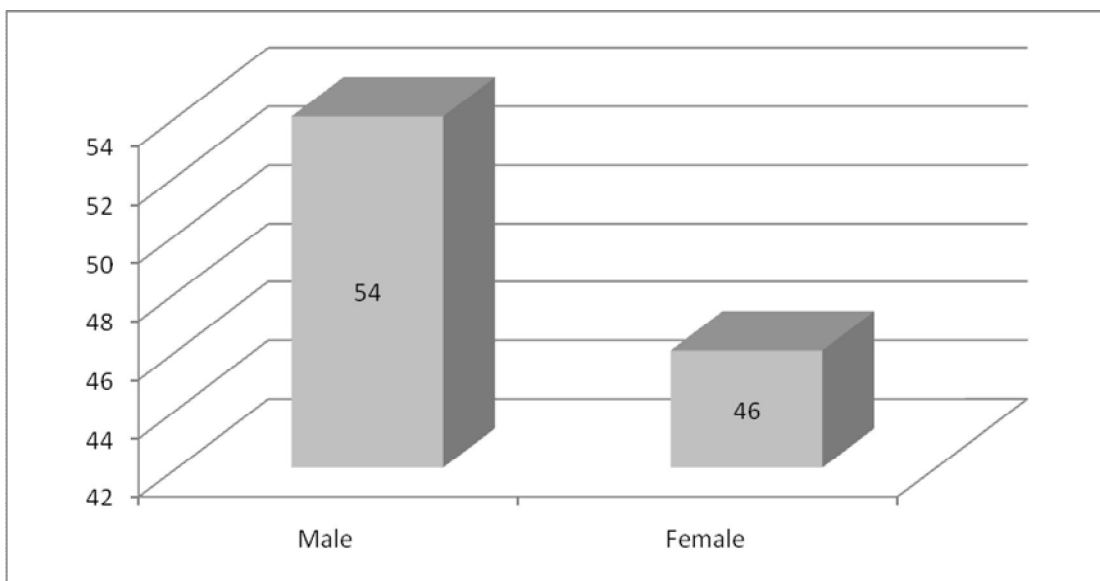


Figure (1): Gender Representation

From the above table it's clear that the number of male is (27) with percentage 54% and the number of female is (23) with percentage 46%.

Table (4.2):Teachers' Years of Experience

Valid	Frequencies	Percentage
Less than 5 years	22	44%
5 - 10 years	18	36%
More than 10 years	10	20%
Total	50	100%

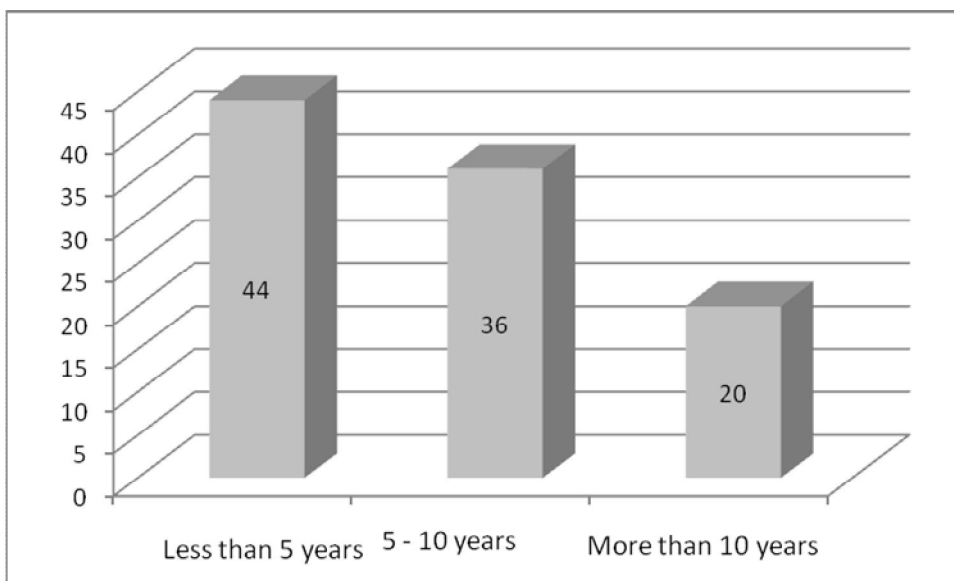


Figure (2):Years of experience representation

From the above table (2) and figure (2) it is obvious that the number of respondents whom their experience is less than 5 years was 22 with percentage of 44% and the number of respondents whom their experience ranging from 5 to 10 years was 18 with percentage of 36% and the number of respondents with years of experience which is more than 10 years is 10 with percentage of 20%.

Table (4.3):Qualificationof Teachers

Valid	Frequencies	Percentage
BA	15	30%
MA	25	50%
Ph.D	10	20%
Total	50	100

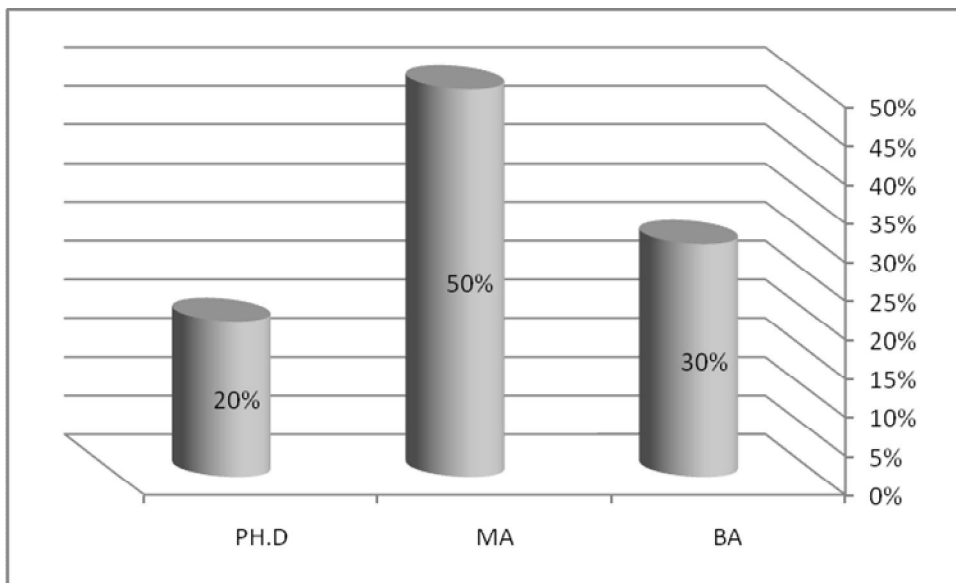


Figure (3):Qualifications of Teachers

From the above table (3) and figure (3) it is clear that the number of respondents who have BA degree is(15) teachers with 30% and the number of respondents with master qualification is (25) with 50% and the number of respondents with Ph.D. qualification is(10)respondents with 20%.

Statement (1):Deixis enables interlocutors to refer to entities in context in face- to face interaction.

Table No (4.4)the Frequency Distribution for the Respondents’ Answers of Question No.(1)

Valid	Frequencies	Percentage
Strongly agree	23	46%
agree	18	34%
Neutral	6	12%
disagree	2	4%
Strongly disagree	2	4%
Total	50	100

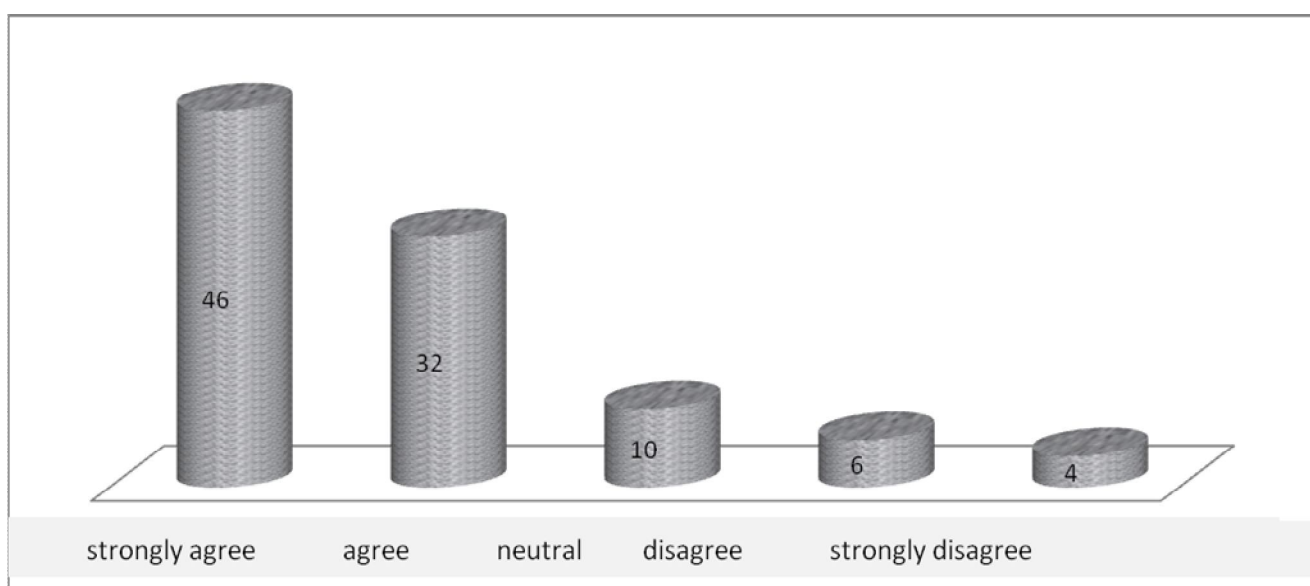


Figure (4): Representation of the respondents answers of question (1).

Table (4) and figure (4) show that 46% of the respondents strongly agreed with (Deixis enables interlocutors to refer to entities in context in face- to face interaction.), and 36% of them agreed with that, while 12% of the respondents were uncertain. On the other hand, 4% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a considerable percentage of the respondents were in favor of the statement (82%). This great percentage can be compared with the percentage of those who disagreed (8%). This indicates that most of the respondents were aware of the fact that deixis enables interlocutors to refer to entities in every day spoken discourse.

Statement (2):Deixis allows interlocutors to orientate themselves in a variety of ways for example personally spatially or temporally.

Table No (4.5)The Frequency Distribution for the Respondents' Answers of Question No. (2).

Valid	Frequencies	Percentage
Strongly agree	22	44%
agree	14	28%
Neutral	9	18%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

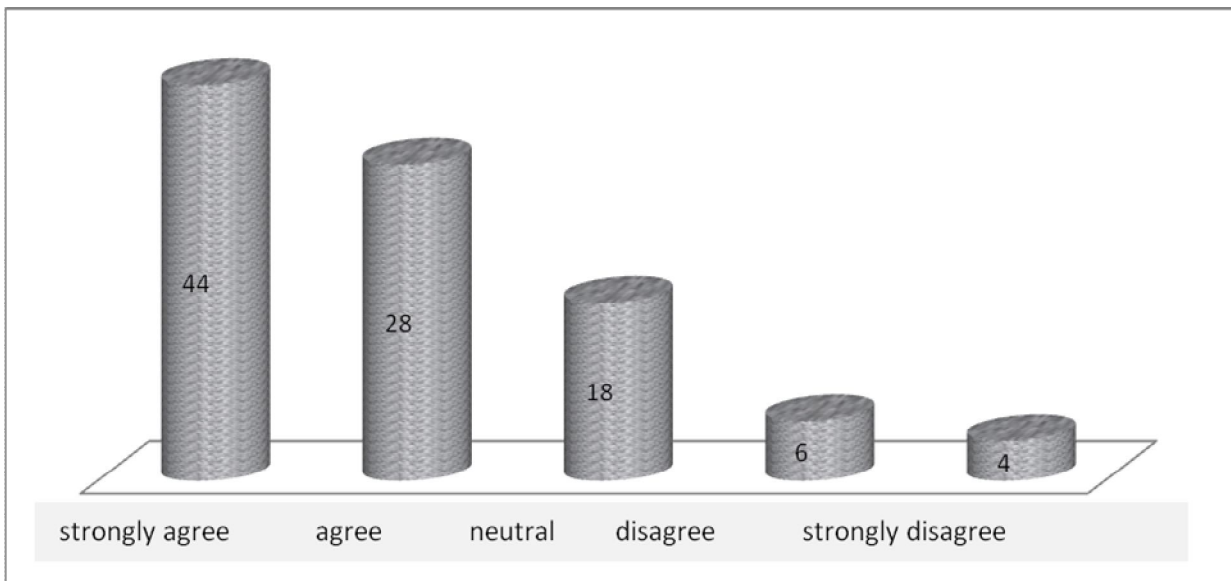


Figure (5): Representation of the respondents answers of question (2).

Table (5) and figure (5) show that 48% of the respondents strongly agreed with (Deixis allows interlocutors to orientate themselves in a variety of ways for example personally spatially or temporally.), and 28% of them agreed with that, while 18% of the respondents were neutral. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a considerable percentage of the respondents were in favor of the statement (72%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that most of the respondents were aware of the role of deixis in every day spoken discourse.

Statement (3): Students have to pay a considerable attention to deictic expressions in verbal communication because they are basic elements in human communication.

Table No (4.6):The Frequency Distribution for the Respondents' Answers of Question No. (3)

Valid	Frequencies	Percentage
Strongly agree	28	56%
Agree	11	24%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

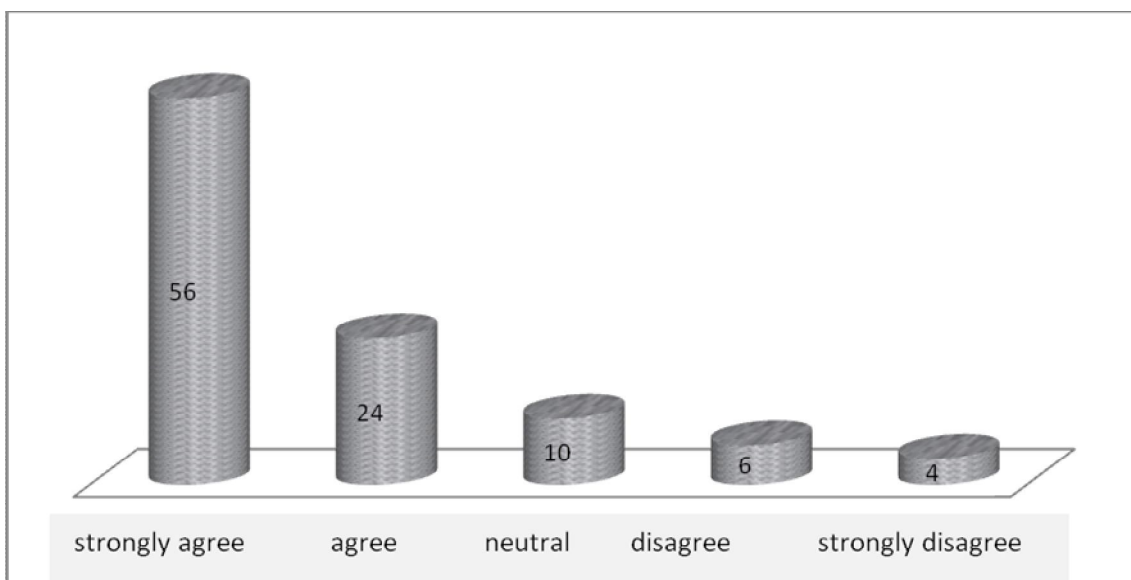


Figure (6): Representation of the respondents answers of question (3).

Table (6) and figure (6) show that 56% of the respondents strongly agreed with (Students have to pay a considerable attention to deictic expressions in verbal communication because they are basic elements in human communication.), and 24% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a considerable percentage of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This shows that most of the respondents were aware of the fact that deixis is basic element in human communication.

Statement (4):Deixis expressions function as grammatical markers to establish the cohesion of spoken discourses.

