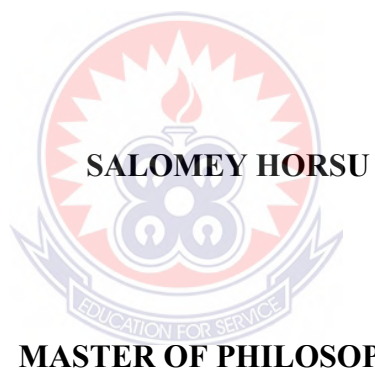**UNIVERSITY OF EDUCATION, WINNEBA**

DEITIC ELEMENTS IN ACADEMIC DISCOURSE: AN ANALYSIS OF STUDENTS' LONG ESSAYS IN COLLEGES OF EDUCATION IN THE EASTERN REGION

SALOMEY HORSU

MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

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(200009534)

**A thesis in the Department of Applied Linguistics,
Faculty of Foreign Languages Education submitted to the
School of Graduate Studies, in partial fulfillment
of the requirements for the award of
Master of Philosophy
(Applied Linguistics)
in the University of Education, Winneba.**

JULY, 2022

DECLARATION

STUDENT'S DECLARATION

I, **HORSU SALOMEY,** declare that this thesis, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.
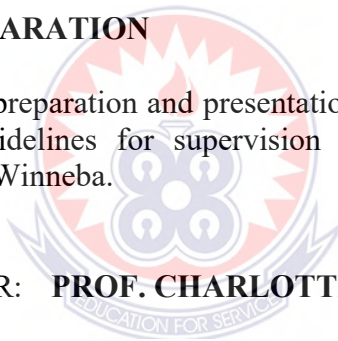
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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **PROF. CHARLOTTE FOFO LOMOTEY**

SIGNATURE: ………………………………………

DATE: ………………………………………………

DEDICATION

This thesis is dedicated to my beloved children, Nana Adwoa Owusua Boakye Emefa, Naana Mintaa Boakye Akorfa, Wilhelmina Adu-Pako Boakye Fafali and Oliver Adom Amoateng.

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ABSTRACT

This study examines the deictic elements in students' long essays using Levinson's (2004) Theory of Deixis. Specifically, it identified the deictic elements realized and determined their functions in the long essays of the students. A purposive sampling was used to choose 350 written essays on English related topics from seven colleges of education. The qualitative analysis revealed that student teachers in all the colleges used the five types of deixis according to Levinson (2004) in their writing. Personal deixis was the most preferred deixis used by the student teachers while social deixis was the least realized. Moreover, the analysis showed that words in the essays which function deictically may be able to function as personal and demonstrative references; identify speakers and listeners; indicate psychological distance and perform grammatical functions. In addition to appropriate use of the elements, there were instances of inappropriate use of person deixis by student teachers. When this happens, communication between the writer and the reader becomes very difficult and creates cause confusion for the reader.

CHAPTER ONE

1.0   Introduction

This chapter presents the introductory part of the study. The first section focuses on the background of the study. The next part explains the problem that led to the study. The subsequent section focuses on the research objectives and questions while the last part reveals the significance of the study.

1.1   Background to the Study

Through language and the presence of language, human beings build their communication. Language is a very essential tool through which human beings interact with one another and also the interaction that takes place between these individuals and those that they are alien to is done through this medium. According to Tonapa, Anwor, and Mantasiah (2018), language becomes a tool that mediates humans to be able to properly interact with one another, including an interaction between natives and foreigners. An interaction or communication established between communicators is stated by Boztepe (2017) as a way of sharing thoughts, feelings, between people and objects. Nowadays, individuals through various mediums of language use tend to create appropriate communication modes such as ideas, messages and information via speaking or writing to transfer their views to other individuals across the world.

In academia, meaning derived in context is very important. The meaning of language which is Semantics is based on the kind of language use which is known as Pragmatics. Fromkin, Rodman and Hyams (2003) opine that pragmatics studies the use of language in communication, especially the relationship between utterance and sentence as well as the context of situation in which they are used. Kreiddler (1998, p.

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19) states that "language is a tool that is used to communicate with one another and interact with one another, whether in family, society, environment, educational institution, and recreational places". When people communicate with each other in speech, it is called a system of communication that employs a code. The symbols may be spoken, written, or signed with the hands.

Griffiths (2006) observes that pragmatics is concerned with the use of these tools in meaningful communication about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. Levinson (1983, p. 9) asserts that "pragmatics is the study of those relations between language and context that are grammaticalized, encoded in the structure of a language" while Yule (2010) notes that pragmatics is study of what speakers mean or the speaker meaning in one's utterance depends on the context whether in spoken or written. The speaker's intent is put in oral or written form and since communication is between a speaker and a hearer, the hearer has to deduce meaning in context to enable understanding to have taken place. This makes meaning in context very paramount when it comes to the use of language.

Writing is one of the communication tools through the word, and according to Brown (2001), writing is a transaction with words whereby writers let themselves share their ideas freely without much consideration of what people presently think, feel and perceive. When people write or communicate with one another to promote understanding, there are elements in the utterances or written documents that seem to indicate specific items which aid understanding. These elements may indicate place of the utterance, time, distance, and also link ideas of the speaker which enable understanding. These elements that perform these functions are termed as deixis. Crystal (2010, p. 127) indicates that "deictic referencing comprises those features of

language which refer directly to the personal, temporal or locational characteristics of the situation within which an utterance takes place." Again, Hanks (2011, p. 315) defines deixis as "a linguistic evidence of how what is said is grounded in the context of the situation in which it is said. It provides an interface linking language and situational context".

A deictic expression is a word or a phrase that points out the different meaning the words have in various situations. Without the use of pragmatic approach, the interpretation of an utterance would be impossible to understand, therefore deictic expressions are crucial and involve the relationship between the structure of languages and the contexts in which they are used. A word that depends on deictic indicators is called a deictic word, and is bound to a context. Hence, words that are deictic hold a denotational meaning which varies depending on time and/or place, and a fixed semantic meaning (Levinson, 1983). Deixis is a technical term for one of the most basic things we do with utterances. For instance, when we tell 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.

Astria, Mujiyanto and Rukmini (2019) posit that for the EFL learners, they may use linguistic forms to express the meaning in the different contexts in the forms of discourse or utterances and to avoid any misunderstanding between writers and readers; the writers are supposed to know the context and topic in order to be able to follow up in a discussion. Thus, context is something to do with pragmatics. Hence, studying deixis in the context of students' writing is relevant.

1.2   Statement of the Problem

In all types of texts, including students' essays, we can find deictic expressions that need a pragmatic analysis to be interpreted, because pragmatics provides the contextual information that is necessary to understand the hidden meaning. Yule (2010, p. 128) states that pragmatics studies the hidden meaning, or how we recognize what is meant even if it is not actually said or written. Therefore, speakers (or writers) must be able to depend on a lot of shared presuppositions and expectations when they communicate. According to Astria et al. (2019), through the final product of writing, students can communicate their ideas, thoughts, and feelings to the reader. Deixis is one of the branches in pragmatics and one of the writing components that are noticed by the students to communicate meaning in writing.

Deictic elements can appear in written language and spoken language. They can be found in daily life communication in written form, without realizing how we use them. For instance, when readers get a new text, they need to get information about who the speaker and the hearer are, where, and when the events take place. Thus, deictic elements can be found in many cases, either in a conversation among interlocutors, in writing of newspapers, in students' essays at school, or in fictional works. Also, they can be found in all works such as novels, books, poems, magazines, films and speech. Basically, deixis happens in the daily communication of people and can be in business, politics, trade, education, daily conversations and many others.

Long essays written by student teachers of English in Ghanaian colleges of education are full of these deictic expressions. However, most students misuse the expressions while others use them haphazardly in writing. Moreover, the deictic expressions have functions in the essays and they affect the audience who read it. Deixis has been studied from different perspectives. For instance, Adetunji (2006),

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Quinto (2014), and Tirza (2018) focused on the study of deixis in speeches. Likewise, Rosmawati (2013) and Khalilli (2017) have investigated deixis in novels. The result of their research showed that the most dominant deixis found in novels is personal deixis. Ekowati and Sofwan (2014) also investigated deixis in conversations. The results of their study showed that pragmatics is something to do with context, and so is deixis. So, deixis, is a term which refers to words and phrases that cannot be understood without the contextual information. As such, context is needed to understand a piece of text. It is also because of this that deictic elements must be used properly in discourse. In addition, the way text is interpreted may vary from one situation to another. Thus far, there have not been any studies on how deictic expressions are realized in the long essays of students of colleges of Education in Ghana to determine their use. Meanwhile, such a study is significant in the sense that the results broaden our knowledge about the way students employ these pragmatic features in writing. Through a qualitative case study, deictic elements in 350 long essays are analysed for their types and functions.

1.3   Research Objectives

The objectives of the study are to:

1. identify the deictic elements in the long essays of students.

2. determine the functions of the deictic elements as used in the students' long essay.

1.4   Research Questions

The research is guided by the following questions:

1. What are the deictic elements identified in the long essays of students?

2. What are the functions of the deictic elements as used in the long essays of students?

1.5   Significance of the Study

The research is significant for the following reasons: First, the research and its findings will contribute to the body of literature on the concept of pragmatics and deixis. Moreover, it will help students and researchers of language to gain more insight on the use of deixis in students' essays. Finally, the study will open new avenues of research in pragmatics that focus on the analysis of deictic expressions in writing.

1.6   Limitations of the Study

The limitations confronting the study were time, financial constraints, and data collection from the selected colleges. Financial resources are not sufficient for a larger sample size for the study. This study is also constrained by time because it must be completed within a very limited academic timeframe. Despite this limitation, adequate research procedures were put in place to ensure that the needed data were obtained and used for the study. The researcher had wanted to consider project works from a number of years; however, majority of them were not available to be collected. This, however, did not affect the findings of the study.

1.7   Delimitation of the Study

The study was confined to seven Colleges of Education in the Eastern Region of Ghana. Although the consideration of other colleges in other regions would have contributed to the findings of the study, the researcher believes that the sampling was representative enough. However, every effort was made to ensure that sampling used was adequate to collect information required for drawing conclusions.

1.8   Organization of the Study

The rest of the thesis is organized as follows: Chapter 2 covers review of literature associated with the study, thus what writing is about and also consider pragmatics which concerns the use of language and its scope. The next item talks about theoretical framework of the study which serves as the foundation of the entire work, conceptual framework and empirical studies. Chapter 3 also covers the research design which highlights the strategies employed to integrate the different components of the entire work to enable logical organization of the research. The methodology identifies the needed skills taken into consideration to bring the research to one piece while Chapter 4 presents the results which indicate that deictic elements point to the speaker, listener, personal reference. They also tell the psychological distance of information, and indicate demonstrative reference. They indicate time and also tell the social ranking of the interlocutors. Lastly, the inappropriate use of the deixis were also identified. The final chapter of the study which is Chapter 5 looks at the summary, the realization of deixis in writing, functions of deixis, importance of deixis in students writing which talks about the various roles of the deictic elements, pedagogical implications, and suggestions for future research which are based on the findings of the study and conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter presented the literature review of the study. Firstly, it presented the conceptual literature which entails writing, pragmatics. The chapter further explains the theoretical framework and highlighted the types of deixis from different linguists. The next section focused on the empirical literature which dealt with deixis in academic writing, political discourses, newspaper articles and other related works on deixis from different perspective.

2.1   Writing

The main function of language, is to communicate, but in order to carry out this function, there must be a means or channel through which language can be conveyed from one person to the next. This channel is speech. Languages may have an additional channel through which one can communicate through language and that channel is called writing. Men speak in utterances and write in sentences. Our ability to write well in sentences forms the basis of our written communication. We need to express ourselves for others to understand us. This comes through the way we put pieces of ideas together through writing to make sense. This is what we call composition. (Kari Darko, 2005).

Writing, speaking, listening and reading are the four language skills which are important in language learning. Writing is the fourth of the language skills and it is also the fourth language skill that we learn. Writing is considered as a creative process and since the definition of writing is extensive, many have given quite a number of definitions for the term. For instance, Nudee et al. (2010, p. 2) explained it as a tool

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for expressing critical thinking, reasoning, discovering, creating and sharing of ideas and knowledge and it allows writers to present those ideas, feelings and cultural knowledge. Brown (2001, p. 337) on the other hand explains writing as a transaction with words whereby you free yourself from what you presently think feel and perceive.

Writing is a way for students in all content areas to make meaning for themselves as well as to learn how to think and communicate in their particular domains. Birhan (2015) says it is an essential part of thinking and learning in school contexts, particularly in the light of 21st century demands, and writing tasks are "critical tools for intellectual and social development". The ability to write is widely regarded as one hallmark of higher education graduates. It is essential that tertiary students should be able to write clearly on topics related to their research fields.

Writing has many purposes. First, it is essential to make knowledge conscious, to help remember facts, to analyze concepts, and to construct new knowledge; especially, students used writing to translate concepts into their own language, more from gathering facts to the analysis of them, and adjust themselves to the task demands of specific courses and fields" (Alister and Cumming, 2006). Also, writing may also be assigned for a variety of educational goals: assessing knowledge, promoting critical thinking, stimulating creativity, encouraging discourse as part of a professional community, and supporting cognitions.

This is the reason why Afful (2017) argues clearly that the approach to research writing in Ghana has to be thorough enough to reflect the increasing importance several universities worldwide attach to it. He further adds that if writing courses are institutionalized, students in Ghanaian universities will be able to effectively position themselves in the larger community of practice, create their

professional identity with some relative ease, and be able to acquire funding for research that benefits academia.

There are several steps in writing and Cavkaystar and Yasar (2008) enumerate pre-writing, drafting, revision, editing and publishing as the stages involved in students' writing. In order to produce the final written form all writers should follow the process. At the pre-writing stage which is also known as the brainstorming stage, students are required to gather ideas, identify the purpose of their writing, and choose an appropriate form for their writing based upon the purpose they have chosen. Secondly, the drafting stage is where writers or students put their ideas down on the paper while the revision stage is where students make changes in words and phrases that need to be changed by deleting, adding or moving ideas around. In addition, the editing stage of writing process is where students polish their writing by correcting spelling and mechanical errors thus punctuation, capitalization and sentence structure. Finally, publishing is the stage in writing where students or writers publish their work and share with others thus a stage that students hand over their work as authors. A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known or unknown.