Table No (4.7):the Frequency Distribution for the Respondents' Answers of Question No.(4)

Valid	Frequencies	Percentage
Strongly agree	25	50%
agree	17	30%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

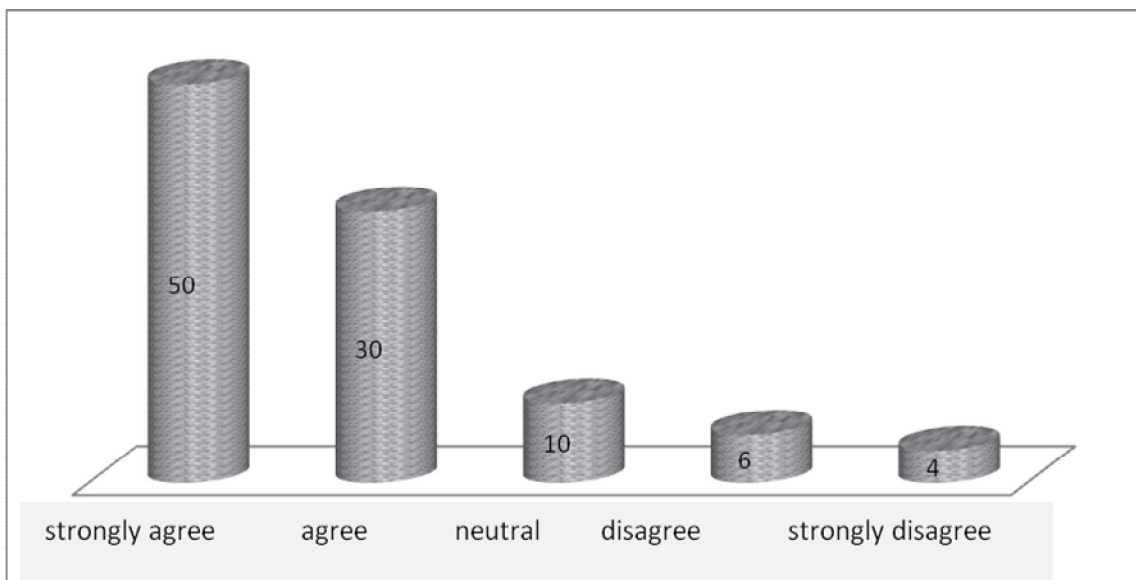


Figure (4.7): Representation of the respondents answers of question (4).

Table (7) and figure (7) show that 50% of the respondents strongly agreed with (Deixis expressions function as grammatical markers to establish the cohesion of spoken discourses.), and 30% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a large portion of percentages of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This emphasizes the grammatical role which played by deixis in spoken discourse to establish cohesion.

Statement (5): Misinterpreting deictic expressions function in oral communication will lead to communication breakdown among interlocutors.

Table No (4.8):the Frequency Distribution for the Respondents' Answers of Question No.(5)

Valid	Frequencies	Percentage
Strongly agree	24	48%
agree	15	30%
Neutral	6	12%
disagree	2	4%
Strongly disagree	3	6%
Total	50	100%

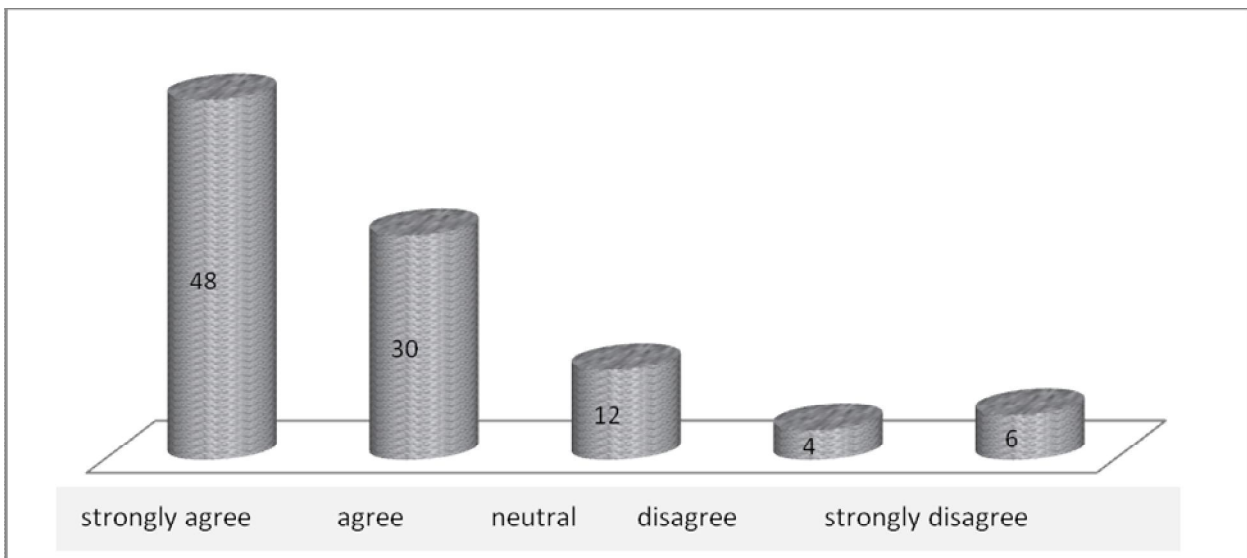


Figure (4.8): Representation of the respondents answers of question (5).

Table (8) and figure (8) show that 48% of the respondents strongly agreed with (Misinterpreting deictic expressions' function in oral communication will lead to communication breakdown among interlocutors.), and 30% of them agreed with that, while 12% of the respondents were uncertain. On the other hand, 4% of the respondents disagreed and only 6% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (78%). This great percentage can be compared with the percentage of those who disagreed (10%). This emphasizes that the respondents were aware of the necessity of paying attention to the correct interpretation of the deictic expression in oral communication.

Statement (6): Using deictic expressions appropriately will help interlocutors to be cooperative in the speech event.

Table No (4.9):the Frequency Distribution for the Respondents' Answers of Question No.(6)

Valid	Frequencies	Percentage
Strongly agree	14	28%
agree	26	52%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

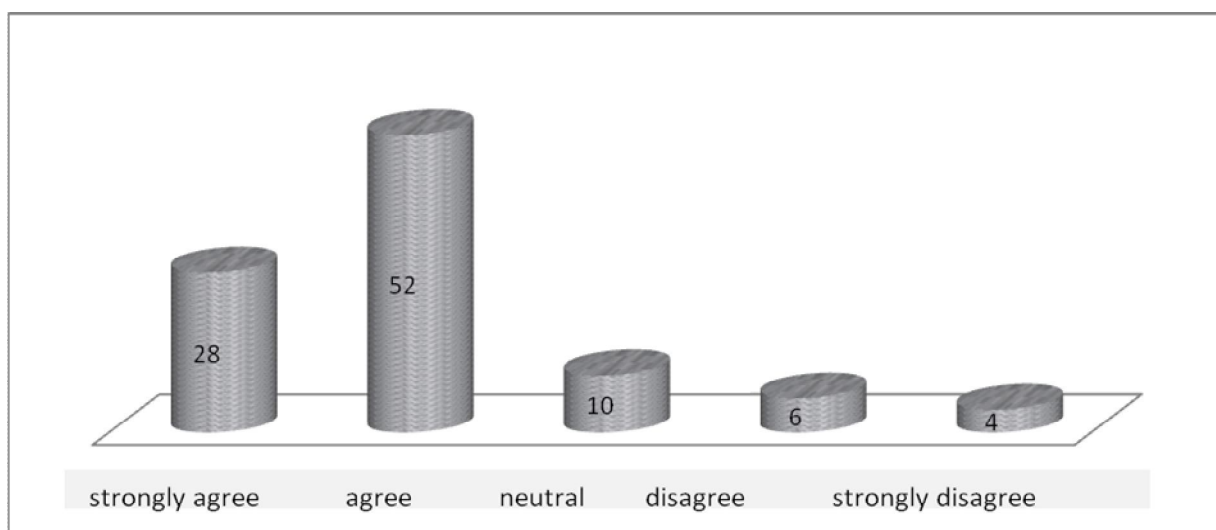


Figure (4.9): Representation of the respondents answers of question (6).

Table (9) and figure (9) show that 28% of the respondents strongly agreed with (Using deictic expressions appropriately will help interlocutors to be cooperative in the speech event.), and 52% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This emphasizes that the respondents were supporting the idea that appropriate uses of the deictic expression will make interlocutors more cooperative .

Statement (7): Deixis should act as a constant reminder because natural languages are designed for use in face- to face interaction and thus there is a limit to the extent to which they can be analyzed.

Table No (4.10):The Frequency Distribution for the Respondents' Answers of Question No. (7)

Valid	Frequencies	Percentage
Strongly agree	21	42%
agree	16	32%
Neutral	5	10%
disagree	3	6%
Strongly disagree	5	10%
Total	50	100%

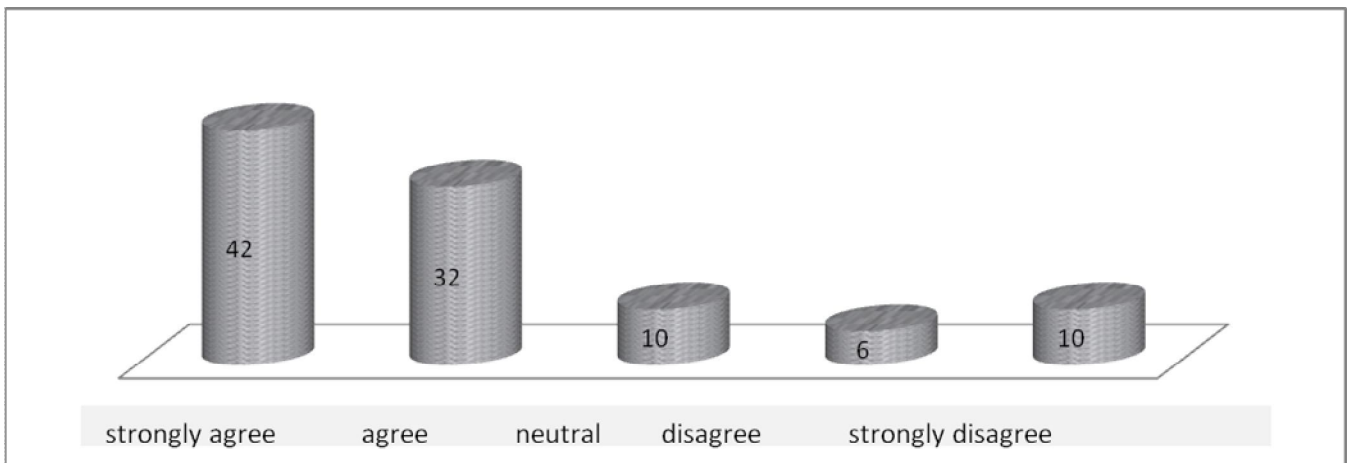


Figure (4.10): Representation of the respondents answers of question (7).

Table (10) and figure (10) show that 42% of the respondents strongly agreed with (Deixis should act as a constant reminder because natural languages are designed for use in face- to face interaction and thus there is a limit to the extent to which they can be analyzed..), and 32% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 10% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (74%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents agree that deixis is functioned as constant reminders in oral communication.

Statement (8): To interpret Deixis meaning in verbal communication it should be accompanied by a gesture such as physically pointing, making eye contact or turning your body to face someone.

Table No (4.11): the Frequency Distribution for the Respondents' Answers of Question No. (8)

Valid	Frequencies	Percentage
Strongly agree	34	68%
agree	6	12%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

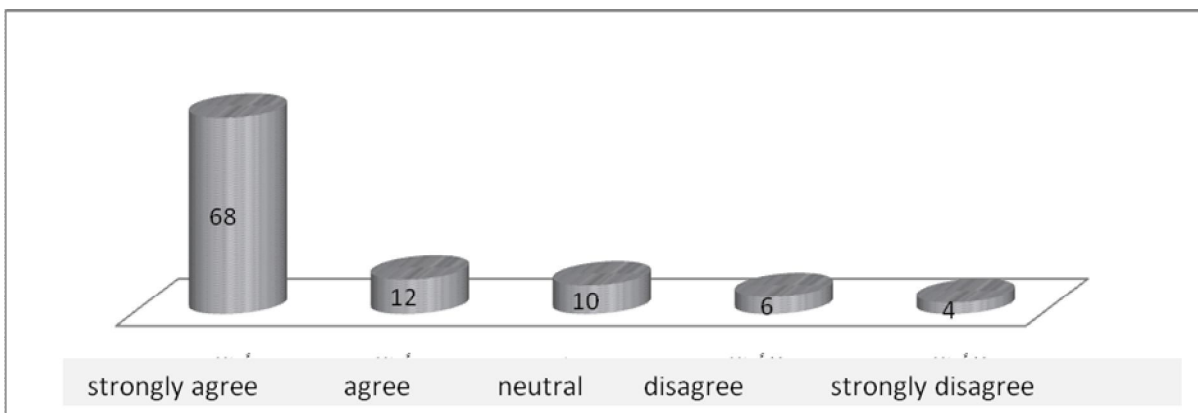


Figure (4.11): Representation of the respondents answers of question (8).

Table (11) and figure (11) show that 68% of the respondents strongly agreed with (To interpret Deixis meaning in verbal communication it should be accompanied by a gesture such as physically pointing , making eye contact or turning your body to face someone.), and 12% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 10% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the role of gesture in determining the meaning of deixis in oral communication,

Statement (9): Deictic expressions can also be interpreted properly if interlocutors used symbols in verbal communication.

Table No (4.12):the Frequency Distribution for the Respondents’ Answers of Question No.(9)

Valid	Frequencies	Percentage
Strongly agree	25	50%
agree	17	30%
Neutral	5	10%
disagree	0	0%
Strongly disagree	5	10%
Total	50	100%

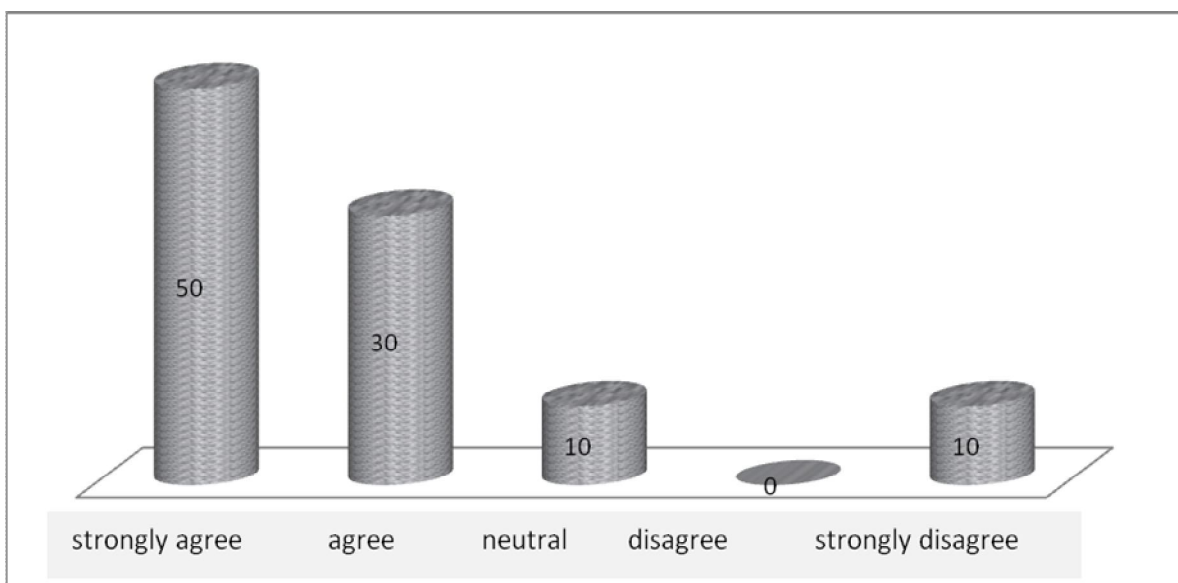


Figure (4.12): Representation of the respondents answers of question (9).

Table (12) and figure (12) show that 50% of the respondents strongly agreed with (Deictic expressions can also be interpreted properly if interlocutors used symbols in verbal communication.), and 30% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 0% of the respondents disagreed and 10% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the role of symbols in determining the meaning of deixis in oral communication,

Statement (10): The deictic center that marks the egocentricity is an important aspect in decoding the meaning of deictic expression.

Table No (4.13) The Frequency Distribution for the Respondents' Answers of Question No. (10)

Valid	Frequencies	Percentage
Strongly agree	14	28%
agree	26	52%
Neutral	4	8%
disagree	3	6%
Strongly disagree	3	6%
Total	50	100%

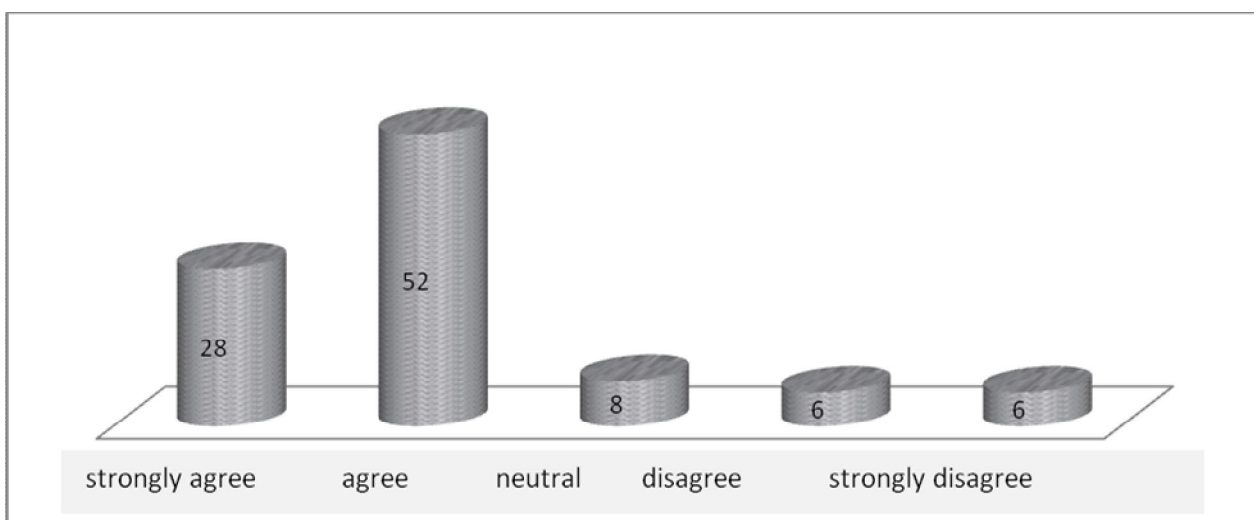


Figure (4.13): Representation of the respondents answers of question (10).

Table (13) and figure (13) show that 28% of the respondents strongly agreed with (The deictic center that marks the egocentricity is an important aspect in decoding the meaning of deictic expression), and 52% of them agreed with that, while 8% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and 6% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the role of the deictic center in decoding the meaning of deixis in oral communication,

Statement (11): Entities and processes can be identified only by referring them to the deictic center, i.e. the time of the speaker's utterance. E.g. in the utterance "back in an hour"

Table No (4.14):the Frequency Distribution for the Respondents' Answers of Question No.(11)

Valid	Frequencies	Percentage
Strongly agree	22	44%
agree	18	36%
Neutral	4	8%
disagree	5	10%
Strongly disagree	1	2%
Total	50	100%

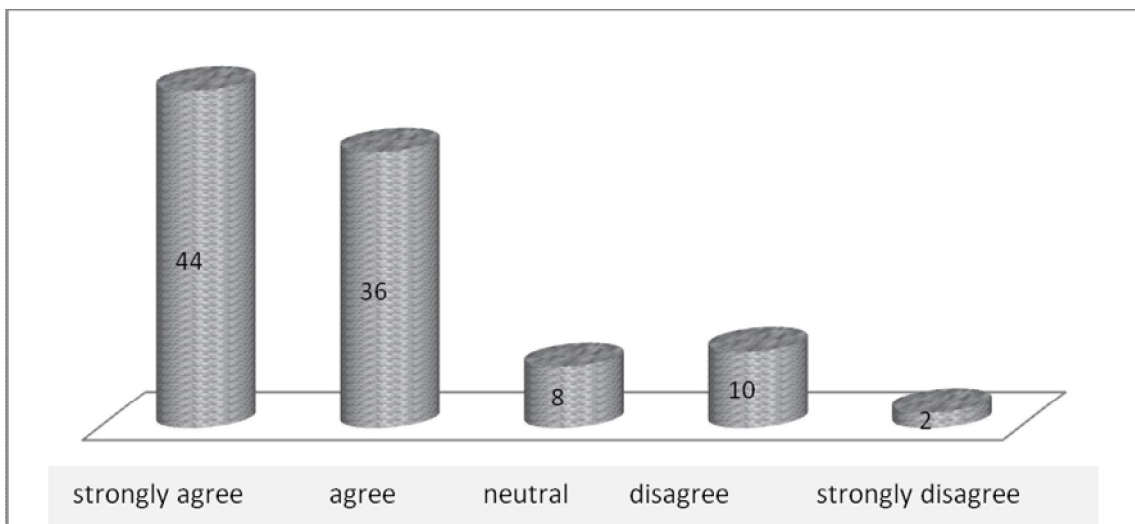


Figure (14): Representation of the respondents answers of question (11).

Table (4.14) and figure (14) show that 44% of the respondents strongly agreed with (Entities and processes can be identified only by referring them to the deictic center, i.e. the time of the speaker's utterance. E.g. in the utterance "back in an hour"), and 36% of them agreed with that, while 8% of the respondents were uncertain. On the other hand, 10% of the respondents disagreed and 2% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (12%). This indicates that the respondents were aware that the deictic center is essential in identifying entities in oral communication.

Statement (12): Since the deictic center is not a fixed entity, speakers can shift in to various possible points along the time line.

Table No (4.15) the Frequency Distribution for the Respondents' Answers of Question No (12)

Valid	Frequencies	Percentage
Strongly agree	34	68%
agree	6	12%
Neutral	5	10%
disagree	4	8%
Strongly disagree	1	2%
Total	50	100%

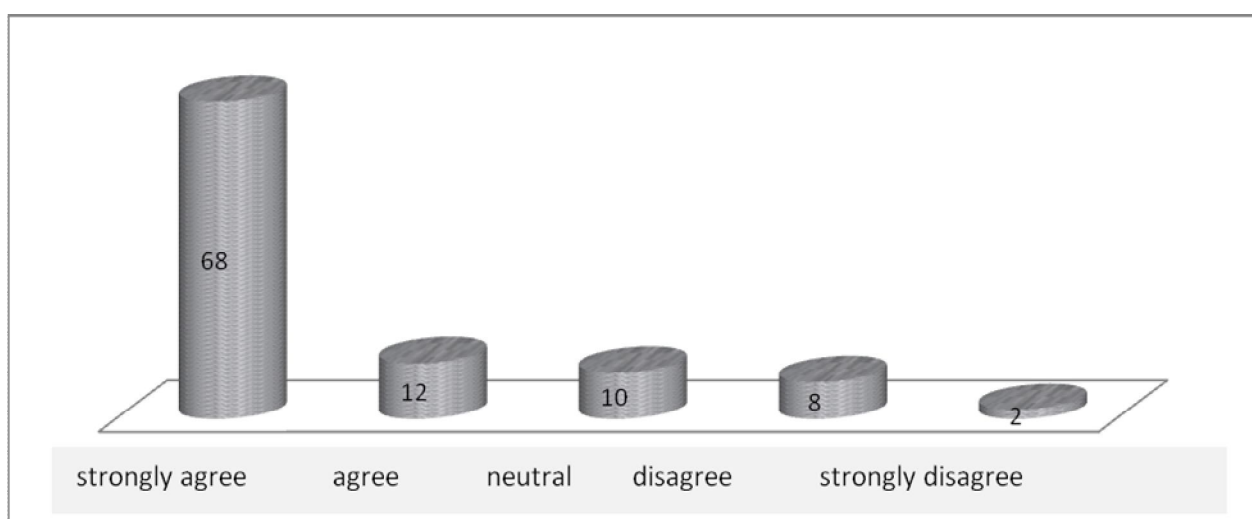


Figure (4.15):Representation of the respondents answers of question (12).

Table (15) and figure (15) show that 68% of the respondents strongly agreed with (Since the deictic center is not a fixed entity, speakers can shift into various possible points along the time line.), and 12% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 8% of the respondents disagreed and 2% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the fact that the inconsistency of the deictic center in face to face interaction.

Statement (13): The inconsistency of the deictic center makes interlocutors get confused.

Table No (4.16):The Frequency Distribution for the Respondents' Answers of Question No. (13)

Valid	Frequencies	Percentage
Strongly agree	21	40%
agree	20	40%
Neutral	4	8%
disagree	5	10%
Strongly disagree	1	2%
Total	50	100

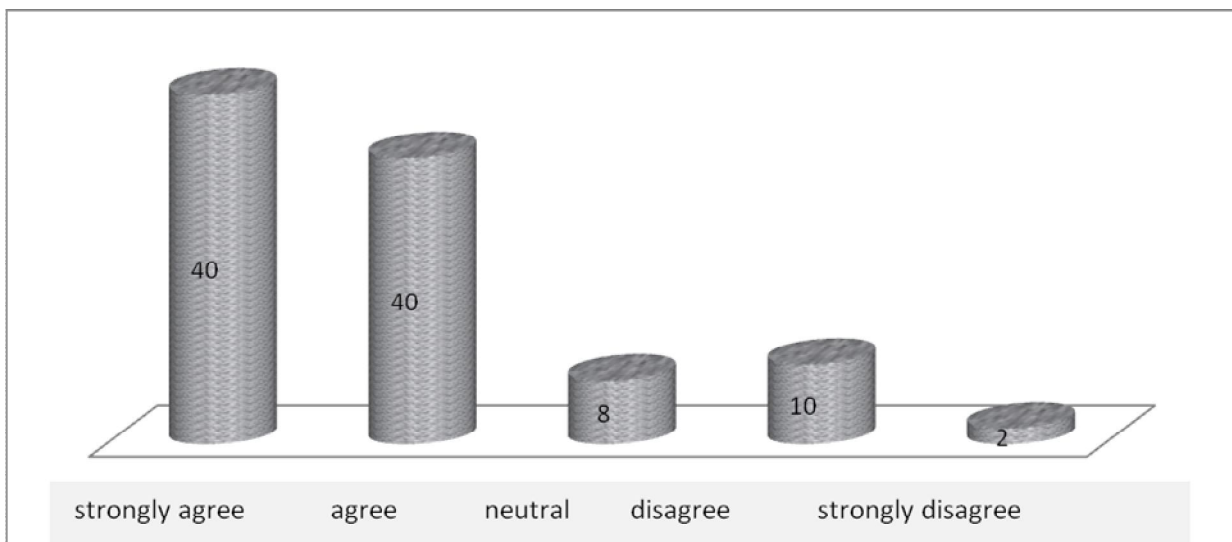


Figure (4.16): Representation of the respondents answers of question (13).

Table (16) and figure (16) show that 40% of the respondents strongly agreed with (The inconsistency of the deictic center make interlocutors get confused.), and 40% of them agreed with that, while 8% of the respondents were uncertain. On the other hand, 10% of the respondents disagreed and 2% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the fact that the inconsistency of the deictic center causes a communicative problem to the interlocutors in oral communication.

Statement (14): Interlocutors need to take into consideration the speaker, the hearer, the context and the entities talked about to comprehend the in: She brought this flower for me yesterday.

Table No (4.17): the Frequency Distribution for the Respondents' Answers of Question No.(14)

Valid	Frequencies	Percentage
Strongly agree	35	70%
agree	6	12%
Neutral	5	10%
disagree	4	8%
Strongly disagree	1	2%
Total	50	100%

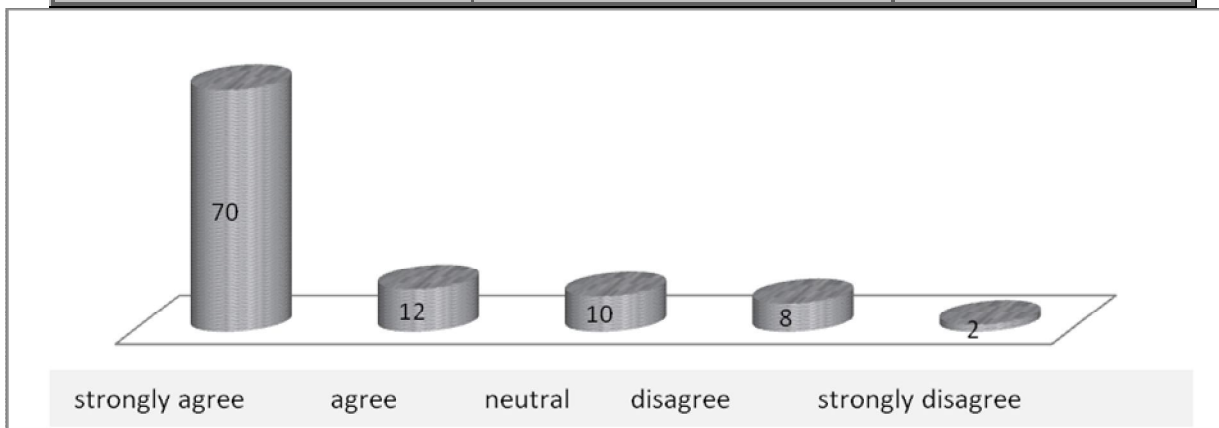


Figure (4.17): Representation of the respondents answers of question (14).

Table (17) and figure (17) show that 70% of the respondents strongly agreed with (Interlocutors need to take into consideration the speaker, the hearer , the context and the entities talked about to comprehend the in: She brought this flower for me yesterday.), and 12% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 8% of the respondents disagreed and 2% of them strongly disagreed. It is plain that a large portion of the respondents were in favor of the statement (82%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of the role of the speaker, the hearer, the context and the entities in decoding the meaning of the deictic expression in oral communicate

Statement (15): Deictic words designate a referent via as "existential relationship" that holds between the referent and the sign in verbal communication.

Table No (4.18) The Frequency Distribution for the Respondents' Answers of Question No. (15)

Valid	Frequencies	Percentage
Strongly agree	26	54%
agree	15	35%
Neutral	5	10%
disagree	0	0%
Strongly disagree	5	10%
Total	50	100%

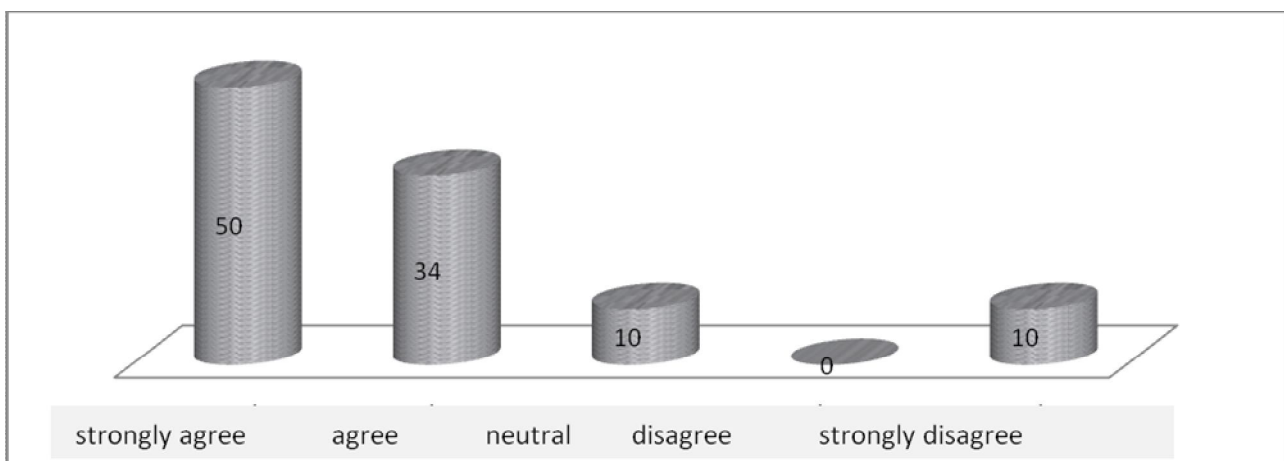


Figure (4.18): Representation of the respondents answers of question (15).