There are several major forms of writing and they include narratives, expository, persuasive, descriptive, recount, reports and others. The purpose of a narrative writing is to entertain and the story usually consists of a plot, characters and setting while expository is the type of writing used to explain, instruct and provide facts. In addition, a persuasive writing is a text which is used to argue or persuade. Thus, the writer tries to convince the reader to take a specific action or adopt a particular belief. A descriptive writing on the other hand, allows the reader to envision the person, place or thing being described and it is filled with details while a recount

text is to retell or reflect on events. The type of writing used in the current research fall under the category of a report and in this type of writing, the writer describes a class of things and tells about a topic. It may provide graphics to clarify information, add interest and include a bibliography.

2.2   Pragmatics

Extant research into the field of pragmatics has attracted diverse views in terms of its definition. Fasold (2006, p. 137), writes that pragmatics "concerns both the relationship between context of use and sentence meaning, and the relationship among sentence meaning, context of use, and speakers meaning". Pragmatics is the study of the use of language in context, particularly in the relationship between sentences and the context and situation in which they are used. Schiffrin (1994) posits that pragmatics is another broad approach to discourse which deals with three concepts namely meaning, context, and communication.

Yule (1996) has four kinds of definition for pragmatics. First, pragmatics is the study of speakers meaning that is pragmatics is concerned with the study of meaning as communicated by the speaker or writer and interpreted by the listener or reader. Second, pragmatics is the study of contextual meaning. Thus, it means the type of study necessarily involves the interpretation of what people mean in particular context. Yule in his third definition states that pragmatics is the study of how more gets communicated than is said. This means that it is an approach that necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speakers intending meaning. The final definition of pragmatics is the study of the expression of relative distance, thus, the assumption of how close or distant the listener is. Also, Levinson (1983, p. 24) defined it as a branch of study

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which is concerned with "the ability of language users to pair sentences with contexts in which they would appropriate".

Based on the definitions by linguists, we know that pragmatics is the study of meaning of language that depends on context. Context becomes an important aspect of pragmatics because the same utterances will have more than one pragmatic meaning. Van Dijk (1997) points out that the very notion of 'context' suggests that we deal with some phenomenon related to text, discourse and language use. He further posited that in everyday and scientific uses of the notion, *context* often means either the linguistic context' or 'verbal context' of some word, sentence or utterance, or the social or cultural context of these verbal expressions. Most importantly, there are two types of contexts: Linguistic context and physical context. According to Yule (2006), Linguistic context or co-text of a word is a set of other words used in the same phrase of sentence. The surrounding co- text has a strong effect on what we think the probably means. The physical context is our mental representation of those aspects of what is physically out there that we use in arriving at an interpretation.

Pragmatics always includes aspects of participants and context where the conversation takes place. It is assumed that the speaker and the hearer involved in conversation are generally cooperating with each other. Although pragmatics has drawn the definition of numerous scholars, Levinson (1983) compares pragmatics and semantics by describing that both meaning are expressed by human language. However, the dividing line is that in semantics, meaning is investigated with respect to the relation of signs to their designate, while in pragmatics, meaning is studied with respect to the relations of signs of their users and interpreters. Basically, in semantics meanings are devoid of context while pragmatics meanings are rather context based. Pragmatics studies how language is used by real people in real contexts, whether in

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writing or spoken discourse, and is highly influenced by contexts, be it political, social, religion, culture or economics. There are several topics discussed in pragmatics and according to Levinson (1983), pragmatics is the study of deixis, implicate, presupposition, speech act and aspects of discourse structure. Cruse (2006, p. 44) however refer to them as the branches in pragmatics. He lists deixis, presupposition, speech act, implicature and reference. According to Cruse (2006):

a) Deixis designates referring expressions which indicate the location of referents along certain dimensions, using the speaker (and time and place of speaking) as a reference point.

b) Presupposition is a proposition whose truth is taken for granted by a producer of an utterance to make sense to an interpreter (Cruse, 2006). According to Yule (1996, p. 25), presupposition is something the speaker assumes to be the case prior to making an utterance. Presupposition of a statement will remain constant even when that statement is negated. For example, two statements 'John's car is not red' and 'John has a car' have similar assumption that John has a car and the color is not red.

c) Speech acts which basically mean doing things with words are recognized by three basic types.

i. Illocutionary act is the production of an utterance, with a particular intended structure, meaning, and reference.

ii. Illocutionary acts are performed by a speaker in saying something (with an appropriate context), rather than by virtue of having produced a particular effect by saying something.

iii. Perlocutionary acts depend on the production of a specific effect.

d) Implicature is part of the meanings of utterances which, although intended, are not strictly part of 'what is said' in the act of utterance nor do they follow logically from what is said. Yule (1996) argues that it is a proposition based on the interpretation of the language use and its context of communication in a bound that the participants can interpret what the implication of the message or utterance in different way from what the speaker literally means

e) Politeness can be defined as showing awareness of and consideration for another person's face. There are different kinds of politeness. They are a face-threatening act and a face saving act.

f) Reference is an act which speaker or writer uses language to enable a listener or reader to identify something.

2.3   Theoretical Framework
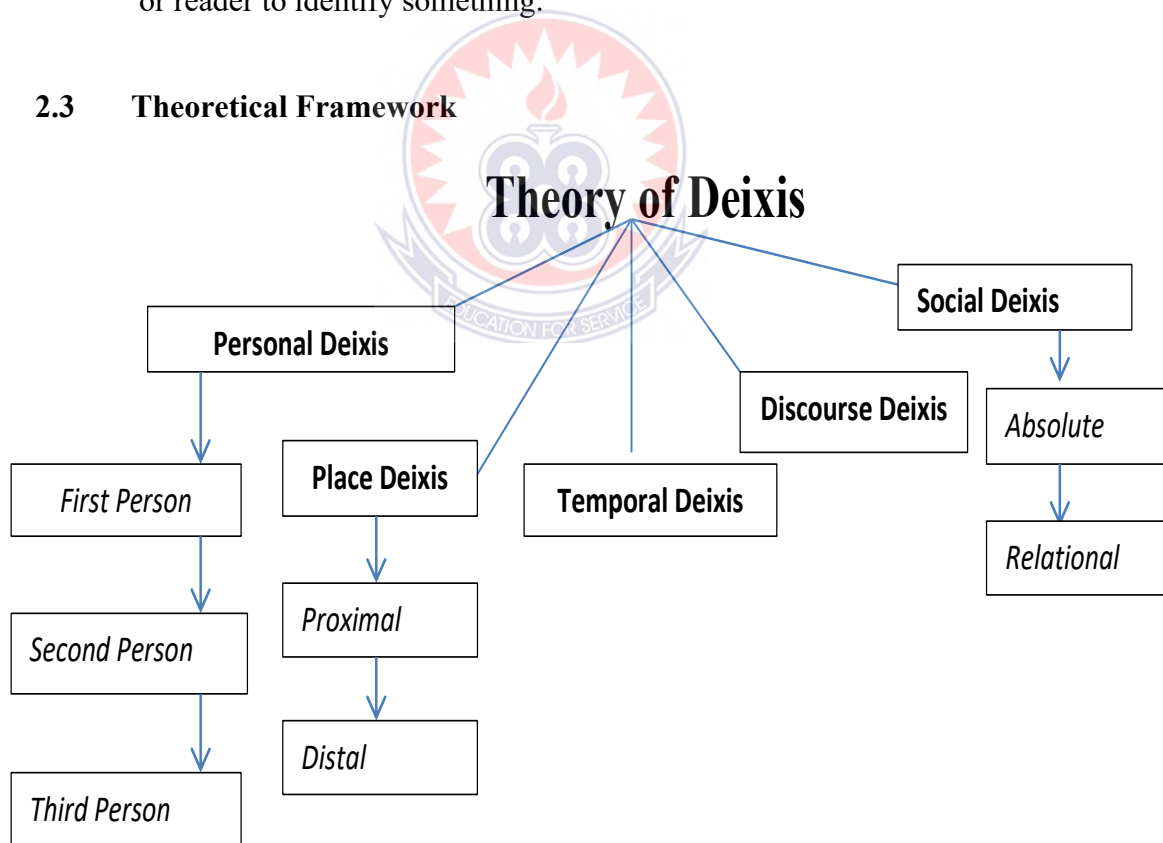
Levinson's (1983, 2004) theory of deixis served as the pivot of the study and the framework on which data were analysed. Levinson points out that there are five kinds of deixis; person, place, temporal, social, and discourse deixis as the kinds of

deixis. This framework on deixis is relatively distinct from Yule (2006) concept of deixis which is made up of person, spatial and temporal deixis. Yule's ideology is such that in order to all these deictic expressions, we must know which person, time, and place the speaker has in mind while (Levinson, 1983) mentioned two more deictic expressions which were social deixis and discourse deixis to depict the idea that in course of sending one's idea to another, there is the need to link ideas using deictic expressions such as *in addition, furthermore and as a result*. Another one which is social deixis for instance, *Mr., Her Majesty, Mrs., and Our Masters* shows social status or ranking of the speaker and the listener.

2.3.1 *Deixis*

The basic way of referring to something is to point the forefinger towards it. This form of showing reference could be done through people and concrete things in our immediate environment through the use of deixis. The origin of deixis is '*deiktikos*' (deictic) in Greek, meaning '*pointing*', which reflects the core function of deixis. Many studies on deixis have been conducted from the linguistic point of view by the following proponents among others (Anderson & Keenan, 1985; Diessel, 1999; Fillmore, 1997; Levinson, 1983; Lyons, 1977). Lyons (1977, p. 637) asserts that "it is the location and identification of persons, events, activities, objects and processes referred to, in relation to spatio-temporal context created and sustained by the act of utterance and the participation in it, usually of a speaker and at least an addressee".

Deixis plays an important role in pragmatics and cannot be overlooked in terms of language use, because, its interpretation depends on the context and the speaker intention. There are some common words that cannot be interpreted in any way without their context, particularly the context of situation. Such words may be 'here' and 'there', 'this' or 'that', 'now' and 'then', 'yesterday', 'today' or

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'tomorrow', as well as pronouns such as 'you', 'me', 'she', 'him', 'it' and 'them' are not understandable if we do not identify who is speaking, about 'whom', 'where' and 'when' (Cruse, 2006).

According to Kreidler (1998) the most primitive way of referring to something is to point to it. For instance, deictic words are used to point to things in the physical-social context of the speaker and addressee. However, there are some common words in our language which cannot be interpreted at all if we do not know the context. This is mostly about the physical context of the speaker and the addressee. So, one must understand the context of an utterance to enable the meaning of the utterance. Such words which will enhance comprehension are adverbial particles such as **here, there, this or that, then and now, today and tomorrow, yesterday**, as well as pronouns such as **me, you, her, him, it, I,** and **them**.

Dylgjeri & Kazazi (2013) agrees with Levinson (1983) and Lyons (1977) that deixis is a phenomenon where the meaning of certain words and phrases in a speech requires contextual information. The word or phrase that requires contextual information for any situation or activity is deictic. Deixis is a way in which the production of the language encodes features of the context of utterance and therefore also concerns ways in which the interpretation of utterance or utterances depends on the analysis of that context of utterance.

Yulfi (2017) opines that deixis also deals with connections between discourse and the situation in which discourse is used. He again asserts that the word 'deixis' is used to apply those elements in a language which refer directly to the situation. For instance, deictic words are words with a reference point of what speaker or writer says and is determined by their positions in space and time. This means that before one can communicate well, there should be that connection between the discourse and the

situation in which the utterance is made. This implies that deixis are used in the discourse to refer directly to the situation in the language used. Deixis helps one to identify the intentions of the speaker which leads to the reference point. For example;

a. **I** will go to **there tomorrow**.

b. **I** will go to **Accra tomorrow**.

In sentence 'a' the **'I'** which is the first person pro particle refers to the speaker or the utterer and the adverbial particle **'there'** shows where the speaker will go which is not all that clear except the hearer or the listener knows or is aware of it. Another deictic element in the sentence is **'tomorrow'** which indicates the time the speaker will be at that place which is **'there'**. Again, in sentence **'b'**, the speaker which is **'I'** will go to **'Accra'** which shows a particular place the speaker will go the next day which is 'tomorrow'. So, **'Accra'** becomes the reference point in sentence 'b'. According to James (1983) a deictic word is one which takes some element of its meaning from a situation, thus the speaker, the addressee, the time and the place of the utterance in which it is used. Levinson (1983) also notes that deixis belongs within the domain of pragmatics because it directly concerns the relationship between the stricture of languages and contexts in which they are used.

2.3.2 *Types of deixis*

Many linguists have talked about the kinds of deixis in the literature and some of these linguists are Lyons and Fillmore. Lyons (1968) and Fillmore (1971) classify deixis into three major kinds which are **person deixis**, **place deixis** and **time deixis**. Also, Yule (1996, p. 13) asserts that deictic expressions may be divided into two parts and these are proximal and distal terms. Proximal terms are those that express nearness in relation to the speaker. They are terms such as "this, here, now". While distal terms show senses that are far away from the speaker and such words can be

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"that, there and those". Moreover, deixis is a form of language use that aids in identifying people, object, event, process or an activity that is being spoken or referred into time. Later, Levinson (1995, p. 39) points out that there are five kinds in which he added two more kinds to the already existed kinds of deixis. Therefore, he mentioned person, place, temporal, social, and discourse deixis as the kinds of deixis. This research considers all the five kinds of deixis.

2.3.2.1 Person deixis

According to Green (2008), person deixis localises an entity in relation to the position of the speaker and or hearer while Levinson (1983, p. 62) says it concerns the encoding of the role of participants in the speech event. Here, Levinson is particular about the role of participants but not the issue of pointing to people unlike Yule (1996, p. 9) who is concerned with the issue of pointing to people by defining person deixis as "indicating people". Person deixis can be classified into three categories in the literature. These are the first person pronoun, second person pronouns and the third person pronouns. The first person pronoun is when a speaker makes reference to himself, such as 'I' and 'we'. The first person pronoun is used in this sense to depict power or to indicate the authority the speaker wills. It can also show the speaker's involvement in an activity while the first person plural pronoun 'we' indicates a sense of belongingness of the speaker. The second person pronoun 'you' is used with reference to the listener or listeners who the speaker is addressing. The third person pronouns are used with reference to entities or persons other than the speaker and the hearer. These pronouns include 'she', 'he', 'it' and 'they'.