Table (18) and figure (18) show that 50% of the respondents strongly agreed with (Deictic words designate a referent via as "existential relationship" that holds between the referent and the sign in verbal communication), and 34% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 0% of the respondents disagreed and 10% of them strongly disagreed. It is clear that a large portion of the respondents were in favor of the statement (84%). This great percentage can be compared with the percentage of those who disagreed were (10%). This shows that the respondents were aware of the role of deictic reference in decoding the meaning of the deictic expression in oral communication.

Statement (16):In verbal communication, time and discourse deixis, which are considered more elusive, are incorporated in spatial Deixis to make them objective.

Table No (4.19)The Frequency Distribution for the Respondents' Answers of Question No. (16)

Valid	Frequencies	Percentage
Strongly agree	24	48%
agree	18	32%
Neutral	6	12%
disagree	2	4%
Strongly disagree	2	4%
Total	50	100%

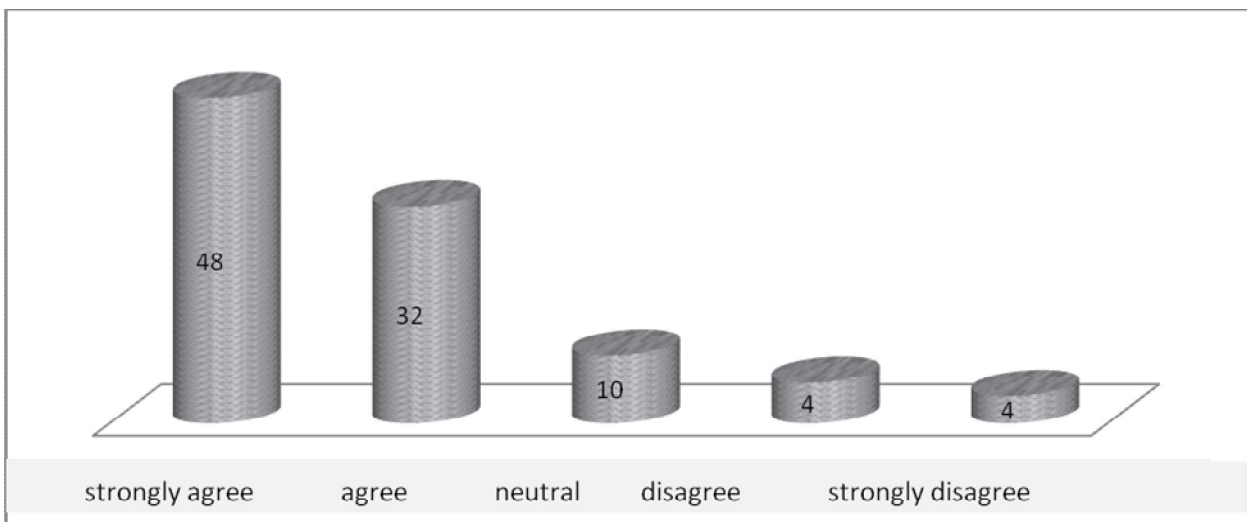


Figure (4.19): Representation of the respondents answers of question (16).

Table (19) and figure (19) show that 48% of the respondents strongly agreed with (In verbal communication, time and discourse deixis, which are considered more elusive, are incorporated in spatial Deixis to make them objective.), and 32% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 4% of the respondents disagreed and 4% of them strongly disagreed. It is clear that a large portion of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents agree with the elusiveness of time and discourse deixis.

Statement (17): In verbal communication, demonstratives are used as deictic expressions to refer to entities within the context.

Table No (4.20) the Frequency Distribution for the Respondents' Answers of Question No. (17)

Valid	Frequencies	Percentage
Strongly agree	22	44%
agree	14	28%
Neutral	9	18%
disagree	3	6%
Strongly disagree	3	4%
Total	50	100%

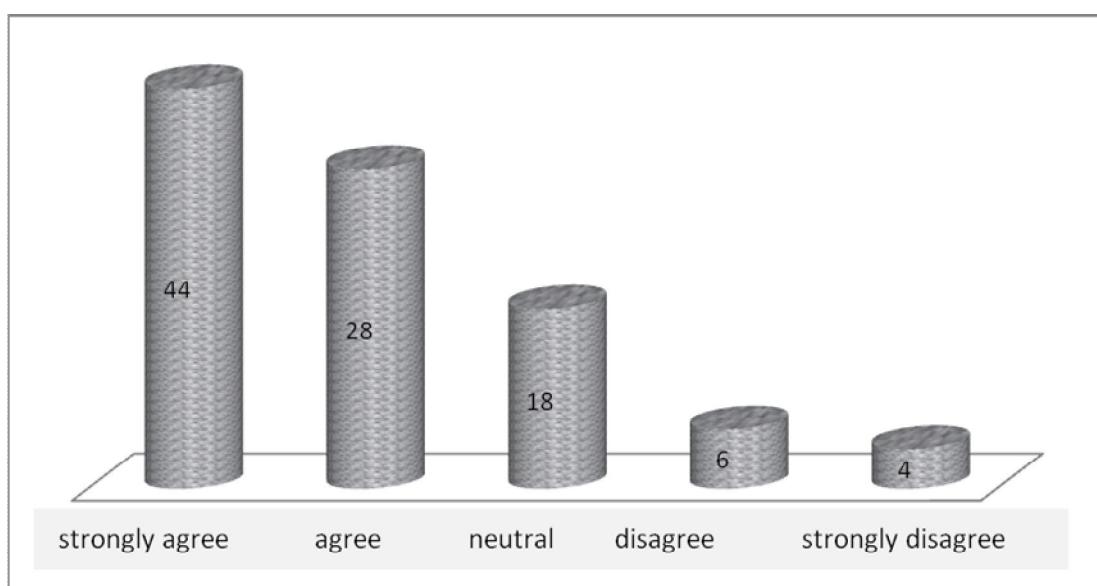


Figure (4.20): Representation of the respondents answers of question (17).

Table (20) and figure (20) show that 48% of the respondents strongly agreed with (In verbal communication, demonstratives are used as deictic expressions to refer to entities within the context.), and 28% of them agreed with that, while 18% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and 4% of them strongly disagreed. It is clear that a large portion of the respondents were in favor of the statement (76%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that the respondents were aware of pragmatic role of the demonstratives in oral communication. with the elusiveness of time and discourse deixis.

Statement (18): Deictic expressions cannot be understood independent of the context in which they occur because of their particular indexical function in linking text to the text setting and the text content.

Table No (4.21) The Frequency Distribution for the Respondents' Answers of Question No. (18)

Valid	Frequencies	Percentage
Strongly agree	28	56%
agree	11	22%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

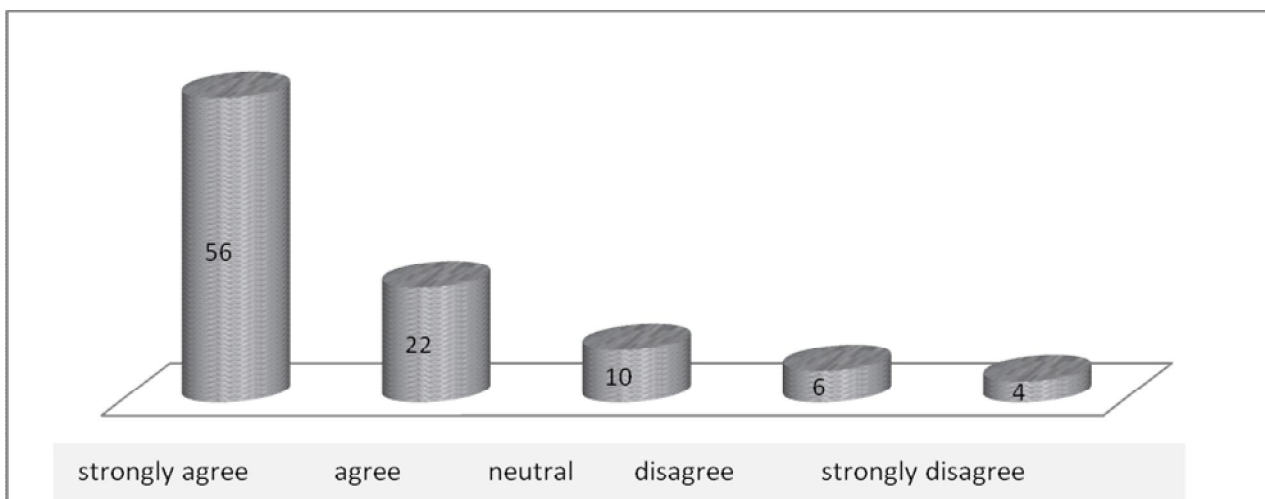


Figure (4.21): Representation of the respondents answers of question (18).

Table (21) and figure (21) show that 56% of the respondents strongly agreed with (Deictic expressions cannot be understood independent of the context in which they occur because of their particular indexical function in linking text to the text setting and the text content), and 24% of them agreed with that, while 10% of the respondents were uncertain. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed. It is plain that a considerable percentage of the respondents were in favor of the statement (80%). This great percentage can be compared with the percentage of those who disagreed (10%). This indicates that most of the respondents were aware of the role of context in decoding the meaning of deixis in every day spoken discourse.

Statement (19): The speaker has an important role to play in the communication event because he/she is responsible for the encoding of the message.

Table No (4.22)The Frequency Distribution for the Respondents' Answers of Question No. (19)

Valid	Frequencies	Percentage
Strongly agree	25	50%
agree	17	30%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

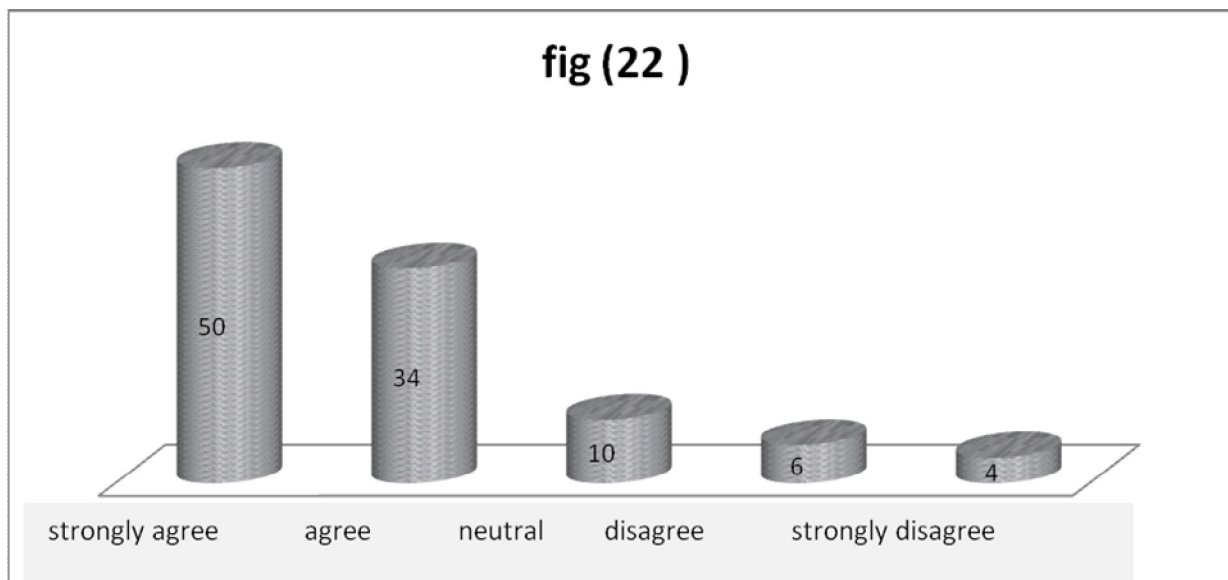


Figure (4.22): Representation of the respondents answers of question (19).

In table (22) and figure (22) the analysis of the data show that 50% of the respondents strongly agreed with (The speaker has an important role to play in the communication event because he/she is responsible for the encoding of the message), and 30% of the respondents agreed with that, and 6% of them were uncertain, while 10% of the respondents with disagreed, and only 4% of them strongly disagreed with that. It was clear that most of the respondents agreed with the important role played by the speaker in decoding messages in spoken discourse (80%). Out of this result it could be stated that most of the respondents are aware of the role of the speaker in sending and decoding messages with spoken discourse.

Statement (20): The co-text of a word which is "the set of other words used in the same phrase or sentence" has a strong effect on what we think the word means e.g. the word "bank" in the sentence: I am going to the bank.

Table No (4.23)The Frequency Distribution for the Respondents' Answers of Question No. (20)

Valid	Frequencies	Percentage
Strongly agree	24	48%
agree	15	30%
Neutral	6	12%
disagree	2	4%
Strongly disagree	3	6%
Total	50	100%

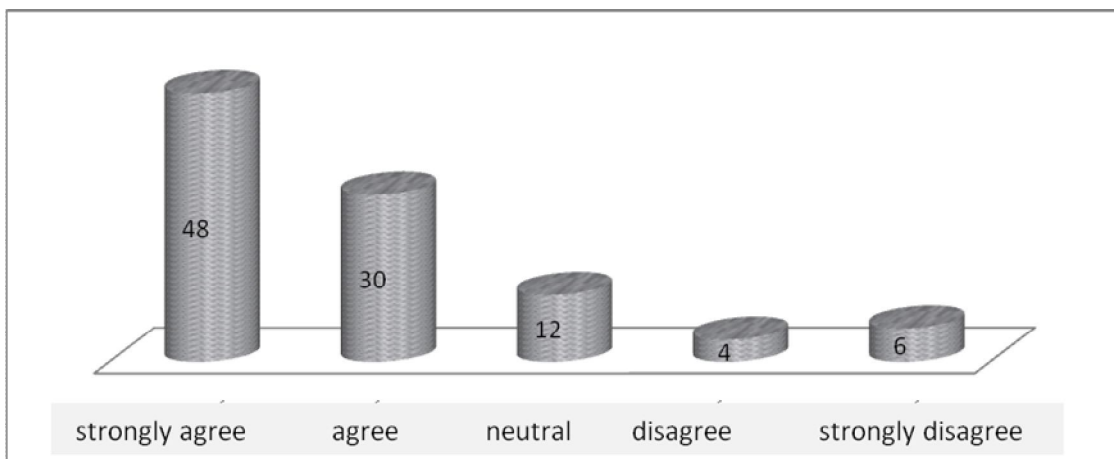


Figure (4.23):Representation of the respondents answers of question (20).

In Table (23) and figure (23), the result of the analysis reveals that 48% of the respondents strongly agreed with (The co-text of a word which is "the set of other words used in the same phrase or sentence" has a strong effect on what we think the word means. for example, the word "bank" in the sentence: I am going to the bank.), and 30% of them agreed with that, while 12% of them were uncertain, and 4% and 12%, of them, disagreed strongly disagreed respectively. It was obvious that the percentage of the respondents who agreed with the statement is (78%) which is greater than the percentage of those who disagreed with this (10%). This result indicates that the respondents are aware of the role of the co-text in decoding the meaning of the deictic expressions.

Statement (21): In a language event, the participants must know where they are in space and time to understand the meaning of the deictic expressions

Table No (4.24)the Frequency Distribution for the Respondents' Answers of Question No.(24)

Valid	Frequencies	Percentage
Strongly agree	14	28%
agree	26	52%
Neutral	5	10%
disagree	3	6%
Strongly disagree	3	4%
Total	50	100%

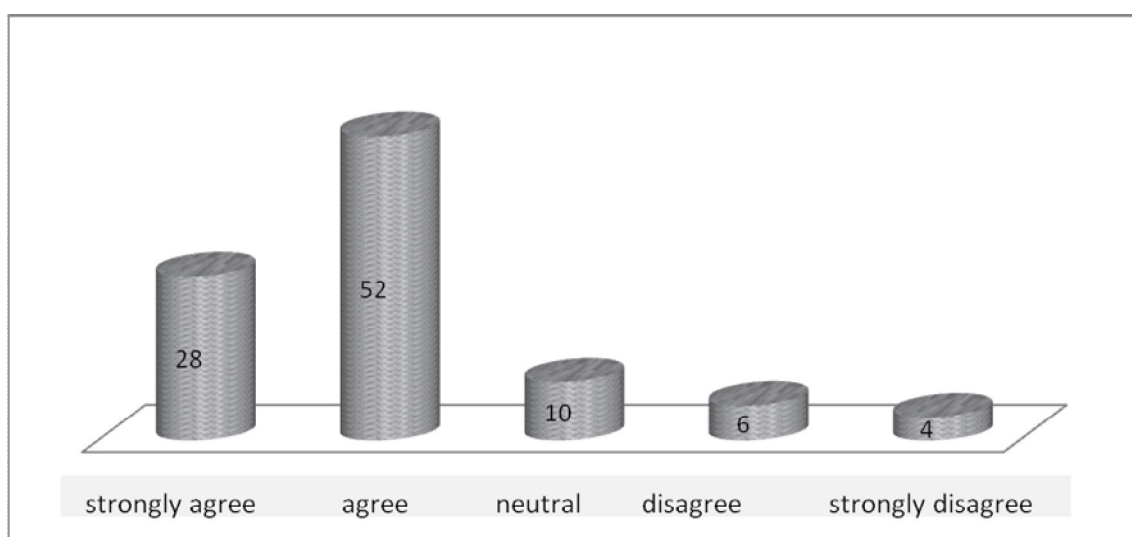


Figure (4.24): Representation of the respondents answers of question (21).

Table (24) and figure (24) show that 28% and 52% of the respondents strongly agreed and agreed respectively that (In language event, the participants must know where they are in space and time to understand the meaning of the deictic expressions) whereas 10% of them were uncertain. On the other hand, 6% of the respondents disagreed and only 4% of them strongly disagreed with that. It was strikingly evident that most of the respondents agreed with the statement (80%). However a small number of them disagreed with this.

Statement (22):Context of situation in which the discourse occurs is very helpful in identifying the meaning of deictic expression

Table No (4.25)the Frequency Distribution for the Respondents' Answers of Question No. (22)

Valid	Frequencies	Percentage
Strongly agree	21	42%
agree	16	32%
Neutral	5	10%
disagree	3	6%
Strongly disagree	5	10%
Total	50	100%

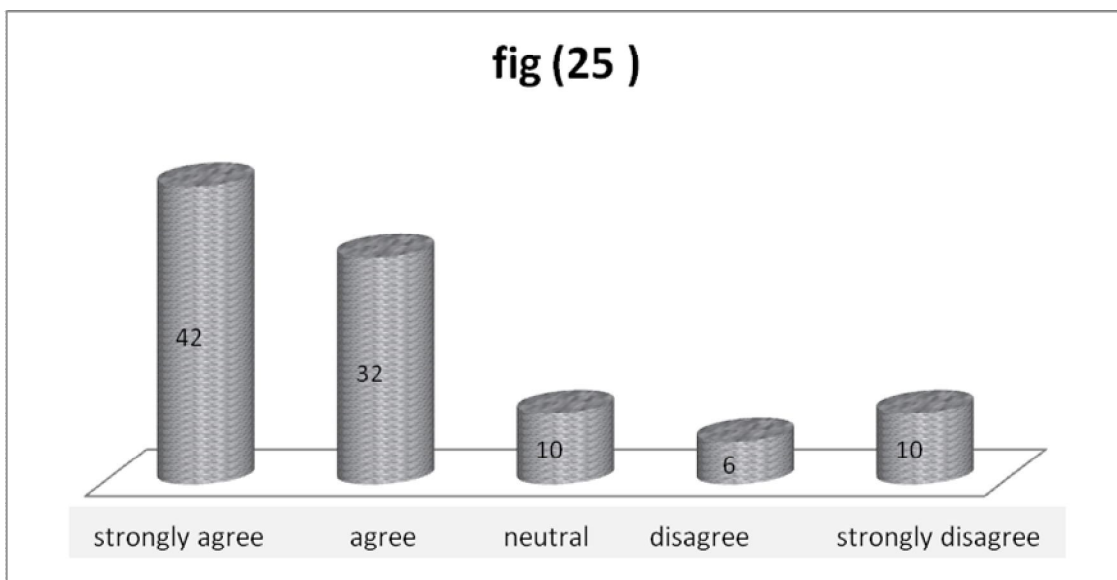


Figure (4.25): Representation of the respondents answers of question (22).

Table (25) and figure (25) indicate that 42% of the respondents strongly agreed and 32% of them agreed that (Context of situation in which the discourse occurs is very helpful in identifying the meaning of deictic expression), while 10% of them remained uncertain, 6% and 10 % strongly disagreed and disagreed respectively with that. It was disclosed that (74%) of the respondents agreed with the statement while only (16) of them disagreed with that. This result indicates that the context of situation has an important role to play in identifying the meaning of deictic expressions.

Statement (23):Field of discourse which refers to the ongoing activity is helpful in understanding the meaning of deictic expression

Table No (4.26)The Frequency Distribution for the Respondents' Answers of Question No. (23)

Valid	Frequencies	Percentage
Strongly agree	34	68%
agree	6	12%
Neutral	5	10%
disagree	3	6%
Strongly disagree	2	4%
Total	50	100%

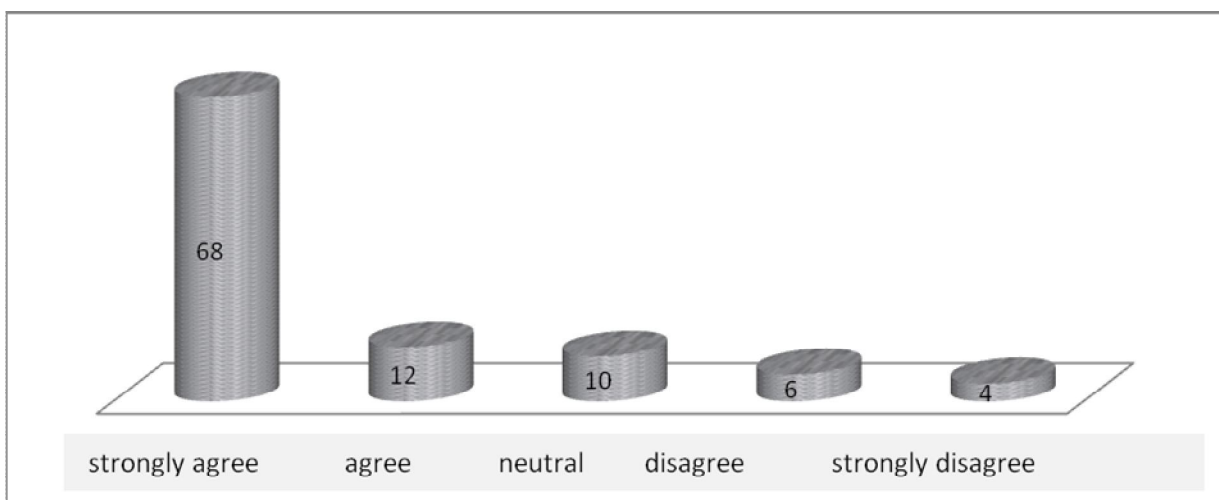


Figure (4.26): Representation of the respondents answers of question (23).

Table (26) and figure (26) show that 68% of the respondents strongly agreed and 12% of them agreed that (Field of discourse which refers to the ongoing activity is helpful in understanding the meaning of deictic expression), and 10% of the respondents remained uncertain while 6% and 4% disagreed and strongly disagreed with the statement respectively. It is clear that (80%) of the respondents agreed with the statement whereas a small number of them (16%) disagreed with the statement. This result indicates that the field of discourse is very crucial to the understanding of deictic expressions.

Statement (24): Tenor which refers to the kind of social relationship endorsed in or by the discourse can be used in conversation.

Table No (4.27) the Frequency Distribution for the Respondents' Answers of Question No.(24)

Valid	Frequencies	Percentage
Strongly agree	25	50%
agree	17	30%
Neutral	5	10%
disagree	0	0%
Strongly disagree	5	10%
Total	50	100%

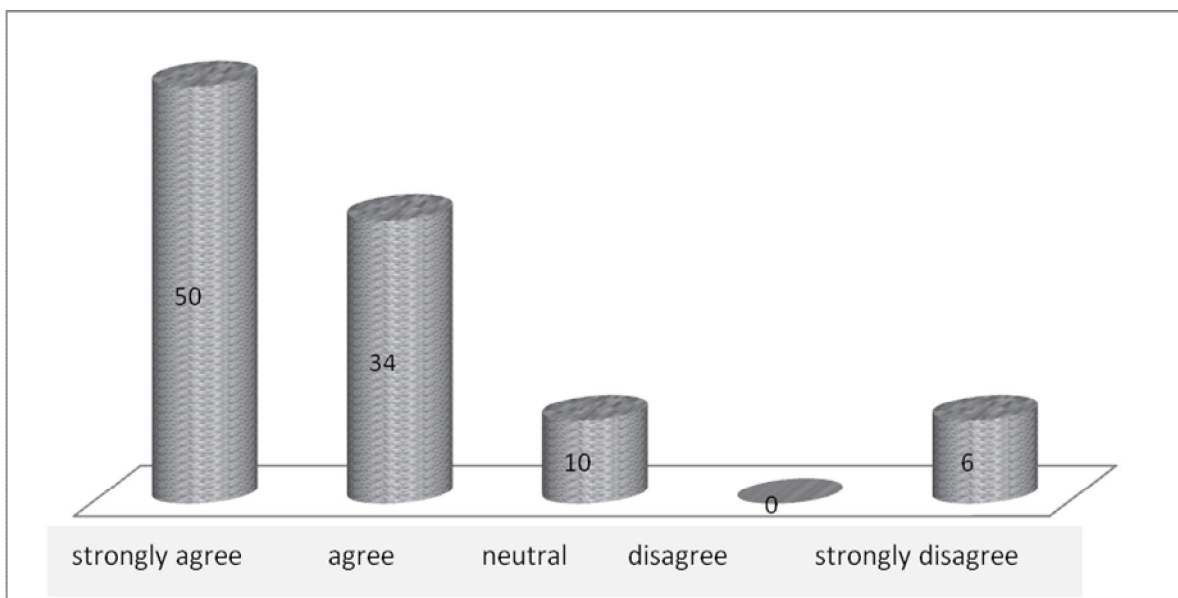


Figure (4.27): Representation of the respondents answers of question (24).

Table (27) and figure (27) show that 50% of the respondents strongly agreed and 34% agreed with (Tenor which refers to the kind of social relationship endorsed in or by the discourse can be used in conversation) where as 10% of them remained uncertain, 6% of the respondents disagreed with that .It was strikingly noticed that (84%) of the respondents agreed with the statement while only (6%) of them disagreed with this. This result evidently showed the important role played by Tenor in decoding the meaning of deixis in verbal communication.

Statement (25): Mode the linguistic reflection of the relationship the language user has to the medium of transmission can be helpful in identifying the meaning of deictic expressions.

Table No (4.28) the Frequency Distribution for the Respondents' Answers of Question No.(25)

Valid	Frequencies	Percentage
Strongly agree	14	28%
agree	26	52%
Neutral	4	8%
disagree	3	6%
Strongly disagree	3	6%
Total	50	100%

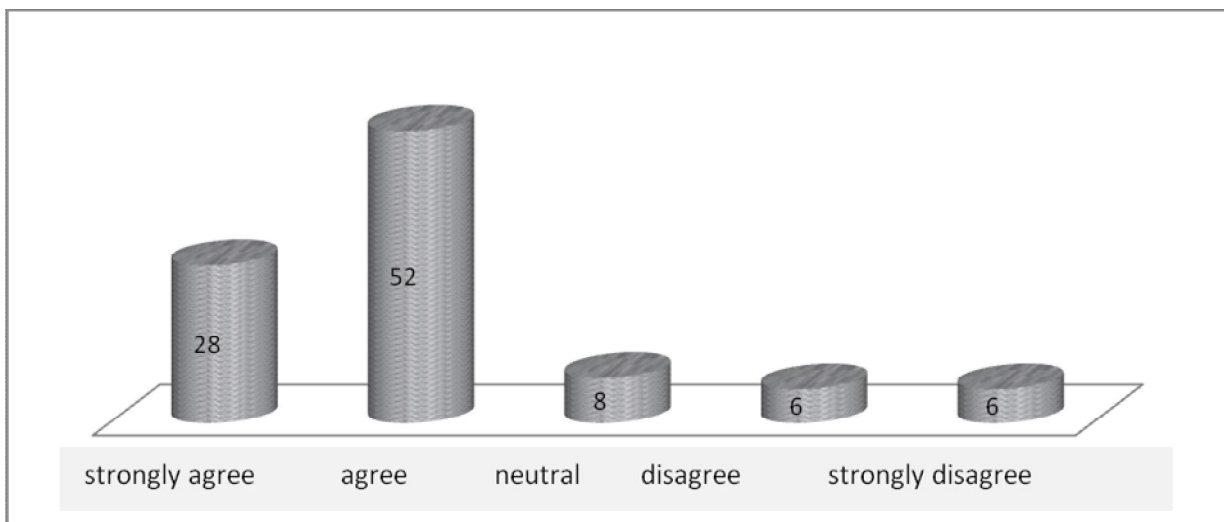


Figure (4.28): Representation of the respondents answers of question (25).

Table (28) and figure (28), show that 28% of the respondents strongly agreed and 52% of them agreed that (Mode the linguistic reflection of the relationship the language user has to the medium of transmission can be helpful in identifying the meaning of deictic expressions), while 10 % of them remained uncertain and 6% and 4% of the respondents disagreed and strongly disagreed with that respectively. It is clear that (80%) of the respondents agreed with the statement while only (10%) of them disagreed with this .This result shows that the mode of discourse is very helpful in decoding the meaning of deixis in verbal communication.

Statement (26): When we ask someone "come here!" We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have."

Table No (4.29)the Frequency Distribution for the Respondents' Answers of Question No.(26)

Valid	Frequencies	Percentage
Strongly agree	22	44%
agree	18	36%
Neutral	4	8%
disagree	5	10%
Strongly disagree	1	2%
Total	50	100%

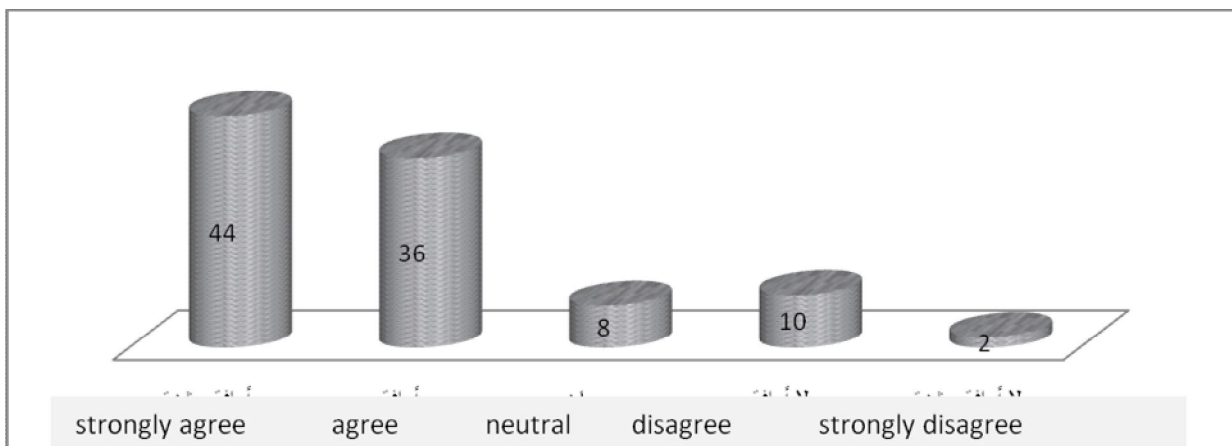


Figure (4.29): Representation of the respondents answers of question (26).

Table (29) and figure (29) show that 44% and 36% of the respondents strongly agreed and agreed respectively that (When we ask someone "come here!" We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have.), While , and 8% of the respondents were uncertain, 10% and 2% of them disagreed and strongly disagreed with that respectively. It was obvious that (80%) of the respondents agreed with the statement while only (12%) were against the statement. This result indicates that the context of utterance is of great importance in understanding the meaning of deixis in verbal communication.