Table 2.3.2.1: Types of Personal Deixis

	Singular		Plural	
	Nominative	Accusative	Nominative	Accusative
1st Person	**I**	**Me**	**We**	**Us**
2nd Person	**You**		**You**	
3rd Person	Masculine **He**	Masculine **Him**		
	Feminine She	Feminine **Her**	**They**	**Them**
	Neuter **It**			

Person deixis is commonly indicated by pronouns, such as **I, my, mine, you, your, yours, we, ours, us**, and so on (Fromkin, Rodman & Hyams, 2003, p. 213). Those pronouns require identification of speaker and listener for interpretation. Besides, other expression such as this person, **that boy, these girls, and those men**, are also deictic since it helps in order for the listener to make a referential connection and understand what is meant, they require pragmatic information (ibid). The following examples indicate how the person deixis are used in utterance.

c. **I** am a professional teacher.

d. **We** will leave for Accra tomorrow.

e. **You** are a professional teacher.

f. **They** are the professionals.

2.3.2.2 Place (Spatial) deixis

Place deixis is also referred to as spatial deixis based on Levinson's theory of deixis, indicates the encoding of spatial locations comparative to the location of the participants in the speech event (1983, p. 62). Levinson (1983, p. 62) asserts that most languages can differentiate between proximal and distal, which are the less elaborate

distinctions. Deixis refers to the speakers to the speakers' context with most basic distinction between deictic expressions being near the speaker versus 'away from the speaker'. So, the away from the speaker is known as distal, for example 'that, there, and then' while nearness to the speaker is described as proximal. Examples are 'this, here, and now'.

Among the more elaborate, though not used in English, Allot (2010, p. 57) identifies, for example, the proximal/medial/distal encoding (in Classical Arabic) or speaker-proximal/addressee-proximal/distal distinction in Japanese. More so, the proximal and distal can be specified relative to other objects or fixed reference points or, they can be deictically specified relative to the location of participants at the time of speaking (Levinson, 1985, p. 79). Spatial deixis are indicated in the following examples:

g. The chairs are **there**.

h. Tell the students to come **here**.

i. They will go **there** tomorrow.

j. They will come **here** today.
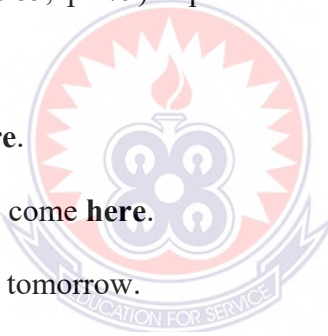
2.3.2.3 Temporal deixis

Temporal deixis encompasses the encoding of temporal points and extends relative to the time at which an utterance was spoken or a written message inscribed (Levinson 1983, p. 62). Levinson also lays emphasis on the fact that the coding time (CT) may be distinct from receiving time (RT) (1983, p. 62). Yule (1996) compares the psychological basis of temporal deixis to that of the spatial deixis. Temporal events can be treated as objects that move toward our direction or away from our direction such as in the coming month and the past month. However, Yule identifies often unrecognized temporal deixis in the verb tense. He identifies the present and the

past forms of a verb as the only possible forms of verbs in English. More so, Yule (1996) assumes that not only the present tense is the proximal form and the past form is the distal, but the forms can also be used to ascertain the distance from current certainty of facts. As an example, he presents if-clauses that mark events identified by the speaker as not being close to present reality (If I was rich…). The meaning is not to be treated as happening in past time, but is closer to being presented as distant from current speaker's situation. So distant that the verb form communicates the negative of "I am not rich". Therefore, the verb form does not only communicate the distance from current time, but also the distance from the reality (Yule 1996, p. 15). Also, in order to interpret temporal deictic expressions, it is prudent to know the time the speaker has in mind.

   k. She will graduate **next year**.

   l. **Now** is the time for the action.

   m. He was in school **then**.
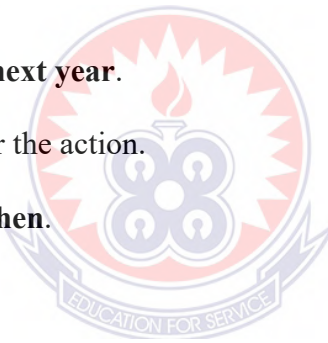
2.3.2.4 Discourse deixis

Discourse deixis are utterances and phrases that take the reader or hearer through the written or spoken text. According to Allot (2010, p. 59), discourse deictic expressions are proportionate to temporal and spatial expressions that may be used for something or by another. The discourse deixis provides a reference to an utterance backward or forward to other utterances. Levinson (1985, p. 62) states that discourse deixis is "the encoding of reference to portions of the unfolding discourse in which the utterance is located". In other words, discourse deixis refers to all expressions and phrases that point the reader or hearer through spoken or written text. These examples illustrate discourse deixis (Fillmore 1977): *earlier, later, the preceding text, the following sentence, in the following paragraphs, in the following weeks, during next*

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month, in the next chapter. This is the reason why discourse deixis can very easily be confused with anaphora; anaphora is used to refer to something previously mentioned. Thus, anaphora expressions such as '*that was the best'*, '*this is a big no'* contrasts with cataphora where the words refer forwards. Rauh asserts that anaphora is similar to discourse deixis in that they in both cases the referents are linguistic units rather than extra-linguistic reality. However, anaphora does not determine relations of segments of discourse to points of orientation, but refers to segments of discourse (Rauh 1983, p. 52).

 n. **The following week** is the funeral.

 o. The teacher was here **earlier**.

 p. **In the following paragraph**, the idea the Mr. Jones was beaten will be found.

2.3.2.5 Social deixis

In Yule's view, social deixis is mentioned under personal deixis, assuming it is the result of the usual three-part division exemplified by first, second and third person pronouns. These pronouns are often elaborated with markers of social status and this is what social deixis involves. It is the choice of one of the forms of social status markers (1996, p. 10). However, Levinson notes social deixis as one kind of deixis, among personal, temporal, spatial and discourse deixis. Social deixis in Levinson's view, concerns the encoding of social distinctions that are relative to participant roles, particularly aspects of the social relationship holding between speaker and addressees or speaker and some referent (1983, p. 63). Archer, Aijmer and Wichmann (2012) define social deixis similarly to Levinson. They do not limit the scope of social deixis to speaker and addressees, but extend it to relationships between speakers, addressees and others and also emphasize the roles and relationships in the communication (2012, p. 27). Moreover, following Levinson (1983, pp. 90-91), they divide social

deixis into two types absolute and relational. Absolute expressions (Miss/Mr./Mrs.) are fixed across contexts, whereas relational expressions (e.g. honorifics and kinship terms) are determined by speaker and referent, speaker and addressee or speaker and bystander (Archer, Aijmer & Wichmann 2012, p. 27). Huang (2007) adopts the same distinction, but adds that absolute information in social deixis can be illustrated by forms that are reserved for authorized recipients (Your Majesty, Mr. President) (2007, p. 162). Moreover, Huang (2007) also points out that social deixis is particularly closely associated with person deixis, because it usually encodes social class, kinship relations, age, sex, profession and ethnic group (2007, p. 163).

q. You may resume your seat, **Your Majesty**.

r. **Mr**. Jones was beaten last night.

2.3.3 Summary

This section focused on language and context by highlighting the meaning of pragmatics in language study. It went further to discuss the types of context and also indicated the various branches in pragmatics namely; deixis, presupposition, speech acts, implicature, politeness and reference. The final part of the section detailed deixis and its types by supporting it with appropriate examples. The subsequent section discussed related empirical studies on deixis used in different domains.

2.4 Related Works on Levinson's Theory of Deixis

Levinson's theory has been employed by several studies. For example, Hasanah (2004) used the theory of deixis to analyse the headlines of a newspaper named Kompas during a general election in 2004. The findings of his research revealed that the five kinds of deixis namely person, place, time discourse, and social deixis were realized in the newspaper headlines. The work revealed that person deixis

was mostly used because the articles contained opinion reports of the writers. Apart from applying the theory in writings in newspapers, Purwitasari (2009) used Levinson categories of deixis to analyze the novel 'Harry Potter and the Half Blood Prince' and its translation into Indonesian. In the analyses the equivalence of deixis were found in both languages. The results of the analysis revealed the types of deixis including person, place, time discourse and social deixis in English were equivalent to the deixis in the Indonesian translation. Similarly, Mubarok (2016) also used Levinson theory to analyze the various type of deixis in 'The Spiderwick Chronicles Movie'. The difference between the current research and the above discussed study is that the current work used written project works by students as the data source while Purwitasari and Mubarok used novels and movie scripts as data source respectively.

Tulah (2016) used Levinson's theory of deixis to analyze movie script of Sponge Bob. The formulated objectives of the study were to find the type of deixis found in the movie script and the frequency of each deixis. Using a descriptive quantitative analysis, the finding showed that all thee five kinds of deixis proposed by Levinson, namely person, place, time and discourse and social deixis were present in the movie script. Relative to some of the previously discussed works, person deixis was the most found in the movie script which were realized 156 times. The next is discourse deixis usage of 29 times and place deixis was used 22 times. Finally, time deixis were used 9 times while social deixis was realized once.

Similarly, Saputri (2016) also used Levinson's theory to analyze deixis in 'Black Swan' movie script. Like Tulah (2016), the study focused on the five types of deixis proposed by Levinson. The objective was to find the types of deixis and to find the dominant deixis among them. Using a descriptive qualitative method, the analysis indicated that only four types namely, personal, spatial temporal and discourse deixis

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were present in the data. Although both Tulah (2016) and Saputri (2016) employed Levinson's theory in their analysis, their works differ from the present study. Apart from the identification and quantification of deixis, the current study will go an extra mile to identify students' misuse of deixis in writing.

2.5   Empirical Works on Students' Writing

This section provides an insight on students' writing, particularly students at the tertiary level. Although it does not specifically comment on the identification of deixis in writing or the inappropriate use of them, it gives a clear understanding of students' writing and some of the issues discussed by scholars working in the field of students' writing. It reviews students' writing in general from the Global north, Asia, Africa and finally Ghana.

Ariyanti and Fitriana (2017) investigated the difficulties faced by EFL students in essay writing as well as exploring their learning needs to have better quality of English composition. They examined essays and administered open-ended questionnaires for 33 students in the English Department at Widya Gama Mahakam University, Indonesia, to find students' difficulties. In addition, semi-structured interview to the writing lecturer was also conducted to dig his perception related to challenging matters about teaching essay writing. The findings showed that students have major difficulties in grammatical, cohesion and coherence terms. Moreover, minor aspects also had been revealed regarding to students' writing, namely paragraph organization, dictions, and vocabulary misspelling. This study provides empirical evidence to the researcher that writing at higher education level, particularly poses serious challenges to student writers.

In related development, Birhan (2015) worked on students essays from an Asian perspective. The main objective of the study was to assess the qualities of academic writing in senior essays of English graduates of the Dire Dawa University. Using a qualitative method, the participants of the study were all English Language instructors who were familiar to the students' writing problems. Twenty one senior essay documents which represent 50% out of forty two were interpreted and analyzed. The results showed that almost all of the students' senior essays have problems in terms of academic writing. Based on the findings, it was suggested that students should learn the basic courses such as advanced and academic writings. Besides, they should take research courses at the university. It was also recommended that instructors should help them for giving feedback and valuable comments. Although the objective of this study contrasts with the current study, the methodology and the data analysis procedure are similar. The study gives a clear indication on how to collect data with regards to research on students' writing.

From a South African point of view, Pinetech (2013) discussed the academic writing challenges of undergraduate students at Cape Peninsula University of Technology, South Africa. The study examined challenges such as lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. The data revealed that academic writing challenges of students in the university are consequences of students' linguistic and general literacy backgrounds, their attitudes toward academic writing. To mitigate these challenges, Pinetech (2013) proposed the integration of academic literacies in disciplinary curricula, the promotion of multimodalities of teaching and assessment as well as

collaboration between language lecturers and core course specialists. Finally, the study recommended intensive academic reading and writing workshops.

Although the current work focuses on the use of deixis in the writing of college students, Adjei worked on subordination errors in students writing within the context of selected Colleges of Education in Ghana. The main focus was to explore how students of the selected Colleges of Education handle one important aspect of subordination in their writing. The data for this study comprised written scripts and texts written by 150 students of the selected Colleges of Education. The analysis of the data as highlighted by Adjei (2015) revealed that students of the selected Colleges of Education have challenges in the use of subordination as well as identifying the types and functions of subordinate clauses in sentences. The study further recommended the need for much time and space to be given to the teaching of subordination at the Colleges of Education and other levels of education in Ghana so as to enable students achieve coherence in their essays. In this study, student teachers were not able to appropriately make use of subordinators to link their ideas together in their essays. The current study also wants to ascertain the use of deixis in writing as well as the inappropriate usage of them by students in colleges. Adjei's (2015) work is of interest to the current study since it reveals some of the issues in the writing of student teachers of colleges of education in Ghana.

Writing is considered a daunting task for most tertiary students in Ghana. Amoakohene (2017) for instance explored the errors in a corpus of 50 essays written by First Year students of a public University in Ghana. The findings revealed that after going through the communicative skills programme for two semesters, students still have serious challenges of writing error-free texts. Out of the 50 scripts that were analyzed, 1,050 errors were detected. The study further revealed that 584 (55.6%) of

these errors were related to grammatical errors, 442 (42.1%) were mechanical errors and 24 (2.3%) of the errors detected were linked to the poor structuring of sentences. Based on these findings, recommendations and implications which are significant to educators, policy makers and curriculum developers are provided. In contrast, the current study will focus on the realization and the inappropriate use of them in students' writing.

Badu et al. (2022) selected schools in two schools in Ghana and investigated why many WASSCE candidates do not do well in composition writing, an aspect of the English language paper, at the senior high school level. The study found that insufficient time allocated to the teaching of composition, the inability of teachers to mark students' exercises and guide them through the necessary corrections and interventions, the trend of large classes' size were key factors for the poor performance of students at the WASSCE. The studies further found the overburdened extra- curricular activities which made it difficult for teachers to complete their schemes of work, as part of the problem. Additionally, high level of apathy among students in reading books and writing of compositions, coupled with inadequate reading materials were the other factors. The conclusion drawn from this study is that when teaching and learning processes are given strong commitments by teachers and students, and if there is application of appropriate methodology and sufficient time allocation to this subject area, the performance of students in English composition writing will be enhanced.

Afful (2017) has lamented on how little attention has been paid to the processes through which candidates learn to write and, hence, learn to become authorized and authoritative writers within the scholarly communities in which they seek to take their place. Afful (2017) provides solutions on how to avoid issues with

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regards to writing in universities in Ghana. He argued for the institutionalization of graduate writing courses in universities in Ghana in order to acquaint students with the theoretical, procedural, and practical aspects of the writing of high stakes academic genres.

2.6   Empirical Literature on Deixis

This part provides related empirical studies on the use of deictic expressions from different perspectives. It reviews the use of deictic expressions and their function in academic works, articles, political speech, business brochures, religious texts, movie scripts, novels and other written texts. Several researchers have analyzed deictic expressions in writing in different fields of study. For instance, Diessel (2012) provided an overview of the form, meaning, and use of deictic expressions from a cross-linguistic point of view. The study had two parts and the first part was concerned with the psychological foundations for a linguistic theory of deixis. It was argued in the paper that the use of deictic expressions presupposes a theory-of-mind that enables the communication partners to adopt the perspective of another person. The second part of the paper provided an overview of deictic expressions in the world's languages. The two basic types of deixis were distinguished. These were participant deixis, which concerns elements of the situational and discourse context. The paper argued that person deictic are similar to anaphors and participant deictic, notably demonstratives were used to establish joint attention, which was one of the most fundamental functions of human communication, providing a prerequisite for social interaction, cognition and discourse.

2.6.1 *Deixis in writing*

Cokal, Strurt and Ferreira (2014) examined deixis 'this' and 'that' in written narrative discourse. The researchers reported the existing literature presents conflicting models of how 'this' and 'that' access different segments of written discourse, frequently relying on implicit analogies with spoken discourse. On the basis of this literature, they hypothesized that in written discourse, 'this' more readily accesses the adjacent/right frontier of a preceding chunk of text, whereas 'that' more readily accesses the distant/left. So they tested this hypothesis in two eye-tracking experiments, one sentence completion experiment, and one corpus study. Their results showed that both 'this' and 'that' access the adjacent frontier more easily than the distant. Contrary to existing theories, 'this' accessed the distant frontier more frequently and easily than 'that'. They proposed a processing model integrating segmented discourse representation theory's concept of the left/distant leaf with Grosz and Sidner's attentional and intentional model and Garrod and Sandford's (1981) focus framework model, suggesting an important role for working memory and emphasizing the different production modes of readers and writers. Relatively, the current study equally analyzes deixis in written project works by students of English. However, unlike Cokal et al. (2014), the focus was not on only 'this' and 'that' as deictic expressions. All the types of deixis and their functions were analyzed from written essays of students while attention was also given to the misuse of the deixis in writing. Moreover, the theoretical framework employed was different from the above study.

Hamdan (2015) investigated the syntactic and semantic functions of deictic expressions in EFL Saudi students' writing. The main purpose of his study was to investigate the ability of EFL Saudi students of English Language to use deictic

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expressions in their writing from a semantic perspective. In order to achieve the aim of the study, the researcher used all level five male students majoring in English and studying Semantics course during summer 2014 as his sample. The sample consisted of 18 Bachelor of Arts students. The students belonged to the same level and the data were collected by assigning a writing test at the very last session of the course. The participants were asked to write an essay of about 150 words about a place they know and a person who goes to that place. The participants were asked to use as much as possible, the deictic expressions they have learnt in their Semantics course. The data were analyzed using mean score, standard deviation, t-test and covariance. The findings of the data analysis revealed that EFL Saudi students were capable to use the target deictic expressions more in syntactic functions than in semantic functions. The outcome also indicated that there were statistically significant differences between the subjects' representation of the deictic expressions in the syntactic functions and the semantic functions. Though this study focuses on the use of deictic expressions in writing, the approach is different from the current study. With regards to the above study, students were specifically asked to embed deixs in their writing after they had be taught in class. In contrast, students used in the current study have not been specifically taught deixis as a part of the English syllabus.

Gafiyatova et al (2017) examined deictic elements as means of text cohesion and coherence in academic discourse. Their article presented the result of their research which aimed at analyzing some functions and features of deictic elements in academic discourse in English. The materials used in the analysis covered 20 academic texts which were written by English speaking linguists. It was proved in their article that in academic discourse, deictic elements can operate only within the fixed scheme of deictic coordinates, which has got three main elements namely;

deictic center, deictic element, and antecedent/subsequent element. The researchers made it a point that out of this scheme, deictic elements fail to fulfill referential procedure. Also, all deictic elements in academic discourse are divided into two big groups which are conventional deictic elements and endemic deictic elements. Their research showed that conventional deictic elements in most cases provide text cohesion (within small text units, such as adjoining sentences) whereas endemic deictic elements tend to serve for text coherence (in larger text units such as paragraphs, chapters, and so on. Thus, in text building, deictic elements can be considered important units.

Likewise, the current study analyzed the deictic expressions in the writing of students of English. However, the data collection procedure was different from Hamdan (2015) who assigned a writing task and informed students to include deictic expression in their writing. In this research, the data were written texts which had already been written by students and this is similar to Gafiyatova et al. (2017) who also made use of already written texts by students. Again, the current study did not only focus on the identification of deitic expressions in the writing of the students but also pointed some deitic expressions that are misused in writing of students.

Another study that focused on students' writing is Khoirot (2017). The research provided descriptive knowledge of the way in using deixis of fourth semester students of STKIP PGRI, Tulungagung. Using a qualitative research approach, the study described the deixis found in the written texts by students. Furthermore, the research used soft data, which were in the form of words, as they provided a rich description and analysis of the data. The findings revealed that person deixis was found as: subject, object, possessive adjective, reflexive or emphatic pronoun, and name of person, definite and indefinite noun. Furthermore, place deixis in students'

writing were found only in the word *wherea*s, an adverb of place. In addition, time deixis was seen in the form of adverb of frequency, noun phrase, adjective of time, and adverb of time, numeral adjective, and temporal conjunction. In the research, person deixis was the dominant deixis used in students' writing which was followed by time/temporal deixis while the rare deictic items used in the research was place deixis.

In addition, Hutauruk (2018) investigated deixis in writing texts and his results showed that deixis can be found in daily life communication in written form, without speakers' realizing its usage. He argued that when readers get a new text, they need to get information about who are the speaker and the hearer, where, and when events take place. All these information can be accessed in order to understand a written text.

Although Cokal's (2019) framework is distinct from that of the current research, it is worth discussing. The purpose of the study was to investigate the use of *it*, *this* and *that* by L1 Turkish learners of English in academic writings from two perspectives: Rhetorical structure Theory and Relevance Theory. This study examined the expressions as interface phenomena concerning the attentional state and the intentional structure of discourse and show how deictic elements contribute different higher-level explicatures to relations between discourse units. The L2 data analyses revealed that (1) *it* is used as a discourse deictic at lower levels of proficiency; (2) *this* is the default demonstrative for reference establishment and maintenance; (3) learners tend to use demonstratives in rhetorical relations that are atypical of written academic discourse; and (4) learners demonstrate non-optimal processing of pointing acts. In addition, to implications of results, suggestions for further research and instruction are proposed

In a similar developement, Astria, Mujitanto and Rukmini (2019) studied the realization of deixis in students' writing text and also explained the difficulties students faced as well as teachers' roles in helping overcome students' difficulties. The researchers employed the qualitative research approach in analyzing their data by using three methods: observation, written document, and interview. The results of the study indicated that person deixis were more dominant because the writers doubled as students and as the characters in their own stories. Place deixis was realized through demonstrative pronouns, adverbs, and prepositions. The proximal form of place deixis usage were more dominant than the distal form of place deixis and time deixis was realized through past time, present time, future time, and adverbial of time. Social deixis was also gathered through relational social deixis (used in informal situation) and absolute social deixis (used in formal situation). The students used discourse deixis in the form of demonstrative this/that and discourse markers. In sum, the researcher indicated that there were difficulties faced by the students in using deixis and the methods used by the teacher overcame the students' difficulties.

In relation to the present research, Sitinjak (2019) conducted a study about an analysis of deixis in the recount writing text by eight grade students. The objective of the study was to find the types of deixis made by students in the recount writing text and to find out the dominantly types of deixis made by students in the writing text. Using a descriptive qualitative approach, the results of the study showed that there are three types of deixis found in writing recount text by the students namely time, place and person. The dominant type among them was person deixis with 229 words, in the second place was time deixis with 59 words, in the third place was place deixis with 14 words. The study revealed that person deixis was dominant because students have more knowledge about it and it is easy to connect person deixis in the text that they

made. Moreover, in their daily life and daily conversation they always use deixis. Sitinjak's work is similar to this research, especially the analysis of data. After collecting the data from students' work, elements were identified by underlining them in the students' works. Subsequently, the deixis were classified in to types by counting the number of deixis which were realized in the students' writing. What makes this work different from the current study is the theoretical framework and how the researcher made his respondents' write an essay before he identified the deixis.

In summary, this part has shown that all kinds of deixis are realized in students' writing, but differ in terms of frequency. From the above studies, person deixis seems to dominate in students' writing. Deictic elements were also divided in two: conventional and endemic deictic elements. Conventional deictic elements in most cases provide text cohesion whereas endemic deictic elements tend to serve for text coherence thus, it combines larger text units such as paragraphs and chapters. Finally, this section revealed that students were capable of using the target deictic expressions more in syntactic functions than in semantic functions. This makes it easier to have a better understanding of the thought being transmitted.

2.6.2   Deixis in newspaper articles

There have been studies which have also analyzed the deictic expressions in newspaper articles. Article is form of writing flooded with deictic expressions which is relevant to the current study. To this end, Uddin (2009) conducted a study on deixis in the writing form of advertisement in Time magazine. He used Renkema's theory to analyze deixis in the writings on products and airlines section in the magazine and the findings of his research indicated that there were in five kinds of deixis namely person, place, and time deixis. The person deixis found in the work was divided into three kinds namely; first person (we), second person (you) and third person (he and

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she). He also found place deixis in the study was used to describe the place the customer enjoys the product. Even though the methodology of the present study is different from this study, it is worth discussing because the study also intends to identify the types of deixis and its functions present in students' writing. In addition, it will consider the misuse of some the deixis as compared to Uddins work.

Notable among them is Rafina and Sinulingga (2012) work on the deixis found in the articles of Inside Sumatera Magazine, especially in the Adventure, Destination and Travelling columns. The research was conducted to discover the types of deixis as proposed by Cruse (2000) namely: person deixis, place deixis, time deixis, discourse deixis, and social deixis. The objectives of the study were to describe type of deixis and to find out the most dominant type of deixis in articles of *Inside Sumatera* magazine. Ten articles were taken as the samples and documentary technique was employed in collecting the data. The findings showed that the total number of deixis from the whole articles were 1504 occurrences, 656 occurrences (43.62%) was person deixis, 465 occurrences (30.92%) was place deixis, 227 occurrences (15.09%) was time deixis, 137 occurrences (9.10%) was discourse deixis, and 19 occurrences (1.27%) was social deixis. Person deixis was the dominant type used in those articles (43.62%). Similarly, the current research will do a descriptive analysis of the deixis in written works by students using the frequency of the various types that appears in the written works of students. In contrast, the present study will in addition do a qualitative analysis of the various types of deixis by comparing the usage of the deixis by different students of different colleges.

Miftah (2016) investigated the deixis selected in some selected articles from Jakartah post. Like the current research, Miftah (2016), however did not use Cruse (2000) concept of deixis as Rafina and Sinulingga (2012). The researcher applied a

descriptive qualitative procedure using content analysis to analyze the deixis found in the article selected from the post. The findings showed that the kinds of deixis found in the article selected from the Jakartah post were person deixis, spatial deixis, and temporal deixis. The deictic words of the person deixis found were 'it' thus the third person singular pronoun, also, 'I', 'me', and 'we' the first person singular personal pronoun, and 'your', the possessive form of you, and 'his' which is the possessive form of 'he'. Also, the spatial deixis found in the article were 'places', 'that', a demonstrative pronoun, and 'here' an adverb of place. The other deictic words were of temporal deixis which were 'this year' and 'now'. The researcher concluded that most utterances in the article contained a lot of deixis and so to enable a better understanding of the article, one needed to understand the deixis in the utterances.

Setiakawanti and Susanti (2018) examined the analysis pragmatic on deixis in the articles of the Jakarta post. Likewise, they applied the qualitative descriptive method in their analysis and their purpose was to identify deixis forms and meanings used in the Jakarta post articles. Using Dylgjeri and Kazari concept, their findings indicated that the types of deixis found in the selected articles were first personal pronouns 'I', 'me', 'my', 'we', and 'our'. There were also 'she', 'her', 'his', 'him', and 'they' which were indicated as third person pronouns. Again, 'school', 'class', 'hospital', 'on the stairs', 'world', 'here' and 'there' which also indicated spatial deixis were identified. In addition, 'there', 'now', 'then', 'five months ago', 'today' and 'yesterday' showed time or temporal deixis. The outcome of the study showed that person deixis was used 157 times, spatial deixis was used 54 times while temporal deixis was used 25 times. The percentages were 66.5%, 22.8% and 10.5% respectively. In the same vain, this study will do a qualitative analysis of the various deictic expressions but with a different theoretical framework, thus Levinson (2004)

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categories of deixis. Moreover, the present study will equally interrogate the inappropriate use of some of the deictic expressions in the writing of students.

Similar to Miftah (2016) and Setiakawanti & Susanti (2018), LiHangalo (2019) did a critical analysis of deictic referencing which was a case study of selected editorials in the Namibian newspaper. The focus of the study was to analyse deictic referencing in editorials, and most importantly, to consider the way in which the editor employed five types of deixis in 30 selected editorials published between June 2016 and June 2017 in the Namibian newspaper. More so, the study pursued to identify the predominant deictic referencing and its contribution to cohesion and coherence in the text. The process of data analysis involved organizing the editorials as raw data for categorization, based on the types of deixis, namely, person, place or special, time or temporal, discourse and social. However, unlike Miftah (2016) and Setiakawanti & Susanti (2018), LiHangalo (2019) used Critical Discourse Analysis (CDA) as a theoretical framework. The CDA determines why and how certain texts affect hearers and readers and it was appropriate for the researcher to use it to seek the understanding of language use in communication through the use of deictic referencing.