4.3. Chi-Square Test Results of teacher' Answers of the Questions and the hypotheses of the study:

As it has been mentioned before that teachers; questionnaire was designed according to the questions and hypotheses of the study and within each section a number of statements were designed in the light of the hypotheses and the questions of the study. In this section the researcher used the chi sq. mean standard deviation and the P.value to test the significance of the hypotheses of the study .Each table answers a question and hypothesis from the five questions and the five hypotheses of the thesis successively:

4. 2.1 Question (1)

In what ways does teacher talk help students to decode the meanings of deixis in oral communication?

Hypothesis (1)

Teacher talk may have positive effects on the students' understanding to the role of deixis in face to face interaction.

Table (4.30) Chi-Square Test Results of teacher' Answers of the Question (1) and the first hypothesis of the study:

	Statement	Mean	SD	Chi square	p-value
1	Deixis enables interlocutors to refer to entities in context in face- to face interaction	2.4	0.7	26	0.000
2	Deixis allows interlocutors to orientate themselves in a variety of ways for example personally spatially or temporally.	2.4	0.5	24.9	0.000

3	Students have to pay a considerable attention to deictic expressions in verbal communication because they are basic elements in human communication.	2.3	0.8	24	0.000
4	Deixis expressions function as grammatical markers to establish the cohesion of spoken discourses	2.9	0.6	24.4	0.000
5	Misinterpreting deictic expressions function in verbal communication will lead to communication breakdown among interlocutors.	2.6	0.4	26	0.00
6	Using deictic expressions appropriately will help interlocutors to be cooperative in the speech event	2.6	0.8	27	0.00
7	Deixis should act as a constant reminder because natural languages are designed for use in face- to face interaction and thus there is a limit to the extent to which they can be analyzed	2.4	0.9	25.7	0.001
8.	In verbal communication, time and discourse deixis, which are considered more elusive, are incorporated in spatial Deixis to make them objective.	2.7	4.1	22	0.000
9.	In verbal communication,	2.6	0.5	19	0.000

demonstratives are used as deictic expressions to refer to entities within the context				
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1.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (1) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Deixis enables interlocutors to refer to entities in context in face- to face interaction**".

2.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (2) was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Deixis allows interlocutors to orientate themselves in a variety of ways for example personally spatially or temporally**".

3.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (3) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Students have to pay a considerable attention to deictic expressions in verbal communication because they are basic elements in human communication**".

4.The calculated value of chi-square for the significance differences of respondents' answers to statement No (4) was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Deixis expressions function as grammatical markers to establish the cohesion of spoken discourses"**

5.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (5) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the **"Misinterpreting deictic expressions function in verbal communication will lead to communication breakdown among interlocutors"**.

6.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (6) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Using deictic expressions appropriately will help interlocutors to be cooperative in the speech event"**

7.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (7) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Deixis should act as a constant reminder because natural languages are designed for use in face- to face**

interaction and thus there is a limit to the extent to which they can be analyzed".

8.The calculated value of chi-square for the significance differences of the respondent's responses to statement No(8) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"In verbal communication, time and discourse deixis , which are considered more elusive , are incorporated in spatial Deixis to make them objective"**.

9.The calculated value of chi-square for the significance of the differences for the respondent's responses to statement no (9) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"In verbal communication, demonstratives are used as deictic expressions to refer to entities within the context"**. It could be concluded that the results plainly exemplify the strongest proof which directly verifies the first hypothesis which says **(Teacher talk may have positive effects on the students' understanding to the role of deixis in face to face interaction.)**

4.2.2.Question (2)

To what extent does gesture is help students to decode the meaning of deictic expression in oral communication?

Hypothesis (2)

English majors use gesture in decoding the meaning of deixis in verbal communication.

Table (4.31) Chi-Square Test Results of teacher' Answers of the second Question and the second hypothesis of the study:

No.	Statement	mean	SD	Chi square	p-value
10	To interpretDeixis meaning in verbal communication it should be accompanied by a gesture such as physically pointing , making eye contact or turning your body to face someone	2.4	0.5	35	0.008

10.The calculated value of chi-square for the significance differences of the respondents' answers to question No (8) was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**To interpretDeixis meaning in verbal communication it should be accompanied by a gesture such as physically pointing , making eye contact or turning your body to face someone.**" It could be noticed that the results evidently proves the second hypothesis which says (**English majors use gesture in decoding the meaning of deixis in verbal communication**).

4.2.3.Question (3)

To what extent do English students exploit symbols to decode the meanings of deictic expressions?

Hypothesis (3)

English majors use symbols as well to facilitate understanding the meaning of deixis in oral communication.

Table (4.32) Chi-Square Test Results of teacher' Answers of the third Question andthe third hypothesis of the study:

No.	Statement	mean	SD	Chi square	p-value
11	Deictic expressions can also be interpreted properly if interlocutors used symbols in verbal communication.	2.4	0.7	25	0.00

11.The calculated value of chi-square for the significance of the differences for the respondents' answers to question No (9) was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the "**Deictic expressions can also be interpreted properly if interlocutors used symbols in verbal communication**".It is clear that the result of the statement is in line with the third hypothesis which says(**English majors use symbols as well to facilitate decoding the meaning of deixis in oral communication**).

4.2.4 .Question (4)

To what extent do students use the deictic center in decoding the meaning of the deixis in oral communication?

Hypothesis (4)

The deictic center may have positive effect on Students' abilities to refer to deixis in oral communication.

Table (4.34) Chi-Square Test Results of teacher' Answers of the fourth Question and the fourth hypothesis of the study:

No.	Statement	mean	SD	Chi square	p-value
12.	The deictic center that marks the egocentricity is an important aspect in decoding the meaning of deictic expression	3.0	0.8	27	0.00
13.	Entities and processes can be identified only by referring them to the deictic center, i.e. the time of the speaker's utterance. e.g. in the utterance "back in an hour"	2.7	0.6	24	0.00
14.	Since the deictic center is not a fixed entity , speakers can shift in to various possible points along the time line , e.g. in the	2.5	0.4	22	0.00
15.	The inconsistency of the deictic center make interlocutors get confused	2.4	0.7	26	0.00
16.	Deictic words designate a referent via as " existential relationship" that	2.3	0.8	24	0.000

holds between the referent and the sign in verbal communication				
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12.The calculated value of chi-square for the significance of the differences of the respondents' answers to statement No (10) was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The deictic center that marks the egocentricity is an important aspect in decoding the meaning of deictic expression**"

13.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (11) was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Entities and processes can be identified only by referring them to the deictic center, i.e. the time of the speaker's utterance. E.g. in the utterance "back in an hour"**"

14.The calculated value of chi-square for the significance differences of the respondents' answers to statement No (12) was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Since the deictic center is not a fixed entity, speakers can shift in to various possible points along the time line.**"

15.The calculated value of chi-square for the significance differences of the respondents' answers to statement i No (13) was (26) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**The inconsistency of the deictic center make interlocutors get confused**".

16. The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Deictic words designate a referent via as" existential relationship" that holds between the referent and the sign in verbal communication". The results evidently exemplify the strongest proof which verifies the fourth hypothesis which says (**The deictic center may have positive effects on Students' abilities to refer to deixis in oral communication**).

4.2.5. Question (5)

What is the role of the context in decoding the meaning of deictic expression in oral communication?

Hypothesis (5)

Context may have positive effects on decoding the meaning of deictic expressions in oral communication.

Table (4.35) Chi-Square Test Results of teacher' Answers of the fifth Question and the fifth hypothesis of the study:

No.	Statement	mean	SD	Chi square	p-value
17.	.Deictic expressions cannot be understood independent of the context in which they occur because of their particular indexical function in linking text to the text setting and the text content	2.5	0.9	31	0.000
18.	15.The speaker has an important role to play in the communication event because he/she is responsible for the encoding of the message	2.9	1.6	22	0.000
19.	The co-text of a word which is "the set of other words used in the same phrase or sentence" has a strong effect on what we think the word means e.g. the word "bank" in the sentence: I am going to the bank.	2.7	4.1	22	0.000
20.	In a language event , the participants must know where they are in space and time to understand the meaning of the deictic expressions	2.6	0.5	19	0.000
21.	Context of situation in which the discourse occurs is very helpful in identifying the meaning of deictic expression	2.8	2.1	27	0.000
22.	Field of discourse which refers to the ongoing activity is helpful in understanding the meaning of deictic expression	2.7	1.5	29	0.000
23.	Tenor which refers to the kind of social relationship endorsed in or by the discourse can be used in conversation.	2.6	05	34	0.000
24.	Mode the linguistic reflection of the	2.4	1.6	27	0.000

	relationship the language user has to the medium of transmission can be helpful in identifying the meaning of deictic expressions.				
25.	When we ask someone "come here!" We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have.	2.9	2.7	23	0.000

15. The calculated value of chi-square for the significance differences of the respondent's responses to statement 15 was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"The speaker has an important role to play in the communication event because he/she is responsible for the encoding of the message"**

16. The calculated value of chi-square for the significance differences for the respondent's responses to statement No 16 was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **"The co-text of a word which is "the set of other words used in the same phrase or sentence " has a strong effect on what we think the word means e.g. the word "bank" in the sentence: I am going to the bank"**

17. The calculated value of chi-square for the significance differences of the respondent's responses to statement No. 17 was (29) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which are greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **“In a language event, the participants must know where they are in space and time to understand the meaning of the deictic expressions.”**

18. The calculated value of chi-square for the significance differences of the respondent's responses to statement No. 22 was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **“Context of situation in which the discourse occurs is very helpful in identifying the meaning of deictic expression.”**

19. The calculated value of chi-square for the significance differences of the respondent's responses to statement No 23 was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which are greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement **“Field of discourse which refers to the ongoing activity is helpful in understanding the meaning of deictic expression.”**

20. The calculated value of chi-square for the significance differences of the respondent's responses to statement No. 24 was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant

differences at the level (5%) among the responses of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “ **Tenor which refers to the kind of social relationship endorsed in or by the discourse can be used in conversation**”

21.The calculated value of chi-square for the significance differences of the respondent’s responses to statement No. 21 was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the participants, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “**Mode the linguistic reflection of the relationship the language user has to the medium of transmission can be helpful in identifying the meaning of deictic expressions.**”

23.The calculated value of chi-square for the significance differences of the respondent’s responses to statement No. 22 statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “**When we ask someone "come here!" We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have.** The results plainly verify the fifth hypothesis which says (The context may have positive effects on decoding the meaning of deictic expressions in oral communication.)

4.4 .Students' Pre-test and Post-tests Analysis:

The pre-test and the post-test were designed to measure the level of students before and after the training sessions. Before the treatment, a pre-test (*PET test*) was given to the participants in order to guarantee their homogeneity and determine their ability and knowledge. The test, which consisted of 5 questions separated in different parts, was administrated to both groups. The students' individual scores on the proficiency test were (50)marks for the experimental group and (50)marks for the control group and the results of both groups are listed in table below:

The Subjects' Results in the Pre-test and Post-tests:

Student No.	Questions Items										Total	
	Question 1		Question 2		Question 3		Question 4		Question 5		50 Marks	
	10 marks		10 marks		10 marks		10 marks		10 marks			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1-	3	8	6	6	5	7	5	10	0	3	23	34
2-	6	10	5	5	5	10	6	10	0	4	22	39
3-	5	9	5	8	4	5	5	10	4	5	24	38
4-	4	10	7	7	5	7	5	10	5	8	30	42
5-	7	9	3	5	4	7	3	9	0	3	17	33
6-	9	10	3	5	1	6	0	4	0	3	13	28
7-	5	10	7	7	8	10	8	10	5	7	33	44
8-	3	6	1	3	4	5	1	4	0	5	9	23
9-	3	6	1	3	0	2	0	3	0	2	5	16
10-	3	7	3	8	4	5	0	6	0	3	10	29
11-	5	10	5	10	10	10	5	10	5	7	30	47
12-	9	10	2	4	0	3	0	4	0	6	11	27
13-	8	10	8	10	8	8	10	10	5	5	39	43
14-	8	10	10	10	10	10	10	10	8	9	46	49
15-	4	7	2	5	0	3	0	5	0	3	6	23
16-	9	9	4	6	3	5	8	10	5	6	29	36
17-	8	9	0	3	5	5	10	10	0	2	23	29
18-	7	8	4	4	6	7	3	4	5	5	25	28
19-	8	10	2	5	9	9	10	10	5	7	34	41
20-	8	10	8	9	7	8	8	10	5	7	36	44
21-	6	7	6	6	5	9	5	10	3	4	25	36
22-	5	8	2	4	7	8	0	2	0	3	14	25

Student No.	Questions Items										Total	
	Question 1		Question 2		Question 3		Question 4		Question 5		50 Marks	
	10 marks		10 marks		10 marks		10 marks		10 marks			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
23-	4	4	1	3	1	5	0	3	0	2	6	17
24-	5	10	5	7	8	8	5	10	0	2	23	37
25-	4	6	0	4	0	3	0	0	0	2	4	15
26-	6	6	0	2	0	2	0	3	0	3	6	16
27	7	10	3	5	3	7	5	5	2	4	20	31
28-	4	9	6	6	5	8	5	6	3	4	23	33
29-	8	10	8	9	10	10	9	10	8	9	43	48
30-	7	7	4	5	7	8	10	10	5	7	33	37

4.5. Testing the Research Hypotheses:

4.5.1. Hypothesis (1)

"Teacher talk may have positive effect on the students' understanding of the role of deixis in face to face interaction".

To test the validity of this hypothesis, a paired t-test was used to compare the students' total mean scores of both groups on the pre-and the post-test.

Table (4.36): t-test for the differences between the scores in pre and posttests in question number (1): part (A) and part (B)

Group	N	Tests	Means	SD	DF	T- value	p- value
Control	30	Pre –test	5	0.2	29	6	0.24
		Post –test	6				
Experimental	30	Pre –test	5	0.31	29	14	0.01
		Post –test	9				

For the scores gained in table (30) from the pre and post-tests in both control group and experimental group in the first section it is found that the mean value calculated for the control group in pre-test was (5), and the mean value for the post-test in the control group was (6). Moreover, T-test was also employed on these scores for the purpose of testing hypothesis No (1). The result of the T-test suggests that the P-value is (0.24) which is greater than (0.05). This indicates that there is no significant difference in students' scores in the control group. Therefore the null hypothesis is accepted. Concerning the experimental group results, it is found that the mean value calculated for the experimental group in pre-test was (5), and the mean value for the post-test was (9). T-test was employed on these scores for hypothesis testing purposes. As a result, the T-test suggests that P-

value is (0.01) which is smaller than (0.05). So our null hypothesis is rejected this indicate that There is significance difference in students' scores in the experimental group. This result indicates that the program was effective on improving oral communication in favor of the experimental group because there is asignificant difference in students' scores after retesting themon question No (1). Therefore, the firsthypothesis is accepted.

4.5.2.Hypothesis (2)

"English major students use gesture in decoding the meaning of deixis in verbal communication".

Table (4.37): t-test for the differences between the scores in pre and posttests in question number (2) for both control group and experimental group

Group	N	Tests	Means	SD	DF	T- value	p- value
Control	30	Pre –test	4	0.33	29	4	0.14
		Post –test	5				
Experimental	30	Pre –test	5	0.43	29	12	0.00
		Post –test	8				

For the scores gained in the table (31) from the pre and post-tests in both the control group and the experimental group in the first section it is found that the mean value calculated for the control group in pretest was (4), and the mean value for the post-test in control group was (5). Moreover, T-test was employed on these scores for the purpose of hypothesis No (2) testing. The result of T-test suggests that P-value is (0.14) which is greater than (0.05), our null hypothesis is accepted .this indicate that There is no significant difference in students' scores in control group. As for the experimental group, it is found that the mean value calculated in the pretest was (5), and the mean value for the post-test was (8).

Moreover, T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests that P-value is (0.00) which is smaller than (0.05). Therefore, the null hypothesis is rejected. This indicates that the program was effective because there is a significant difference in experimental group scores. Therefore, the first hypothesis is accepted.