A non-random sampling technique was used purposively by the researcher to select 30 out of 50 editorials and textual analysis was considered the appropriate method for the study. The findings of the research showed that five types of deixis were employed in all the sampled editorials. The findings also revealed that person deixis was achieved through the first, second and third person pronouns. Nonetheless, place or spatial deixis were realized by means of adverbs and demonstrative pronouns which stood out to be frequently used in order to locate both the writer and addressee in space and identify the direction of motion towards or away from the place of the

inscription event. Also, it was found that discourse deixis was achieved by means of 'this', 'these' and 'that', while social deixis was indicated by means of relational and absolute social deixis. In conclusion, it was indicated that editors employ deictic referencing with the intention to facilitate the understanding of phrases or words that could be understood fully without additional textual information.

The above discussed studies are relevant to the current study because the researcher intends to employ similar descriptive procedure in the analysis of deictic expressions in students' writing by categorizing the deixis into types and analyzing their functions and pointing out their frequencies. However, the methodology and the theoretical framework of the current research is different from the studies discussed. What makes the difference is the fact that the researcher also intends to explore deictic expressions that are both used and misused in the data collected. Moreover the current study will use Levinson's (2004) categories of deixis in its analysis.

Rosmawaty (2013) analyzed the use of deixis in a novel. The study aimed to describe the kind of deixis on 'Ayat-Ayat Cinta' Novel. Theoretically, the study was expected to be useful for researchers of language and literature because the novel has its own peculiarities. For teacher, this study can be used as a reference material to conduct a study of literary texts. The study used a qualitative descriptive method in the form of content analysis. The data used in the study were deixis which were found in 'Ayat-Ayat Cinta' novel. Furthermore, the data that were collected were transcribed and grouped according to characteristic, form, and function that were related to the formulation of the problem in research. After the data analysis, it was found that the most dominant deixis was personal deixis. Then, there were other forms such as time deixis, place deixis, discourse deixis and social deixis in the novel.

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On the same front, Khalilli (2017) also investigated deixis in the novel 'A tale of Two Cities' by Charles Dickens and the results of his research showed that the most dominant deixis found in the novel was personal deixis. This was because it was related to the existence of characters as the deriving narrative and forming a storyline. He also found place, discourse social and time deixis in the novel he analyzed. Not only is the present research interested in the realization of deixis in texts as in Rosmawaty (2013) and Khalilli (2017), but the misuse of some of the deictic expressions.

2.6.3   *Other related studies on deixis*

Although the focus of the current study is on the analysis of deictic expressions in students' writing, other areas of language in which they are used can be explored. For instance, Aziz and Juanda (2018) analyzed deixis in the narration of students' language and literature. The data sources were collected from the narrations of students in 2014 academic year. The data were analyzed using the content analysis and the research results showed that the location of person deixis in recurring sentence networks is sometimes with similar words. Second, the placement of spatial deixis was usually at the sentence-initial, sentence-medial, and the sentence-final. Third, the placement of temporal deixis can be in the form of a deixis expressing start with the word of 'sejak' since its location resides in the middle of a sentence. Temporal deixis was in the form of boundary time with the word 'sedari' whose location could be at sentence-medial, while temporal deixis with the word 'sementara, ketika, dan selema' (whereas, when, and during) are located at the early sentence.

Wati (2014) analyzed deixis in song lyrics in Taylor Swift's album. In contrast with the present study, this research was aimed at analyzing the deixis used in song lyrics by using John Saeed's theory. The study concerned itself with the way in which

the researcher explains the kinds of deixis, the meaning, and why deixis was used in these song lyrics by listening and reading the song lyrics. The writer identified and classified the deixis and the analysis showed that the following forms of deixis were identified: person deixis consisted of first person, second person, and third person. Here, first person deixis was used to identify the speaker and the second person was used to show the addressee. In addition, third person deixis was used to show the referent not identified as the speaker or the addressee. Spatial deixis was used to describe a location of the participant in the speech event while temporal deixis was used to point to a particular period of time.

Abdulameer's (2019) research on the pragmatic analysis of deixis in a religious text is worth discussing. The aim of the study was to identify and show the occurrences of deixis in the religious text and to find the most dominant type of deixis in the text. Moreso, he analyzed the reasons behind the use of the kinds of deixis and how they affect the audience who hear or read the text. The source of data was from a lecture that was delivered by an Imam at a college about *imaan* (faith). The outcome of the research showed that person deixis occurred many times in the text than place and time deixis. The researcher concluded that the frequent use of person deixis could be due to the particularity of the religious text which was centered on the Devine Entity, thus, the speaker was always making reference to God by falling on the third person pronoun 'He'. Also, because the text was to admonish and guide the audience, the pronoun 'You' also occurred frequently in the text to address the audience directly for their attention. The researcher also found that the pronoun 'We' and 'Us' were used frequently since the advisor (Imam) wanted his audience to feel that he belonged and shared the same destiny with them.

In another work on the use of deixis in a religious text, Muhassin et al. (2020) aimed to find and describe the pronouns used as personal deictic expressions in the Quran. Using a qualitative research approach, the data included verses from the Quran containing personal deictic expression chosen purposively. Using documentation and note taking, the analysis revealed 22 pronouns used as personal deictic expressions in the Quran and they include *I, We, You, They, He, She, It, MY, Our, Your, Their, His, Her, Its, Me, Us, Them, Him, Yourselves, Themselves, Himself, Herself*. Again the functions of the above personal deictic expressions cover Subject, Object, Object of proposition, and Possession. Meanwhile, the personal deictic expressions were used anaphorically, deitically and cataphorically.

Pangaribuam, Manik and Pasribu (2015) examined deixis in the business sector by basing their argument on deixis in the text of business brochures. The researchers used a descriptive qualitative research where data were randomly obtained from brochures from launching products in March 2014. There were 32 brochures that were analyzed. The result of the analysis was that there were 5 types of deixis used on business brochures text; 16.33% used Person Deixis, 5.71% used Location/spatial Deixis, 5.31% used Temporal Deixis, 63.27% used Discourse Deixis, and 9.39% used Social Deixis. Discourse Deixis was the most dominantly used. It contained reason, description, background, and sophisticate technology explanation. The goal of preparing business brochures is to give clear description, detail of the product, the specimen, and the new technology. The researchers made it clear that writers draw a conclusion that if the brochures are for inexpensive products, person deixis is mostly used; on the contrary, if the product is expensive, they use discourse deixis with more explanation and description.

Nurjanah (2018) also analyzed deixis in the script of a movie titled Moana. This research was purposed to find and analyze the three deixis using George Yule's (1996) theory and the dominant type of deixis found in Moana movie script. The researcher selected this movie because of its popularity and the fact that it consisted of many deictic words. This study was conducted by using descriptive qualitative method. The data used were the script of Moana movie (2016). Moreso, the script was classified into three types of deixis based on their own criteria. The results of this research showed the three types of deixis: person deixis, spatial deixis and temporal deixis were used in the Moana movie script. The use of personal deixis indicated the participants in this movie while the spatial deixis indicated location and place of event from the participant. Furthermore, the temporal deixis indicated the timing of speech events which were used in this movie. It showed that the movie tells about the moral value and Moana's experiences to make her village become peaceful one.

Likewise, Fadlilah and Septyani (2018) analyzed the use of deixis in the movie script of the 'Beauty and the Beast' to identify the type of deixis and to find out the frequency of each deixis in the movie. This study was conducted by using descriptive qualitative approach and the source of data was taken from the movie script using a documentary technique. The findings showed that there were three types of deixis found: person deixis in greater occurrences than the others. Person deixis appeared 128 times or (84, 21%), which consisted of first person used 53 times or (34, 86%), second person was used 52 times or (34, 21%), and third person was used 23 times or (15, 13%). The next, spatial (place) deixis was used 12 times or (7, 89%) and the last, temporal (time) deixis was used 12 times or (7, 89%) which consisted of present used 5 times or (3, 28%), past used 5 times or (3, 28%), future was used 2 times or (1, 31%). The least frequently used by the Beast in Beauty and

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the Beast Speech film`s dialogue was first person deixis which was used 53 times or (34, 86%).

The studies from Nurjanah (2018) and Fadlilah and Septyani (2018) are relevant to the current study. They show that not only can deixis be analyzed from articles and academic works but also in movie scripts and novels which are all forms of writing. They were able to identify the types of deixis and its functions in their data which are similar to the aim of the current study. On the other hand, Pertiwi's (2019) focuses on speech as he investigated the pragmatic study of deixis used in English by the Tenth Grade students. The researcher used a descriptive qualitative study with data from utterances in dialogues by the teacher during teaching. Because the data collection was based on a classroom setting, the researcher used observation and recording as his tools in acquiring the data. He recorded the teachers' utterances in reading text materials and added his field notes. In analyzing the data, he transcribed the recorded utterances that contained deixis and classified the data based on the type of deixis proposed by Levinson (1983), giving codes for each set. The results showed that the total number of deixis were 539 from 269 utterances. In one class, there were 284 words used by the teacher: 157 times in the first meeting and 127 times in the second meeting.

Meanwhile, in another class, there were 255 deixis words used by the teacher. In the first meeting, it was used 154 times and the second meeting, 101 times. The most types of deixis obtained in teaching learning process were person deixis with 274 deixis words, social deixis with 118, discourse deixis with 61, place deixis with 45 words, and time deixis with only 41 words. Nonetheless, the teacher mostly used the deixis "You" as person deixis which referred to the students as the addressees. The statistical analysis of the frequency of deixis makes Pertiwi's (2019) work

relevant to the current study. The current study also identified the number of types of deixis and calculated their frequencies. After that, a comparison was made to identify the dominant types of deixis as well as the least used deictic expression.

Similarly, Benaj and Berisha's (2020) research was to describe and analyze only person deixis in the Albanian language. That is, to analyze the forms and ways of expressing person deixis. A corpus was selected consisting of a television interview between two interlocutors. The findings revealed that it is through person deictic expressions that the participant's role in communication is identified as speaker or as addressee, as well as the social relation between them.

Webber (1989) examined deictic reference and discourse structures in his research. He identified deictic pronouns, in particular, ones that refer to the interpretation of one or more clauses. He argued that referents for those pronouns must come from the interpretations of discourse segments on the right frontier of an evolving structure representing the discourse. This was under the assumption that reference is always to an individual, and this implies that discourse segment interpretations must also be part of the evolving discourse model.

In reference to demonstrative forms, Kresin (1997) pointed out that the core function of deixis can be extended in a variety of ways to influence the addressee's interpretation of the discourse. For example, it is well known that in narrative discourse, deictic forms are often used to present a perspective that is internal to the narrative (Fillmore, 1976). Russian data suggest that a higher level of influence can also exist: a narrator's choice of a deictic means of reference can contribute to a sense of thematic hierarchization within the local discourse. The core locational meaning of the Russian distal demonstrative *tot 'that'* is metaphorized in various ways, and

combines with grammatical subordination and other features of the grammar to create a sense of thematic subordination.

Irani (2017) analyzed the deixis used by an English teacher in the classroom. He discussed the types deixis, reference and referents meaning used by the teacher during teaching learning process. However, what makes this study different from the current study is that the focus was only on deixis but also reference. Moreover, the focus was on the teacher rather than the students. The results of the study showed that the type of deixis obtained in teaching learning process were person deixis with 331 words. While the types of reference which were mostly applied during teaching learning process were anaphora reference in which the pronoun came before the deixis words. In that case, most of the deixis used by the English teacher was 'I' and 'you'. Similarly, Sholilah (2015) conducted a study on the use of deixis on advertisement websites. The results of the study revealed that the deixis mostly used in the deictic expressions is person deixis, he argued that when journalists want to show the speaker who produces the utterance in advertisements, they employ personal deixis. Also the other types of deixis and their functions were identified.

The current study focuses on the use of the types of deixis in written text. There have been other studies which focus on the comparative investigation of deixis in different languages. For example, Al Aubali (2015) also used a contrastive approach to analyze deixis in both Arabic and English using Levinson categories of deixis. The purpose of the study was to investigate the way of utilizing deictic expressions for social relations as well as diplomacy. He showed the five types of deixis in both languages by pointing out their implications and connotations. He found that the consequences of misunderstanding these differences might lead to

diplomatic conflict and complete failure of translating the speakers' intention from the source language to the target language.

Also, Sari's (2015) purpose was to find out the deixis system among students with different cultures and also find how to lessen the offensiveness caused by deixis system of each language. The researcher used direct observation and interview of two twenty year old girls who are friends and are Javanese and Sudanese respectively. Like the current research, Sari's work was about students' use of deixis and she also employed Levinson concept of deixis. The data analysis revealed that different cultural backgrounds have influence on the style and result of communication. The deictic expression also revealed that one must pay attention to the person they speak to, the topic, and the purpose and the situation. Also, since both the speaker and listener have different cultural backgrounds, learning about cultures is highly suggested to avoid misunderstanding. In contrast, the current study only focuses on the use of deixis in writing by students, without recourse to their cultural backgrounds.

Irgens (2017) undertook a contrastive functional analysis of person deixis in Japanese and English. The study had a functional linguistic orientation, and used Andrew Chesterman's methodology from 1998, which allowed for a hypothesis-driven, step-by-step contrastive analysis of designated linguistic domains. By using a combination of intuitive data and two corpora of translated texts, the researcher searched for grammatical devices in Japanese that compensated for the low degree of grammaticalization of person deixis. The devices that were explored were honorifics, benefactors, and the interaction between psych predicates and evidentials. Through a careful analysis of these forms, the researcher argued that they all manifest a different, understudied type of deixis: empathetic deixis. The defining feature of empathetic

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deixis is not first, second and third person, but rather, psychological proximal versus distal: persons with whom the speaker identifies more or less closely. The findings led the researcher to a revised typological hypothesis that Japanese is an empathy-prominent language, while English is a person-prominent language.

Uddin (2020) also employed a comparative analysis of the use of the second person pronouns as person deixis in Bengali and English. He observed that the second person pronouns in both languages are used to express the role of relationships as well as the interpersonal relationship between participants in conversation but they vary significantly in both languages. It was revealed that there exist differences between Bengali and English as regard to grammatical and pragmatic functions of the second person pronouns functioning as deixis. For instance, unlike English, in Bengali, the second person pronouns consist of a particular set of morphemes which function as person deixis. Moreover, Bengali has a very detailed and complex pattern of pronominal system for encoding person deixis while English has limited deictic option devoid of such function.

In addition, Novianty et al.'s (2018) paper attempted to describe types of deixis in English and Tukang Besi language by using contrastive analysis to find differences and similarities between both languages. The study used a descriptive qualitative method by obtaining data from the library as well as recordings. The findings revealed that English and Tukang Besi both have a total number of seven subject personal pronouns respectively. However, there is no word which has the same meaning as 'it' in English. As such, Speakers of Tukang Besi only use the name of things directly without using an 'it'.

On the misuse and difficulties in using deixis, Astria et al. (2019) found that several difficulties are faced by students in writing and they claimed that students

were inconsistent in the use of grammatical features. In their study, after students clearly were told to use simple past tense in their writing to show the time that of what happened in their description, there were some students who used the simple present tense in their writing. This study corroborated Zaim et al.'s (2015) finding which showed that students were incorrect in identifying the specific time of utterances or speech events made by a character and this was caused by their understanding of grammar which is low, especially the use of tense. Still on the misuse of deixis, Astria et al. (2019) found that some students had difficulty in the use of discourse deixis while other students continuously repeated them. Wicaksono (2019) notes that discourse deixis is difficult for students to understand, especially in the form of writing and argues that it is learned merely in pragmatic courses.

2.6.4 Summary

In summary, the documents reviewed other empirical works on the use deictic expressions and their functions in texts. These texts are song lyrics, movie scripts, religious texts and other relevant topics. In the articles, the researchers stated categorically that deixis play important role when it comes to writing. They help in the understanding of a text and their incorrect use create difficulty in transmitting information. Sari's (2015) revealed that different cultural backgrounds have influence on the style and result of communication while (Webber, 1989) examined deictic reference and discourse structures in his research and identified deictic pronouns that refer to the interpretation of one or more clauses. This shows that all the types of deixis are prevalent and deictic data exist in different forms so, in all spheres of life, everyone needs deictic elements in order to communicate well.

2.6   Importance of Deixis in Writing

In student teachers essay, deixis play indispensable roles which enable readers and listeners to understand what is written. The use of the deictic elements enables the reader to point out the speaker in the speech situation, the place of the utterance, that is, where the speaker made the utterance (Levinson, 2004; Lyons 1996; Mey, 1993). Moreso, Redder (2008), Rehbein and Kwameyan (2006) point out that the significant use of deictic expressions in daily discourse of written texts as they contribute to reconstruct the hearer's knowledge of the surrounding objects of physical reference. In this research, person deixis such as *I* was used in the data to point to the speaker. This is seen in example 1, under personal reference where the speaker made reference to himself by using the deictic item *I*.

The social status of the speaker and the listener is also pointed out so that the needed respect is accorded. In the data, deictic elements Mr., teacher, Her Majesty, and Mrs., were used to this effect (Archer et al. 2012). Readers are also able to link ideas with the appropriate use of discourse deixis, know the outcome of a situation, tell what a particular expression is pointing to and identify an utterance that was made before another. Discourse deixis such as, *as a result, for this reason, to buttress this, and first and foremost* were used by the student teachers.

Another significance is that the reader is in the position of making reference to time (Levinson, 2004; Yule, 200). The time is also calculated with the help of the use of deixis to indicate psychological distance (Fillmore 1997; Levinson, 2004; Simpson 1993). This calculation is done in the mind and the use of deixis does this magic. For instance, *those days, in recent times, yesterday, last week,* and many other deictic elements were used by the student teachers to indicate time. The grammatical functions of the deixis are also identified by the listener and this helps listeners to

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resort to the appropriate use of these words called deixis. In sum, deixis makes reading interesting since it releases the reader from asking so many questions in relation to text thoughtfulness.

2.8   Conclusion

This chapter elaborated the conceptual and theoretical persuasions of the current study by addressing writing as a concept as well as pragmatics by different linguists. Based on the definitions, we know that pragmatics is the study of meaning of language that depends on context and the context can be linguistic or physical. Deixis plays an important role in pragmatics and cannot be overlooked in terms of language use, because its interpretation depends on the context and the speaker intention. It is also important to note that several scholars have argued about different types of deixis but this study adopts Levinson (1983, 2004) model as its framework. Moreover, empirical studies on the use of deictic expressions have been applied from different types of discourse. The works reviewed have provided evidence on the types and functions of deixis in students' writing, newspaper articles, novels and others.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter presents the methodology of the study. First, it highlights the research approach and design as well as the sampling method used for this study. Additionally, this chapter discusses the method that the researcher used in the collection of data ranging from the type of data that was chosen and the instruments used. The final section of the chapter addresses the procedure in data collection and the ethical issues.

3.1   Research Approach

Creswell states that "research approaches are plans and the procedures for the research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation" (Creswell, 2014, p. 1). So what it means is that the selection of the research approach is based on the nature of the research problem. There are three research approaches: qualitative, quantitative and mixed methods. The study used the qualitative research approach to analyse deixis in written text. According to Creswell (2014, p. 2), "qualitative research approach is an approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem". The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at

research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The underlying reason for choosing a qualitative design is gain a richly detailed understanding of a particular topic, issue or meaning based on first-hand experience. The purpose of this study is to identify deixis as well as identify the inappropriate use of it and come out with the functions it plays in the long essays of students. A qualitative design enabled the researcher to explore the problem and get a deeper understanding of the problem so the researcher employed this design to enable clear understanding of deictic expressions and to let readers and stakeholders to know the need of deixis. Moreover, the nature of this research could not be analysed quantifiably. The researcher is interested in the writing of student teachers hence the choice of this design. The researcher selected long essays because of its nature. It is the type essay where students exhibit their knowledge in academic writing (Kisha et al 2015). This after they have undergone their four year study and have undertaken several courses in English language curriculum that improve writing. It is assumed that they would be able to combine all the knowledge and experiences in writing on a topic. So, if a research study wants to focus on writing, student's long essays would be the best choice.

3.2   Research Design

Creswell (2014, p. 11) posits that research designs are the types of inquiry within qualitative, quantitative and mixed approaches that provide specific direction for procedures in a research design. This is basically what Denzin and Lincoln (2001) refer to as *strategies of inquiry*. Creswell (2014, p.12) itemizes a number of qualitative research designs which a researcher can employ. He enumerates narrative research, phenomenological research, grounded theory, ethnography and case studies.

A case study design was chosen for the study. According to Creswell (2014, p. 13), it is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process or one or more individuals. One thing to take note is that these cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.

The researcher used a case study because long essay writing in the colleges of education has become an annual ritual where student teachers write base on their interaction with the pupils they teach to indicate and solve problems bothering them. Through this, the student teachers make enquiries to identify and give remedy to these problems by writing. A case study was used by the researcher to have the needed information with regard to the identification of deixis and their functions. Therefore, a case study helps explain both the process of identification and the functions better above the quantitative approach to obscure the data (Tellis, 1997).

3.3   Sampling

Dornyei (2007, p. 126) argues that qualitative inquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn. The population of the study was made up of seven (7) Colleges of Education in the Eastern part of Ghana namely: Abetifi College of Education, Kibi Presbyterian College of Education, S.D.A. College of Education, Koforidua, Mount Mary College of Education, Somanya, Presbyterian Women College of Education, Aburi and Presbyterian College of Education, Akropong-Akuapem and Methodist College of Education, Akim Oda.

Sample size is basically a small fraction of the population of the research work which is generated using diverse formulas and this is due to the inadequacy of researcher's time, money and other resources. Purposive sampling was the sampling technique employed for the study and according to Calderon (1993) this technique means that respondents or materials are chosen on the basis of their knowledge of the information desired. A purposive sampling was used in choosing 350 written projects on English related topics from the institutions fifty (50) documents from each institution and the motive for choosing this sample size was because the researcher believes the sample selected possess the information needed for the study. The researcher obtained a letter of introduction from the department of Applied Linguistics, Winneba to all the principals in the various colleges. Through the assistance of the principals and the project coordinators of the institutions, the researcher was able to receive the number of the required documents. Apart from four colleges who had the documents readily available, the researcher found it very difficult to obtain the documents from the remaining three colleges and had to visit their institutions several times before she was successful.

There was the need for this sampling technique because the researcher wanted to access a particular subset of the population that shares certain characteristics or have unique cases. The researcher's aim of purposive sampling was to identify the student essays best suited to helping answer the research questions. Though there were several student essays, the researcher was particularly interested in the long essays of students of English because of the believe that they were best suited to answer the research questions.

Table 3.1: Name of Colleges and the Number of Data Sampled each Year

Name of College	2018	2019	Total
Abetifi College of Education	25	25	50
Kibi Presbyterian College of Education	25	25	50
S.D.A. College of Education	25	25	50
Mount Mary College of Education	25	25	50
Presbyterian Women College of Education	25	25	50
Presbyterian College of Education	25	25	50
Methodist College of Education	25	25	50
Total	**175**	**175**	**350**

Table 3.1 presents each institution and the number of project works sampled. It shows that 50 of them were collected from each institution and out of the 50, 25 of them were written in 2018 while the other 25 were written in 2019. The data was sampled proportionally so that the data will not be skewed towards one institution. Onwuehbuzie and Leech (2007, p. 242) emphasize that in general, sample sizes in qualitative research should not be too large that it is difficult to extract thick, rich data and simultaneously it should not be too small that it is difficult to achieve data saturation, theoretical saturation or informational redundancy. This implies that the researcher should strategize on how to draw the sample size as simple as possible as stated earlier. Although the sample size of the current study is large, the researcher believes that it is important in answering the research questions.

3.4   Research Instrument

In every research, the scientific bases in terms of the validity and reliability of the study depends on the data collection instrument used in collecting the data and the researcher needs to develop instruments with which to collect the necessary information. The instrument used for the current study is the text documents, which is

the long essays written by student trainees. Based on the theory of deixis by Levinson (1983, 2004), there are five kinds of deixis which are personal deixis, place deixis, temporal deixis, discourse deixis, and temporal deixis. The researcher was able to identify all the five kinds of deixis in the long essays of student teacher according to the research question one. The data were obtained from 2018 and 2019 academic years from all the seven colleges of education in the eastern region. In both years, personal deictic elements were dominant in the essays. In 2018, 19840 personal deixis representing 60.49% were identified in the documents while in 2019, 22405 personal deixis representing 70.47% were identified. Social deixis were the least identified in the documents in both years. In both years, social deixis were not obtained from some of the colleges.

3.5   Data Collection Method

The data used for the study were what Dornyei (2007, p. 19) classifies as qualitative data. He states that it "usually involves recorded spoken data (for example interview data) that is transcribed to textual form as well as written (field) notes and documents of all sorts.

Prior to data collection, the researcher selected the institutions and had discussions with the management of the selected colleges. This was followed by letters to the management of the selected colleges to inform authorities of her intention to conduct a study.

Primary data was the type of data used for the study and Dornyei (2007) broadly states that applied linguistic research has three types of primary data. He mentions quantitative primary, qualitative primary data and language primary data. He claims that the quantitative data is mostly expressed in numbers while the language data involves samples of various lengths, elicited from the respondents

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primarily for the purpose of language analysis. The qualitative data which is the type of primary data for this study usually involves recorded spoken data that is transcribed to textual form as well as documents of various sorts.

The primary data for the study were collected from the reference section of the College libraries and others were also retrieved from the heads of department for languages in the various institutions. The data was specifically on English language and English related topics which has been researched by students of the institutions from 2018 and 2019. These included reading, phonics, teaching English, writing and other topics. The researcher did not rely on the topics of the project works before selecting them as part of the data but skimmed them to make sure they were long essays on English language before they were added. The researcher had wanted to consider project works from 2016 to 2020, however, majority of them were not available to be collected. More so, most of the topics researched by students were not on English related topics. To obtain the documents from the various colleges in the Eastern Region, the researcher collected a letter of introduction from the department of Applied Linguistics of the University of Education, Winneba to all the colleges. The Principals of the colleges then asked the project coordinators to offer the researcher with the needed assistance. As a result, fifty documents of 2018 and 2019 academic years were selected from each college.

3.6   Ethical Consideration

Saunders, Lewis and Thornhill (2012) define ethics as the researcher's conduct in relation to the rights of the respondent who become the subjects of the research work. In order to successfully complete a study, the research must gain access to people and data. Thus access and ethics have become critical aspects of linguistic research and the researcher's ability to obtain data relies on accessing

appropriate and relevant resources and respondents. In order to achieve the above, an introductory letter was obtained from my department and was presented to the various institutions selected for the study. A copy of the letter was also presented to the various departments where the data was obtained and the purpose of the study was disclosed to them. Respondents were also assured of confidentiality of information provided for the purpose of the study. These were steps taken by the researcher to help in relation to ethical consideration.

3.7   Data Analysis

The study used a qualitative analysis of data; therefore the data were described according to themes based on the theoretical framework. The researcher singled out each project work and analyzed the deictic expressions in it. First, the researcher read through each work thoroughly while underlining the various types of deictic expressions. After that, the researcher went through it once more to make sure the appropriate deictic expressions were identified. Using tables, the researcher finally typed and demarcated the various kinds of deictic expressions based on type and frequency. After the quantification, a textual analysis was used to interpret some of the expressions.

3.8   Conclusion

This chapter presented the methodology for the study. A qualitative research approach was adopted for the study and case study. Moreover, primary data which is made up project works written by students from 2018 to 2019 was sampled for the research. Not all subject areas were considered, however, the researcher sampled works on English related topics for the study by not only considering the topics but

also skimming through the works to know they are sub themes under the teaching of English language.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

This chapter presents the analysis and discussions of the study and it is made up of two main sections which correspond with the research questions of the study. The data were obtained from long essays written in the 2018 and 2019 academic years by final year student teachers of colleges of education in the Eastern region of Ghana. The first section presents the analysis on the realization of the deixis and deictic expressions in the written texts of the student teachers of the seven colleges in the Eastern region. The second section discusses the various functions of the deixis and deictic expressions found in the long essays. The last part highlights the misuse of the deictic expressions in the writing of students.