4.5.3.Hypothesis (3)

"English major students use symbols to decode the meaning of deixis in oral communication"

Table (438): t-test for the differences between the scores in pre and posttests in question number (3) for both control group and experimental group

Group	N	Tests	Means	SD	DF	T- value	p- value
Control	30	Pre –test	4.5	0.29	29	4	0.056
		Post –test	5				
Experimental	30	Pre –test	6	0.40	29	15	0.00
		Post –test	9				

For the scores gained in the table (32) from the pre and posttests in both the control group and the experimental group in the first section it is found that the mean value calculated for the control group in pretest was (4.5), and the mean value for the post-test was (5). Moreover, T-test was employed on these scores for the purpose of hypothesis No (3) testing. The result of T-test suggests that P-value is (0.056) which is greater (0.05). This indicates that there is no significant difference in students' scores in the control group and thus our null hypothesis is accepted. Regarding the experimental group performance, it is found that the mean value calculated in the pretest was (6), and the mean value for the posttest was (9). Moreover, T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests that P-value is (0.00) which is smaller than (0.05). This indicates the program was effective because there is a significant difference in experimental groups' scores. Therefore, the first hypothesis is accepted.

4.5.4.Hypothesis (4)

"The deictic center may have a negative effect on Students' abilities to refer to deixis in oral communication".

Table (4.40): t-test for the differences between the scores in pre and posttests in question number (5) for both control group and experimental group

Group	N	Tests	Means	SD	DF	T- value	p- value
Control	30	Pre –test	4	0.09	29	3	0.301
		Post –test	5				
Experimental	30	Pre –test	5	0.03	29	11	0.00
		Post –test	7				

For the scores gained in the table (33) from the pre and posttests in both the control group and the experimental group in the first section, it is found that the mean value calculated for the control group in the pretest was (4), and the mean value for the posttest was (5). Moreover, T-test was employed on these scores for hypothesis No (5) testing purposes. As the result shows in the table, the T-test suggests P-value (0.301) which is greater than (0.05). This indicates that there is no significant difference in the control group's scores. So, the null hypothesis is accepted, As for the experimental group scores it is found that the mean value calculated in the pretest was (5), and the mean value for the post-test was (7).Moreover, T-test was employed on these scores for hypothesis No (5) testing purposes. The result of T-test suggests P-value is (0.00) which is smaller than (0.05). This indicates that there is a significant difference in the experimental group scores. Therefore, the first hypothesis is accepted.

4.5.5.Hypothesis (5)

"The context may have positive effects on decoding the meaning of deictic expressions in oral communication".

Table (4.39): t-test for the differences between the scores in pre and posttests in question number (4) for both control group and experimental group

Group	N	Tests	Means	SD	DF	T- value	p- value
Control	30	Pre –test	2	0.29	29	5	0.071
		Post –test	4				
Experimental	30	Pre –test	3	0.3	29	13	0.00
		Post –test	8				

For the scores gained in table (34) from the pre and posttest in both control group and Experimental group in the first section it is found that the mean value calculated for the control group in the pretest was (2)and (4) in the posttest. Moreover T-test was employed on these scores for the purpose of testing hypothesis No (4). The result of T-test suggests that P-value is (0.071) which is greater than (0.05). This indicates that there is no significant difference in the control group's scores .So, our null hypothesis is accepted .Concerning the experimental group scores it is found that the mean value calculated in the pretest was (3), and the mean value for the post test was (8) Moreover T-test was employed on these scores for hypothesis testing purposes. The result of the T-test suggests that P-value is (0.00) which is smaller than (0.05). This indicates that there is significant difference in experimental group's scores. Therefore, the null hypothesis is rejected.

Table (4.41):Over all Descriptive Statistics for pre and post for both experimental and control groups ' tests

	Mean	Std. Deviation	N
Pre control	22.73	9.697	30
post control	23.22	7.699	30
Pre exp	26.20	6.910	30
Post exp	39.64	7.088	30

Resource: the researcher

Table (4.42) T-test for the differences between the means of the twogroups in the pretest

groups	\bar{X}	SD	DF	T-value	p-value	95% confidence. Interval	
						L	U
experimental	26.20	5.910	29	2.862	0.324	-0.342	7.29
control	23.22	9.647	29	2.824		-0.363	9.88

Resource: the researcher

For the scores gained from the pretest (*PET test*), the mean value calculated for the control group was (23.22) and for the experimental group was (26.20). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The result of T-test suggests that P-value (0.324) which is greater than (0.05). This indicates that there is no significant difference between the two groups. Therefore, the null hypothesis is accepted since we have not yet applied the intended program.

Table (4.43). T-Test Analysis of the Means of Two Groups in the Posttest

groups	\bar{X}	SD	DF	T-value	p-value	95% confidence interval	
						L	U
experimental	39.64	7.088	24	3.54	0.002	3.32	12.72
control	23.22	7.966	24			3.30	11.40

Resource: the researcher

For the scores gained from the posttest, the mean value was calculated. Mean for the control group was (23.22) and for the experimental group was (39.64). Moreover, a T-test was employed on these scores for hypothesis testing purposes. The T-test suggests that P-value (0.002) which is less than (0.05). This result indicates that there is a significant difference between the two groups. This indicates that there are statistically significant differences among the respondents.

Figure (4.30) the following figure illustrates the comparison of the mean values of both groups on pretest and posttest for the students' test

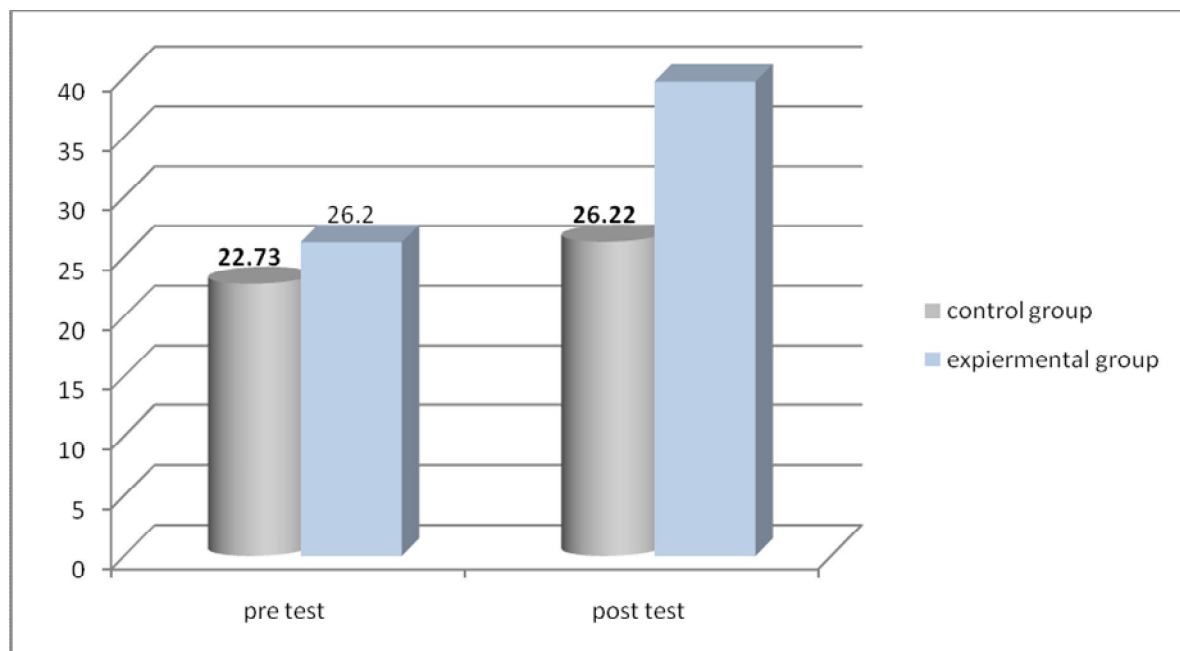


Figure: (30) shows the percentages of the overall performance of the research group where the percentage of the research group in the pretest was 22.7% for the control group and 26.2 for the experimental group in pre-test, while the percentage

of the research group in the post-test was 26.2% for the control group and 36% for the experimental group . This indicates that the program was effective because the research group performance is significantly improved in favor of the experimental group.

4.6.Discussion

The purpose of the study is to investigate the impact of using pragmatic deixis on improving oral communication among English major Students at Al-Fashir University. The study investigates five main questions which are as follows: (1) In what ways does teacher talk help students to decode the meanings of deixis in oral communication? (2) To what extent do gestures help Students in decoding the meaning of deictic expression in oral communication?, (3) To what extent do English language students exploit symbols to decode the meanings of deictic expressions? (4) To what extent do students use the deictic center to refer to deixis in oral communication? (5) What is the role of the context in decoding the meaning of deictic expression in oral communication? To answer these questions, the researcher designed a pre-test and post-test in the light of the research questions, the hypotheses and the objectives.

4.6.1. Research Question (1)

In what ways does teacher talk help students to decode the meanings of deixis in oral communication? The researcher exposed the respondents in both the experimental and the control groups to a pre-test questions (1: A and B) (see appendix (C)) which includes five factors, namely: Person deixis, place deixis, time deixis, social deixis and discourse deixis. The researcher exposed them to the same questions as a post- test to see whether their attitudes changed or not in favor of the experimental group who received the training. The research groups' scores of the pretest and the posttest regarding hypothesis (1) "Teacher talk may have a positive effect on the students' understanding of the role of deixis in face to face interaction.", was highly significant in favor of the experimental group (see table

(30) chapter 4. This indicates that the program was effective because the research group's attitudes changed positively in favor of the experimental group and thus, the hypothesis was confirmed. This result is in harmony with several views raised by different linguists such as Ellis (1985) who points out: "classroom instruction, each within the type of meaningful interaction, and within the type of linguistic rules, could influence the speed of acquisition. Teachers could influence the type of interaction that happens in their own classrooms. Successful outcomes could rely on the kind of language utilized by the teacher and also the sort of interactions occurring within the classroom". Hermanto (2015:147) indicates that "teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk"

4.6.2. Research question (2)

"To what extent do gestures help in decoding the meaning of deictic expression in oral communication?"

The researcher exposed the respondents in both the experimental and the control groups to a pre-test questions (2) which include five statements (11, 12, 13, 14, and 15) about the different types of gestures that are used to decode the meaning of deixis in oral communication, namely: body movement, head nod, pointing, and eye gaze before the training. The researcher exposed them to the same questions as a post test to see whether their attitudes changed or not in favor of the experimental group who received the training. The research groups' scores of the pretest and the posttest regarding hypothesis (2) "English majors use gestures to decode the meaning of deixis in verbal communication". See table (31) chapter (4). This indicates that the program was effective because the research group attitudes changed positively in favor of the experimental group and thus, the

hypothesis was confirmed. The findings of this section go in one line with the claims that are hypothesized by linguists such as: Levinson (2004: 103) who mentions that deictic forms include expressions “that are semantically insufficient to achieve reference without contextual support” Levinson, (1983) also, states that once a linguistic item is identified as deictic, speakers could draw a distinction between gestural and symbolic deixis. Hanks (2011: 12) states that deictic often co-articulate with gestures including pointing gestures but also reduced forms such as directed gaze or a nod. Hugot (2007) mentions that eye gaze is one of the essential factors in face-face interactions, we use our eyes to study the conduct and appearance of others. People use eye gaze during interactions and they look occasionally at each other. Bailly (2010:2) asserts that eye gaze is an essential component of face-to-face interaction because eyes constitute a very special stimulus in a visual scene. Gaze and eye-contact are important cues for the development of social activity and speech acquisition. Lyons (1977: 654) explains that when pointing at an object while identifying it, the speaker draws the hearer’s attention to some spatio-temporal location in which the object can be found, that is, the speaker uses gestural deixis.

4.6.3. Research Question (3)

"To what extent do English language students exploit symbols to decode the meanings of deictic expressions?"

To answer question three, the researcher exposed the research group to a pre-test question (3) which includes one statement about the role of symbol in decoding the deictic expressions meaning in oral communication. The researcher exposed them to the same question as a post- test to see whether their attitudes changed or not in favor of the experimental group which received the training. The result has shown high significant differences in the mean scores of the research group in the post test in favor of the experimental group See table (32). This indicates that the program was effective because the research group attitude has been positively

changed in favor of the experimental group and consequently the hypothesis No. (3) Which says "English majors use symbols to decode the meaning of deixis in oral communication." was confirmed. In support of this interpretation, Levinson (1983: 65-66) states that symbolic uses "make reference just logical co-ordinates accessible to members forerunner to the expression". Gal (2008:7) adds that the reference of representative utilizes specifically depend on the immediate context of the expression and on learning of specific parts of the communication act.

4.6.4. Research Question (4)

"To what extent do students use the deictic center to refer to the deixis in oral communication?" To answer question five, the researcher investigated the research group opinion about the role of the deictic reference in decoding and specifying the meaning of the deictic expression. The researcher exposed the research group to attest in statement, namely statement (17, 18, 19, and 20) in question (4) as a pre-test to assess their knowledge about the term deictic center in decoding, specifying and referring to deixis in oral communication. And then, the researcher exposed them to the same statements after the program to see whether the research group attitudes about the role of deictic center in referring to deixis in oral communication have positively improved or not. The analysis of the result has shown that the research group opinion has positively changed in favor of the experimental group, see table (33). This indicates that the program was effective and thus the research hypothesis No (4) which says " The deictic center may have a negative effect on Students' abilities to refer to deixis in oral communication." was confirmed . The findings of this section are in line with what is claimed by Diessel (2012) who mentions that in conversations the deictic center is constantly changing between the communicative partners; each time another speaker adopt the turn, the discourse occasion is conceptualized from an alternate perspective, which implies that articulations, for example, here and there I and you allude to various elements when utilized by various speakers. (Chilton ,2004: 56 cited in Chovenec ,2014:31) also believes that the deictic center is understood as

the implied anchoring point that speakers and interpreters construct or impose during verbal interaction and that depends on thinking-related frames that clearly show ordinary shared understandings about the structure of community, groups and relations with other societies. However; Levinson (1983: 64) explains that in the deictic center that we have are:

- (1) The central person is the speaker.
- (2) The central time is the time at which the speaker produces the utterance.
- (3) The central place is the speaker's location at utterance time.
- (4) The discourse center is the point at which the speaker is currently at in the production of his utterance.
- (5) The social center is the speaker's social status and rank, to which the status and rank of addressees or referents is relative.

4.6.5. Research Question (5)

"What is the role of the context in decoding the meaning of deictic expression in oral communication?" To answer question (5) the researcher exposed the research group to a pretest in which he devoted seven statements in question (5) namely (21, 22, 23, 24, and 25) (see appendix(C)) to assess the research group knowledge about the role of context in decoding the meaning of a deictic expressions. The researcher exposed them to the same statements as a post test to see whether their attitude about the role of context in decoding the meaning deixis in oral communication has positively changed or not in favor of the experimental group who involved in the training. The analysis of result has shown high significant differences in the mean scores of the research group in the post test in favor of the experimental group see table (34). This ensure that the program was effective and thus, the HypothesisNo (5) which says "The context may have positive effects on decoding the meaning of deictic expressions in oral communication." was confirmed. The findings of this section are in line with the studies that are

conducted by many linguists among which are: Sophia (2000:65) who argues that such deictic expressions encode specific aspects of the speech event and cannot be interpreted unless contextual parameters are taken into account. For example, it is impossible to understand the exact meaning of the utterance 'I prefer apples to oranges' unless we know who the speaker of this utterance is. Similarly, 'I'll see you there/then' requires knowledge of the speaker's spatio-temporal where about in order for the adverbials 'there' and 'then' to be understood. Gal (2008:5) also, stresses the importance of context in the clarification of deixis meaning, he says "The importance of context when determining deictic reference is salient. The knowledge of the identity of the speaker and the setting of the conversational situation is essential for the interpretation of Deixis".

Finally, it has been observed there were an active participation and cooperation from the experimental group members who show a great interest during the treatment. Being exposed to the program training has helped them to improve their performance and they start to use gesture and symbols more effectively when they use deixis in face to face interaction. The researcher also noticed that the research group knowledge about deixis has been increased to the extents that they start to ask questions such as the differences between gesture and posture. During the sessions, the research group revealed that they have been accustomed to the traditional function of pronouns, adverbs and demonstrative as words used in grammar and semantics. They also revealed that they regularly use deixis unconsciously in every day spoken discourse but they were not fully conscious of its pragmatic use in oral communication. The program showed them that deictic expressions have an important communicative role to play in every spoken discourse. The program also showed that understanding deixis within the utterance requires a high cognitive competency. Zaini (2016:25) who stressed the importance of deixis in communication states that "studying deixis means learning one aspect of natural languages that require such reference to know (at least) who the speaker and hearer are, the place and the time of speaking in which the deictic terms are

used". However; the researcher deemed the program as effective because it helped in achieving the research goals.

4.7. Summary of the chapter

This chapter comprises the result of the teachers' questionnaire, the pre-test and post-test analysis. It also includes the discussion of the research hypotheses, and finally, the discussion of the questions.

Chapter Five

Conclusion, Recommendations & Suggestions for Further Studies

5.0. Introduction

This chapter presents a summary of the whole study, the main findings, conclusion about the results and finally, the chapter concludes with suggestions for further studies.

5.1. Conclusion

This study aims at investigating the impact of using deixis on improving oral communication among University English majors at Al-Fashir University. The sample of the study was chosen from the Faculties of Education and Arts. The researcher divided the sample into experimental and control groups. The experimental and the descriptive analytical methods were used to conduct the study. The objectives of the study were as follows:

1. To explain in what ways that teacher talk affects the uses of deictic expressions by English majors in verbal communication.
2. To explore how gesture helps in understanding the meaning of deixis in verbal communication.
3. To discover how symbols contribute to comprehend the meaning of deixis in verbal communication.
4. To investigate the role of the deictic center in decoding the meanings of the deictic expressions.
5. To detect the role of context in encoding and decoding the meanings of deixis.

Based on the objectives, the researcher coined five questions which are as follows:

1. In what ways does teacher talk helps students to decode the meanings of deixis in oral communication?
2. To what extent does gesture helps in decoding the meaning of deictic expression in oral communication
3. To what degree do English students exploit symbols to decode the meanings of deictic expressions?
4. To what extent do students use the deictic center to refer to the deixis in oral communication?
5. What is the role of the context in decoding the meaning of deictic expression in oral communication?

Based on the study objectives and questions, the researcher assumed the following hypotheses:

1. Teacher talk may have positive effects on the students' understanding to the role of deixis in face to face interaction.
2. English majors use gesture in decoding the meaning of deixis in verbal communication.
3. English majors use symbols to decode the meaning of deixis in oral communication.
4. The deictic center may have a negative effect on Students' abilities to refer to deixis in oral communication.
5. The context may have a positive effect on decoding the meaning of deictic expressions in oral communication.

In order to collect the required data, the researcher used a pre-test and a post-test to collect the data from the students whoparticipated in the study and a questionnaire to investigate teachers' opinions about the research problems. As for the reliability

and validity of the tools for data collection, the researcher used the coefficient Alpha-Cronbach. The researcher also used paired test to measure and compare students' attitudes between the pre-test and the post-test. The findings of the study revealed that there were statistically significant differences between the means of two groups in favor of the experimental group which achieved better results in the post-test. Finally, the data analysis showed that deixis is very important in improving oral communication among English majors at Al-Fashir University. The program was found to be effective and useful in developing students' verbal communication for it raised English majors' awareness and changed their attitudes towards the role of deixis in oral communication.

5.2. Findings of the Research

From the statistical analysis which was done by (SPSS) using: paired Test mean, Chi square, Frequencies and percentages. The study has shown that there is improvement in the students' attitudes in favor of the experimental group in the post-test after the involvement in the training program. This indicates that the program was effective and it has positive impact on improving oral communication. However; the study also revealed the following:

1. Students' attitude about the role of deixis has been positively improved after being involved in the training program.
2. Students' knowledge about the role of gesture in decoding the meaning of deictic expressions has been positively increased.
3. Students' recognition to the role of symbol in decoding the meaning of deixis has been positively improved.
4. Students' understanding to the role of the context in decoding the meaning of the deictic expressions has been positively changed after the involvement in the training program.

5. Students' awareness of the role of the deictic reference in decoding the meaning of the deictic expressions has been changed for the better.
6. Students' understanding to the role of the deictic center as an anchor in explaining the meaning of deixis has been changed positively.
7. Students' ideas about the pragmatic role of pronouns, demonstratives adverbs have been positively changed after the program.
8. Deixis enables interlocutors to succeed in verbal communication by orienting them to a variety of ways for example, personally, socially, temporally etc.
9. Deictic expressions play the role of cohesive devices in the spoken discourse.
10. Misinterpreting deictic expressions in verbal communication will lead to communication breakdown among interlocutors.
11. Deixis should act as a constant reminder in face to face interaction.
12. Using Deixis appropriately in verbal communication will help interlocutors be cooperative in speech events.
13. Gesture is very essential in interpreting the meaning of the deictic expressions in verbal communication.
14. Deictic expressions can also be interpreted properly if interlocutors used symbol to refer to the meaning of deictic expressions.
15. Deictic center is an important aspect in decoding the meanings of the deictic expressions.
- 16- The inconsistency of the deictic center make interlocutors get confused.
17. Deictic words designate a referent via an existential relationship that holds between the referent and the sign in verbal communication.

18. The context plays a crucial role in in decoding the meaning of the deictic expressions.

5.3. Recommendations

In the light of the findings of the present study, the researcher suggests the following recommendations:

1. Teachers should teach deixis through authentic communicative situations because the meaning of each conversation depends on those deictic expressions to make effective communication.
2. Since deixis play the role of cohesive devices in spoken discourse, teachers have to use it effectively before their students, especially in speaking and listening session.
3. When teaching deixis, teachers have to use gesture and symbol effectively and appropriately to demonstrate its meaning.
4. Teachers have to direct students' attention towards the role that is played by the deictic center for it considered as a coordinate system that underlies the conceptualization of the speech situation.
5. Teachers should also acquaint their students with the role of the deictic reference in decoding the meaning of deictic expressions due to the fact that people can utilize deictic words to point to something on the physical social setting of the speaker and the addressee. These referents must be controlled by knowing the setting in which they are utilized.
6. Students should know that pronouns, demonstratives and adverbs have other communicative roles to play in face to face interaction rather than the grammatical one.
7. Teachers have to direct student's attention towards the essential role that is played by the context in decoding the meaning of the deictic expression because the importance of context when determining deictic reference is salient. The

knowledge of the identity of the speaker and the setting of the conversational situation is essential for the interpretation of Deixis”.

8. Curriculum designers have to incorporate deixis and their communicative role in the curriculums.

5.4 .Suggestions for Further Studies:

In the light of the present study results the researcher suggests the following about the study of deixis:

This study used a quantitative method as a main instrument for data collection. Findings would be more accurate if a combination of qualitative and quantitative methods were employed. For example, qualitative research methods such as observation check list might be useful to obtain deeper insights into the perceptions and attitudes of English language learners of English at Al fashir University regarding using deixis in face to face communication to improve their communicative skills

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Appendix (A)

The Subjects' Results in the Pre-and Posttests

Student No.	Questions Items										Total	
	Question 1		Question 2		Question 3		Question 4		Question 5		50 Marks	
	10 marks		10 marks		10 marks		10 marks		10 marks			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1-	3	8	6	6	5	7	5	10	0	3	23	34
2-	6	10	5	5	5	10	6	10	0	4	22	39
3-	5	9	5	8	4	5	5	10	4	5	24	38
4-	4	10	7	7	5	7	5	10	5	8	30	42
5-	7	9	3	5	4	7	3	9	0	3	17	33
6-	9	10	3	5	1	6	0	4	0	3	13	28
7-	5	10	7	7	8	10	8	10	5	7	33	44
8-	3	6	1	3	4	5	1	4	0	5	9	23
9-	3	6	1	3	0	2	0	3	0	2	5	16
10-	3	7	3	8	4	5	0	6	0	3	10	29
11-	5	10	5	10	10	10	5	10	5	7	30	47
12-	9	10	2	4	0	3	0	4	0	6	11	27
13-	8	10	8	10	8	8	10	10	5	5	39	43
14-	8	10	10	10	10	10	10	10	8	9	46	49
15-	4	7	2	5	0	3	0	5	0	3	6	23
16-	9	9	4	6	3	5	8	10	5	6	29	36
17-	8	9	0	3	5	5	10	10	0	2	23	29
18-	7	8	4	4	6	7	3	4	5	5	25	28
19-	8	10	2	5	9	9	10	10	5	7	34	41
20-	8	10	8	9	7	8	8	10	5	7	36	44
21-	6	7	6	6	5	9	5	10	3	4	25	36
22-	5	8	2	4	7	8	0	2	0	3	14	25
23-	4	4	1	3	1	5	0	3	0	2	6	17
24-	5	10	5	7	8	8	5	10	0	2	23	37

Student No.	Questions Items										Total	
	Question 1		Question 2		Question 3		Question 4		Question 5		50 Marks	
	10 marks		10 marks		10 marks		10 marks		10 marks			
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
25-	4	6	0	4	0	3	0	0	0	2	4	15
26-	6	6	0	2	0	2	0	3	0	3	6	16
27	7	10	3	5	3	7	5	5	2	4	20	31
28-	4	9	6	6	5	8	5	6	3	4	23	33
29-	8	10	8	9	10	10	9	10	8	9	43	48
30-	7	7	4	5	7	8	10	10	5	7	33	37

Appendix (B)

Sudan University of Science & Technology

Faculty of Graduate Studies

Department of English Language

Ph.D. Program in English Language

Teachers' Questionnaire

Dear, Teacher/ Doctor/Professor

This questionnaire is a part of a Ph.D. research in applied Linguistics entitled: (The Impact of Pragmatics on Improving Oral Communication among English Majors).

Please answer all the statements of the questionnaire accurately and honestly. The researcher assures you that the information in this questionnaire will be used for academic purposes only.

Personal information

1 .Gender: Male () Female () Age()

2.Years of Experience:

Less than 5 years () 5-10 years () More than 10 years()

3 .Academic Qualifications:

Ph.D.()

M.A()

B.A()

Please read the statements below first and then according to your opinion

Put a tick (✓) in the column where you think correct:

Statements		Frequency scales				
S/ N	Statements	strongly agree	Agree	Natural	Disagree	Strongly disagree
1	Deixis enables interlocutors to refer to entities in context in face-to face interaction.					
2	Deixis allows interlocutors to orientate themselves in a variety of ways for example, personally, spatially or temporally.					
3	Students have to pay a considerable attention to deictic expressions in verbal communication because they are basic elements in human communication.					
4	Deictic expressions function as grammatical markers to establish the cohesion of spoken discourses					
5	Misinterpreting deictic expressions in verbal communication will lead to communication breakdown among interlocutors.					
6	Using deictic expressions appropriately will help interlocutors to be cooperative in the speech event.					
7.	Deixis should act as a constant reminder because natural languages are designed for use in face-to –face interaction and thus there is a limit to the extent to which they can be					

	analyzed.					
8.	To interpret Deixis meaning in verbal communication it should be accompanied by a gesture such as physically pointing, making eye contact or turning your body to face someone.					
9.	Deictic expressions can also be interpreted properly if interlocutors used symbols in verbal communication.					
10.	The deictic centre that makes the egocentricity is an important aspect in decoding the meaning of deictic expression.					
11	Entities and processes can be identified only by referring them to the deictic Centre, i.e. the time of the speaker's utterance. E.g. in the utterance "Back in an hour".					
12.	Since the deictic Centre is not a fixed entity, speakers can shift it to various possible points along the time line, e.g. in the sentence I miss you, the word I and you are deictic words which do not have permanent reference.					
13	The inconsistency of the deictic centre make interlocutor gets confused.					
14.	Interlocutors need to take into consideration the speaker, the hearer, the context and the entities talked about to comprehend the meaning of deictic expressions, as in She					

	brought this flower for me yesterday.					
15	Deictic words designate a referent via an “existential relationship” that holds between the referent and the sign in verbal communication.					
16.	In verbal communication, time and discourse deixis, which are considered more elusive, are incorporated in spatial Deixis to make them objective.					
17.	In Verbal communication, demonstratives are used as deictic expressions to refer to entities within the context.					
18.	Deictic expressions cannot be understood independent of the context in which they occur because of their particular indexical function in linking text to the text setting and the text content.					
19	The speaker has an important role to play in the communication event because he/she is responsible for the encoding of the message.					
20.	The co-text of a word which is “the set of other words used in the same phrase or sentence” has a strong effect on what we think the word means e.g. the word “bank” in the sentence: I am going to the bank.					
21	In a language event, the participants must know where they are in space and timeto					

	understand the meaning of the deictic expression.					
22.	Context of situation in which the discourse occurs is very helpful in identifying the meaning of deictic expressions.					
23.	Field of discourse which refers to the ongoing activity is helpful in understanding the meaning of deictic expression.					
24.	Tenor which refers to the kind of social relationship endorsed in or by the discourse can decide the type of deixis that can be used in conversation.					
25.	Mode the linguistic reflection of the relationship the language user has to the medium of transmission can be helpful in identifying the meaning of deictic expressions.					
26	When we ask someone “come here!” We are using a context in the utterance, such as who is speaking to whom, what relation they have, the time or place of speaking, the gesture of the speaker and what status the interaction participants have.					

Comments.

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Thank you for cooperation

interaction					
9. I use temporal deixis such as: now, presently, tomorrow and in the past to specify time in oral communication					
10. I use social deixis with its both types relational (e.g my wife) and absolute (e.g your Excellency) to distinct social status.					
11. In verbal communication, I use discourse Deixis within an utterance to refer to some parts of the discourse that contain the utterance e.g , I bet you haven't heart this story.					

Question (2):Read the following statements first and then put a tick (√) in the column where you think is correct:

Statements		Frequency scales			
Statements	.I agree	I disagree	neutral	I strongly agree	I strongly disagree
12. I sometimes need to turn my body to explain the meaning of a deictic expression					
13. Pointing is one of the types of gestures that I use in real like interaction to explain the meanings of deictic expressions.					
14. I sometime make use of head nod to explain the meaning of a deictic expression.					
15. I use eye gaze to explain meanings of a deictic expression in face to face interaction.					

Question (3):Read the following statement first and then put a tick (√) in the column where you think is correct:

Statements		Frequency scales			
Statements	.I agree	I disagree	neutral	I strongly agree	I strongly disagree
16. I sometimes need some Para linguistic element like symbol to decode the meaning of a deictic expression					

Question (4):Read the following statements first and then put a tick (✓) in the column where you think is correct:

Statements		Frequency scales			
Statements	.I agree	I disagree	neutral	I strongly agree	I strongly disagree
17. The deictic center that makes the egocentricity is an important aspect in decoding the meaning of deictic expression.					
18. When I use deixis in verbal communication, I always get confused because the deictic center is inconsistent.					
19. Entities and processes can be identified only by referring them to the deictic centre, i.e. the time of the speaker's utterance. e.g. in the utterance "Back in an hour".					
20. Since the deictic Centre is not a fixed entity, speakers can shift it to various possible points along the time line.					

Question (5):Read the following statements first and then put a tick (✓) in the column where you think is correct:

Statements		Frequency scales			
Statements	.I agree	I disagree	neutral	I strongly agree	I strongly disagree
21. the Context can be the situation which speech event is enacted.					
22. I sometimes find it difficult to understand the meaning of a deictic expression in an utterance because; I'm not part from that context.					
23. The co-text of a word has a strong effect on what we think the word means e.g the word "bank" in the sentence: I am going to the bank					
24. In language event, the participants must know where they are in space and time to understand the meaning of a deictic expression.					
25. Context of situation, which refers to the environment, time and place, etc. in which the discourse occur, is helpful identifying the meaning of a deictic expression.					

Best of luck

Appendix(D)

List of Experts who evaluated Teachers' questionnaire and Students' Pre-test and Post-test:

1. Dr. Suleiman Norein Othman - associate professor(ALfashir University of Alfashir).
2. Dr. Hilary Marino- Assistant Professor-(Sudan University of Science and Technology).
3. Dr. ALsheikh Abdurrahman Ibrahim- Assistant Professor- (University of Alfashir).
4. Dr. Suleiman Adam Musa- Assistant Professor-(University of Alfashir).
5. Dr. Dawood Ibrahim Othman- Assistant professor-(University of Alfashir).
6. Dr. Adam Fadl Almoula Massaud- Assistant Professor (University of Alfashir).
7. Dr. Moheyaldein Mohammed Babikir.- Assistant Professor (University of Alfashir).
8. Dr. Abdurhaman Imam- Assistant Professor –(University of Genena).