As Hutaurak (2018) stipulates, when readers get information about who are the speakers and the hearers, where and when the events take place, then it means that deixis have been used in writing. In this research, all these deictic elements mentioned by Hataurak were identified which asserts that indeed, students used deixis in the long essays. Astria et al. (2019) found that several difficulties are faced by students in writing and they claimed that students were inconsistent in the use of grammatical features. This assertion corresponds with the findings of this research where the researcher identified deictic elements which were misused and some of them could not refer to their antecedents. These resulted in grammatical malformation and forms confusion in the minds of readers.

Nurjanah (2018) and Fadlilah and Septyani (2018) show that not only can deixis be analyzed from articles and academic works but also in movie scripts and novels which are all forms of writing. They were able to identify the types of deixis

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and its functions in their data which are similar to the aim of the current study. This shows that deictic elements could be identified in all forms of documents but not in students' essays alone. This current research reveals that students misuse deictic elements and the research also focused on the identification of deixis and their function which make it different from other works.

4.1 Deictic Expressions in Student Teachers' Writing

This section presents the analysis of research question one which deals with the identification of the deixis in the long essays of the students. This part of the study is sub categorized into two sections. The first sub category highlights the frequency analysis of the deictic expressions by presenting the number of deictic expressions identified from each college and their frequencies according to Levinson's (1983, 2004) theory of deixis. The second part discusses each type of deixis identified according to the theoretical framework with examples from the data.

In the current data, all the five kinds of deixis were identified as the theory stipulates. Personal deixis, place deixis, temporal deixis, discourse and social deixis. Personal deixis was the dominant deixis while the least was social deixis. The table below shows deixis that were identified in 2018.

Table 4.1a: Deixis in the Students' Writing in 2018

College	Person	Place	Temporal	Discourse	Social	Total
A	2567 (13%)	388 (6%)	67 (7%)	576 (12%)	1 (7%)	3599 (11%)
B	2855 (14%)	826 (12%)	77 (8%)	799 (17%)	2(13%)	4559 (14%)
C	1617 (8%)	580 (8%)	56 (5%)	619 (13%)	4 (27%)	2876 (9%)
D	2565 (13%)	364 (5%)	56 (5%)	439 (9%)	3 (20%)	3427 (10%)
E	5149 (26%)	3300 (46%)	612 (61%)	1145 (24)	5 (33%)	10211 (31%)
F	718 (4%)	216 (3%)	10 (1%)	251 (5%)	-	1195 (4%)
G	4369 (22%)	1451 (20%)	126 (13%)	986 (20%)	-	6932 (21%)
Total	**19840(60.49)**	**7125 (21.72)**	**1004 (3.06)**	**4815 (14.68)**	**15 (0.05)**	**32799 (100%)**

Table 4.1a shows the frequencies of realization of deixis in student teachers long essays during 2018 academic year. The table reveals that all the types of deixis according to the theory of deixis by Levinson (1983, p. 2004) were realized. Out of the number of deixis identified in 2018, 60.49% of them were personal, 21.72% of them were place deixis, and 14.68% were discourse deixis while 3.06% and 0.05% were temporal and social deixis respectively. This reveals that personal deixis is the most dominant deixis used by the students teachers in 2018.

On another front, in terms of the identification of deixis and deictic expressions used by the student teachers among the colleges, College B used a higher frequency of personal deixis while college F used the least personal deixis. With regard to place, temporal and social deixis, college E student teachers used a higher percentage of the expressions than all the colleges while College F students had the least usage. When we take discourse deixis into consideration, college B used more of them than the other colleges.

Table 4.1b: Deixis in the Students' Writing in 2019

College	Person	Place	Temporal	Discourse	Social	Total
A	2185 (10%)	249 (6%)	83 (8%)	530 (12%)	3 (27%)	3050 (10%)
B	3158 (14%)	783 (20%)	222 (22%)	800 (19%)	2(18%)	4965 (16%)
C	9856 (44%)	273 (7%)	67 (6%)	606 (14%)	2 (18%)	10804 (34%)
D	954 (4%)	94 (2%)	73 (7%)	279 (6%)	4 (37%)	1404 (4%)
E	686 (3%)	242 (6%)	19 (2%)	226 (5%)	-	1173 (4%)
F	1632 (7%)	259 (7%)	66 (6%)	318 (7%)	-	2275 (7%)
G	3934 (18%)	2051 (52%)	514 (49%)	1623 (37%)	-	8122 (25%)
Total	**22405 (70.47%)**	**3951 (12.43%)**	**1044 (3.28%)**	**4382 (13.78%)**	**11 (0.04%)**	**31793 (100%)**

Table 4.1b shows the clear picture of deixis that were obtained from student teachers' essays in 2019 academic year.

Table 4.1b indicates that during the 2019 academic year, 70.47% of personal deixis were realized in the writings of the students. The table also reveals that the usage of discourse deixis were 13.78% of the text. In addition, 12.43% place deixis were identified and the least deictic expression in their writing were social deixis. In relation to Table 4.1b, it can be seen that after 2018 there has been an increase in the use of personal deixis in the writing of student teachers. Among the colleges, the table reveals that College C dominates in the realization of personal deictic expressions as 44% of the student teachers used it while the least was realized by College E. College G led in the use of place, temporal and discourse deixis in writing as compared to the other colleges. Subsequently, College D used a higher percentage of social deixis while College E, F and G realized none.

This section has revealed that student teachers in all the colleges use the five types of deixis in their writing. The findings from the data have proven that deixis can be found in the writing of student teachers. As Hutaurak (2018) stipulated, when readers get information about who are the speakers and the hearers, where and when the events take place, then it means that deixis have been used in writing. The section has also revealed that personal deixis is the most used deictic expression in the long essays of the student teachers and this corroborates with Astria et al (2019), Sitinjak (2019) and Uddin (2009) study which indicated that personal deixis was the most realized deixis. It can be said that college students are fond of using personal deixis in their writing. Moreover, the study has revealed that discourse deixis is the second most dominant deictic expression. In contrast, Sitinjak (2019) found temporal deixis to be the second most dominant deictic expression while and Uddin (2009) and Astria

et al. (2019) studies found place deixis to be the second most dominant expressions in their students' writing. Likewise, this study and the above mentioned ones all have revealed that social deixis is the least realized deictic expression.

Based on Levinson's theory of deixis, the researcher identified the five types of deixis in the documents obtained from the training colleges. These were personal deixis, place deixis, temporal deixis, discourse deixis and social deixis. This section analyzes the various elements that make up the person, place, temporal, discourse and social deixis in the writing of the students. The section presents the occurrence of the expressions as well as some contexts in which they were used in the long essays of the students.

4.1.1 *Personal deixis in students' writing*

According to Levinson (1983, p. 62) person deixis concerns the encoding of the role of participants in the speech event. This means deixis indicates the role of participants whether orally or in a written text. Renkema (2004, p.122) stipulates person deixis is realized using personal pronouns. The speaker as the first person who transfers the utterance to the listener who becomes the second person and another person aside the speaker and the listener turns out to be the third person.

More so, person deixis consists of the first person, the second person and the third person. One who speaks on authority is the first person and the one who listens to the speaker becomes the second person. A person who neither speaks on authority nor listens to the speaker becomes the third person. Also, that individual outside the circle of the speaker and the listener is called the third person. It has been established in Tables 4.1a and 4.1b that personal deixis is the most dominant deixis that can be found in long essays of student teachers. Now, what is left is to identify the specific personal deixis that the students use in their writing. So, table 4 gives a vivid account

of the specific personal deixis within the first person, second person and third person that occur in the students' writing. Table 4.1.1 presents the realization of personal deixis in the long essays of student teachers in both 2018 and 2019.

Table 4.1.1. Realization of Personal Deixis

Person	Frequency	Percent
Its	42	0.10
Us	47	0.11
Your	53	0.13
Me	70	0.17
My	327	0.77
Him	430	1.02
We	588	1.39
You	901	2.13
Her	991	2.35
Their	1020	2.41
She	1082	2.56
His	1103	2.61
I	1669	3.95
He	2038	4.82
Them	3379	7.99
They	6931	16.41
It	21574	51.08
Total	**42245**	**100**

4.1.1.1 First person deixis

This section focuses on the analysis of the first person deixis identified in the writing of the student teachers. The first person pronouns **I** and **we** were both realized in the writing of the student teachers. Both pronouns grammaticalised a speaker to make reference to himself as posited in Yule (2010) and Levinson (2004). The first person pronoun **'I'** is used in this sense to depict power or to indicate the authority or

the speaker's willpower. It can also show the speaker's involvement in an activity while the first person plural pronoun **'We'** indicates a sense of belongingness of the speaker.

Table 4.1.1 reveals that out of the personal deixis used, **3.95%** and **1.39%** represented '**I**' and '**We**' respectively. The following text from the data show the use of the first person deixis in the writing of the student teachers.

1. *Handwriting was a subject that (**I** didn't believe **I** had time to teach. As a teacher of students with behaviour disorders and learning disabilities, I felt more responsible for teaching basic skills. **I** didn't have time to "do" hand writing. **I** now realized that handwriting is more important skill than **I** previously believed).*

2. ***We*** *use language to express inner thoughts and emotions, make sense of complex and abstract thought and to learn.*

The examples above show that in the use of the first person deixis **'I'** and **'we'** were identified in the sentences. The analysis shows that student teachers put themselves as the main subject in their writing since the first person is the person who speaks in the utterance. The sentence '*I didn't believe I had time to teach*' for instance shows that the writer is making reference to himself alone while in the use *we*, the writer points to himself and others. According to Norquist (2021), inclusive *we* is the use of first-person plural pronouns **(we, us, ours, and ourselves)** to evoke a sense of commonality and rapport between speakers or writers and their audience. He said, it is also called inclusive first-person plural. In contrast, exclusive *we* deliberately excludes the person who is being addressed. So, the use of *I* and ***we*** indicates the student teachers' own experiences in writing. This is the reason why Hataurak (2018) agrees that *I* as a first person refers to itself and *we* in a text to represent the writer

including the reader. In the data, both inclusive and exclusive *we* were identified. For example, **we** *dress and present ourselves* in example 10 under 4.2.1.2 indicate that the speaker as well as the listener are all part of the speech situation to indicate inclusiveness while **we** *mark what* **we** *see and read* in example 11 under the same section indicate exclusiveness in the sense that in the classroom situation, only teachers mark and not pupils. Therefore, it is imperative to consider deictic expression when reading or writing.

4.1.1.2 Second person deixis

This part focuses on the analysis on the realization of the second person deixis in the data. Table 4 reveals that the second person deixis **'you'** and **'your'** were both realized in the writing of the student teachers. The table indicates that out of the number of personal deixis realized, **2.13%** of them were **'you'** and **0.13%** were **'your'**. Levinson (1983, p. 62) states that the second person deixis is an encoding of the speakers' reference to one or more addressee. In their writing, the student teachers used the second person deixis during their interaction with respondents at the data collection stage. A number of student teachers also employed the second person in writing when they wanted their respondents to perform some tasks.

3. *If* **you** *say /i:/ and then /u:/ just after it***, you** *almost have the feelings that* **you** *are moving* **your** *tongue backwards. This is because /i:/ is a front* **v***owel, and /u:/ is a back vowel.*

The text above reveals the students used the second person pronouns at any point where they were making reference to other people in the writing. The speaker in the example (3) is making reference to a second person who the speaker wants to perform some activity with the tongue. The personal deixis in the second person is **'you'** and **'your'**. It may be singular or plural depending on the context in which it is used and it

identifies the addressee and both the singular and the plural forms were realized in the writing of the student teachers. Again, in the use of deixis **'you'** in the text (3), can be interpreted that the writer has direct contact with the addressees (Levinson, 1983, p. 62).

4.1.1.3 Third person deixis

The analysis on the realization of the third person is presented in this section. The third person refers to the person apart from the speaker and the addressee. Levinson (1983, p. 62) states that the third person deixis is the encoding of reference to person and entities which are neither speakers of nor addressees of the utterance in question. The deictic words **'he'**, **'she'**, **'it'**, **'him'** and **'her'** point to the third person and other examples may include **'they'** and **'them'**. The analysis reveals that all the third person pronouns which are all deictic expressions were realized in the writing of the student teachers but at distinct frequencies. Table 4 illustrates that out of all the third person deictic expressions, the singular neuter **'it'** was the most dominant expression used by the student teachers. The table reveals that **51.08%** of them were used while **16.41%** of the personal deixis were the third person plural **'they'**. Moreover, the table shows **4.82%** of the masculine pronoun **'he'** was used while **'him'** was the least third person used in the writing of students teachers. The finding shows that person deixis is the dominant type in students writing and this could be as a result of the fact that students have more knowledge about person deixis or pronouns and it is easy to connect writing with personal deixis. The text below shows the use of the third person deixis in the writing of the student teachers.

4. *Due to this, the researcher has found it necessary to use phonic method as a means to assist the child who cannot read so that **he or she** can read well to*

meet opportunities for personal fulfillment and job success as stated by
Anderson et al, (1985).

5. *In Ghana, learner start to learn English Language at the basic level, that is*
   from Kindergarten through Primary to Junior High School (JHS) and then
   *continue to use **it** up to the tertiary level.*

The text above shows the use of the third person deixis **'he'**, **'she'** and **'it'**. **'He'** and **'she'** in the text point to neither the writer nor the reader but to the child being talked about in the text who cannot read well. Also, in the second example, the writer uses the deictic word **'it'** to refer to English language which is being used at the basic, primary and tertiary levels of education. The use of the third person corresponds with Levinson's (2004) framework.

4.1.2 *Place deixis in students' writing*

This section presents the analysis of the of place deixis in the students' long essays. Levinson (1983, p. 62) says that place deixis concerns the encoding of spatial locations relative to the location of the participant in the speech event. This means that place deixis points to the location of the utterance and it may also tell the location of the utterance as well as the space between an entity and a speaker. Renkema (2000, p. 123) states that place deixis can be realized by not only by the use of demonstrative pronouns but also by the use of adverb of place that is **'here'** and **'there'**. **'Here'** and **'there'** can be differentiated by distance where **'here'** depicts distance that is near whereas **'there'** refers to something that is far from the speaker. Typically, deictic expressions come in pairs in relation to proximal and distal contrast. So both adverbs and demonstratives can express both distal and proximity.

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4.1.2.1 Distal deixis

A distal is a distinction in place deixis that indicates location far from the speaker or other deictic center. In some languages it is used to distinguish between 'near addressees' and 'away from addressee'. The English demonstratives 'this' and 'that' can be used anaphoricacally under different conditions (Fillmore, 1997). Anaphora is a kind of secondary reference in which a previous reference is recalled by the use of special function words. The distinction which may be proximal or distal deixis refers to locations or items that are far from the speaker. For example,

6. *Hence the pupils found it very difficult to understand what was taught in the classroom. Some pupils interviewed said that they felt bored when lesson were going on **there**.*

From the example, the use of the distal deixis *there* means a location relatively distant from the speaker and this confirms Levinson (1983, 2004). The deictic expression picks out a place according to the location which is far from the speaker and the addressee. The use of *there* refers to where the lesson is ongoing which is distant from the speaker of the utterance.

4.1.2.2 Proximal deixis

Demonstrative pronouns are the most frequent words with deictic characteristics that have the peculiarity of bringing change to speech event by using direction and movement referents (Maienborn, 2021). The deictic word *here* implies proximal interpretation which expresses closeness to the speaker. For example,

7. *The pupils went there to play and within some few minutes, they came **here** to report what had happened to the boy.*

The use of the deictic expression *here* in the example points to a location relatively close to the speaker. Moreover, proximal deixis *here* is typically interpreted in terms

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of the speakers' location or the deictic center so that it is generally understood as referring to some point or period in time that has time of the speaker's utterance at its center as stated in Bramanta (2014).

Table 4.1.2.1. Realization of Place Deixis

Place Deixis	Frequency	Percentage
There	122	2.05
Here	222	3.73
Under	233	3.92
Below	380	6.39
Above	520	8.75
These	723	12.15
Total	**5949**	**100**

Table 4.1.2.1 shows some of the most common place deixis that were realized in the long essays of the student teachers. The analysis shows that *here* shows *nearness* was identified. This means that student teachers tend to use more demonstratives in the writing of their long essays. Moreover, it was revealed that the students mostly pointed to things that were near them during the writing. In addition, *these*, which also indicates nearness and also a demonstrative, was frequently used in the writing of the long essays. Also, the table reveals that *above* and *below* were other proximal deixis that were frequent in the writing of the student teachers. Below are some of the texts written by the student teachers that indicate place deixis.

8. *He stood **below** the steps and shouted the name of the pupil out. What kind of a teacher does this?*

9. *The pupils entered the classroom and destroyed a pocket of chalk which was placed **above** the cupboard.*

Below points to a location relative to the writer but makes reference to a location which is closer to the writer. In the example, it points to the place where the utterance was made. On the other hand the use of **above** indicate place deixis because it means an activity was carried out by the pupils. As stated in Astria et al. (2019) place deixis means the speaker's location at coding time or proximal to addresses at a receiving time. This is the reason why Hanks (2005) indicates that deictic expressions in English like (*above, below*) have a special occurrence in linguistic context that determines their meaning through a referential entity that exists in the real world of the hearer.

Apart from the commonly used place deixis which include the demonstratives, the data also revealed a number of deictic expressions which match Levinson (2004) and Renkema (2000) on realization of place deixis. Examples like **'**in front**', '**at our place' and 'out back' were all cited in Levinson's study. This means that the adverbs 'here' and 'there' as well as the demonstrative 'this', 'these' and 'those' are not the only deixis that indicate place. Table 6 reveals examples of other deictic expression which indicate place.

Table 4.1.2.2: Identification of Place Deixis

Place Deixis	Place Deixis	Place Deixis	Place Deixis
school	The School	In Ghana	At Asokore
Second	To school	In class	Kibi
First chapter	The site	In primary schools	Kumasi
Over	Between	First	Kyebi
Pre	Around	second	Odumase
following	Down	At church	Pano
At school	Vast	On the chalkboard	Apadwa
In the school	In Ghana	Ghana	Asafo
Chapter one	In class	In the classroom	Amafrom
Chapter two	In primary schools	In the passage	Accra
Chapter three	First	From the table	Aboabo
Chapter four	Second	From this finding	Cape Coast
At home	At church	In front of	New Juabeng
Next	On the chalkboard	In the text	Asene Methodist
Front	Ghana	In this game	At Wirenkyire
Post	In the classroom	In this research	In Potorase
After	In the passage	On the board	At Akim Asafo
following	In Ghana	West Africa	New Juabeng Municipality
Canada	Africa	In our Ghanaian schools	At Akyim Apadwa district
Koforidua	Nkronso Methodist Basic school	Akim Maase Methodist school	Asikam Presby primary
Between	Everywhere	Alongside	Middle

The table reveals that some of the place deixis were single words while others were made up of phrases. This means that the place deixis may be either a noun or preposition together with a noun. Some of the nouns include 'Kibi', 'Kumasi', 'Canada', 'Africa', 'Koforidua' while the combination of preposition with noun

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include 'at church', 'in Ghana', 'At Akim Asafo', 'in class' and others. Even though a number of deictic expressions have been presented in Table 4.1.2.2, it is not an exhaustive list of the place deictic expressions. Moreover, most of the above listed place deixis appeared once in the analysis. For instance, the names of some towns and locations were mentioned once when the students were presenting the location of where their data were collected.

In addition, Levinson (2004) clarifies that place deixis also focuses on specification of location in which a speech event takes place. However, with reference to this research, place deixis can also be defined based on the location where a written activity also takes place. Examples of such place deixis were identified in the writing of the student teachers. Some of the place deixis identified in Table 4.1.2.2 were also identified by Grundy (2008). Grundy, for instance, labels left, right, up, above, below and others as place deixis. Although Cruse (2000) has argued that place deixis manifest itself principally in the form of locative adverbs and demonstratives, the following example which indicate place deixis were identified in the writing of the student teachers.

10. *The researcher observed that most of the pupils **in Mpraeso Methodist Primary** three had a very bad handwriting. The researcher therefore decided to find lasting solution to assist the pupils to improve upon their handwriting which if not attended to at this early stage could affect the academic performance in future. However, investigation revealed that the pupils did not get good attention on how to write well during their early years **in school**. Also, it was found out that most of the parents refused to buy copy books for their children and so they are not able to participate in writing work **at school**.*

The words 'in Mpraeso Methodist Primary' and 'in school' in the text above are deictic expressions that point to a place. They can be identified as proximal forms because the place deixis 'in the school' and 'in Mpraeso Methodist Primary' could mean an object proximal or near from the student teachers location in the context. It points to the location where the researcher or writer observed the most of his pupils. Again, the use of the place deixis means that the writer wants to communicate to readers that he or she was present in the location.

4.1.3   *Temporal deixis in student teachers' writing*

This section presents the analysis on the realization of temporal deixis in the data. Temporal deixis which is also called time deixis talks about the various times an utterance is made in speech or in writing. Temporal deixis concerns the entailment of temporal issues and spans relative to the time at which an utterance was made or when a document was written. Levinson (1983, p, 62) states that "time deixis is reference made to particular times relative to other times, most currently to the time of the utterance". Deictic adverbs of time may also depict time of an activity or a particular time an utterance is made or something is done. Examples in the data include '*last year*', 'yesterday' and 'this month'. Yule (2006, p. 115) stipulates temporal deixis points to a time and Meyer (2009, p. 187) states that the principle reference point for temporal deixis is the present, the contextual time at which the utterance occurred. Examples of temporal deixis in the writing of the student teachers' can be found below.

11. *However, investigation revealed that the pupils did not get good attention on how to write well during their **early years** in school.*

12. *They go on to say that, cursive handwriting requires that each letter has **a beginning** and **an end** stroke.*

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13. *The problem of poor academic performance in our country Ghana is increasing at an alarming rate. This problem is real in Ghanaian Schools. This issue has been a worry to many well-meaning Ghanaians **over the years.***

The examples above show that the student teachers' focused on the use of temporal deixis to explain the past time, present time, and the future in their writing. From the texts, 'early years' points to a specific time within a number of years. 'Beginning' was also used by a student teacher to make reference to a start of specific activity while 'an end' is also used to make reference to stop time of the same activity by pupils under study during the time the student teacher was writing. Lastly, 'over the years' is also a deictic expression that makes reference to time in the final sentence points to a particular day within a week. These examples that were identified in the data prove Levinson (2004), Yule (2006) and others that in English, time deixis is expressed by adverbs of time and tense markers on the verb.

Table 4.1.3 shows some of the temporal deixis used by student teachers in their long essay writing and it is well noting that this is not the entire list.

Table 4.1.3: Identification of Temporal Deixis

Temporal	Frequency	Temporal	Frequency
Next four days		Very short time	1
A period of time	1	Early in the morning	1
After the task	1	20th century	1
As soon as	1	At the same time	1
Before the intervention	1	Olden days	1
Early stage	1	After the intervention	1
First two weeks	1	In the first week	1
In recent years	1	All the time	1
In the past	1	In December	1
Over the years	1	In the 21st century	1
Post intervention	1	Beginning stage	1

Soon	1	1800 BC	1
The other day	1	Early level	1
Then	1	Near future	1
Third	1	Before reading	1
Throughout the period	1	Leisure time	1
Twelve years	1	At the beginning	1
Two minutes	1	Six weeks	1
Every years	2	Early phase	1
Everyday	2	Fifth week	1
Final year	2	Fourth week	1
Further	2	Thirty minutes	1
Later	2	Soon	1
Nine years	2	Same time	1
Recently	2	In the course	1
Tomorrow	2	School years	1
First stage	3	Two hundred years	1
Each year	4	Today's world	1
Today	10	Now	1
Second	42	Over	1
Early	65	After some time	1
Since	82	Periods	1
First	84	Earlier	1
Again	100	Instructional time	1
During	100	Primary level	1
Before	143	Sixty minutes	2
After	337	School days	2

However, the table presents some of the frequently used temporal deixis that were found in the long essays of the students. The analysis shows that out of the number of time deixis used, majority of the students used 'after' in their writing so, it can be stipulated to be the most dominant temporal deixis which is used by student teachers. In addition, 'before', 'during' and 'again' were also commonly used by the

student teachers. The reason why these temporal deixis superseded the others is that long essay writing is made up of steps and one cannot explain or write about steps without making use or pointing to the various stages with the above mentioned words. The table reveals other temporal deictic expressions but a higher percentage of them appeared only once hence not represented in the data above. Although they all make reference to the time relative to a temporal reference point which was at the time of writing as stated by Levinson (2004).

4.1.4   *Discourse deixis in student teachers' writing*

This section presents the analysis on the realization of discourse deixis in the writing of the student teachers. Discourse deixis refers to the use of expressions within a text or spoken text to point to part of a discourse that has what is said or written and the speech itself. Levinson (1983, p. 62) states that discourse deixis which is also known as text deixis has to do with the encoding of reference to portions of the unfolding discourse in which the utterance including referring expressions are located. Marmaridou (2000, p. 93) refers to discourse deixis as "deixis in text" because they refer to expression within a particular text or within a particular utterance. Discourse deixis may also refer to an idea which is already mentioned in a text and Levinson termed it as a "text referring expression" due to this discourse deixis is graded into anaphora. Apart from the anaphora, there are other discourse deixis that show results, disparity and others that link ideas. Basing on the framework of Levinson (1983; 2004) and Marmaridou (2000), the data reveals the following types of discourse deixis were identified in table 8.

Table 4.1.4: Identification of Discourse Deixis

Discourse Deixis	Frequency	Discourse Deixis	Frequency
Recently	1	Based on the above	1
Remarkably	1	For some time now	1
First and foremost	1	In addition to the above	1
To buttress this	1	In light of the above	1
In view of this	1	In spite of that	1
On the other hand	1	In the first meeting	1
Last but not least	1	To add to this	1
For this reason	1	With that in mind	1
Usually	2	In this activity	1
Although	2	Based on this	1
Indeed	2	In all cases	1
Consequently	5	In correlation	1
Nevertheless	5	In modern times	1
Undoubtedly	8	On this occasion	1
Further	9	To begin	2
Notwithstanding	16	Above all	5
Thirdly	21	In a nutshell	10
Generally	42	In fact	10
Secondly	111	At the end	12
Firstly	126	In summary	16
Lastly	177	More so	16
Moreover	185	In Ghana	19
Hence	234	Due to this	20
Furthermore	246	In contrast	24
Thus	284	In other words	24
Finally	547	As a result	37
However	620	In effect	43
Also	680	In conclusion	54
Again	728	For instance	172
Therefore	807	In addition	239
According to	1301	For example	322

Table 4.1.4 presents some of the discourse deixis that were realized in the writing of the student teachers. The table reveals that there are discourse deixis that are made up single words and others that are made up a number of words. Although this is not the exhaustive presentation of all the discourse deixis that were analyzed, the table captures some of the frequently used as well as others. The analysis on the table reveals that 'according to' is the most dominant discourse deixis in the long essays of students. It can also be seen that words like 'therefore', 'again', 'also', 'however' have a higher occurrence than other discourse deixis. The table also reveals that majority of the discourse deixis also appeared once in the data for example 'in spite of', 'in view of this', 'with that in mind', 'based on this' and many more.

14. ***According to*** *United States Department of Education, children are expected to learn to read in the Kindergarten, the Primary grades, through to third grade, when most reading instruction is given. By fourth grade children are expected to read.*

15. ***In addition****, most parents of the pupils are staying far from where the researcher stays which made it difficult for the researcher to have access to the parents for more information.*

16. ***Unfortunately****, reading text in English Language is a problem to most of the learner in many schools even at the Senior High School level. Ghana is currently facing a national literacy and numeracy crises.*

The data above shows some of the common discourse deixis used in the writing of the student teachers. 'According to' for instance, dominated in all the data because it is usually used to make reference to authorities and information that have been said by someone. Example (15) reveals that 'according to' is making reference to United State Department of Education in the writing. The writer used it to cite what the department has said about the topic he or she is writing about. Also, 'in addition',

as a discourse deixis, adds information to already given ones. From text (16), it shows that the writer is adding information to what makes it difficult for the writer to have access to parents. Lastly, 'unfortunately' in sentence (17) is a discourse deixis that introduces a statement which reveals the writer's disappointment in the literacy and numeracy crises that is faced by Ghanaians at the Senior High School level.

4.1.5   *Social deixis in students' writing*

This section presents the analysis of the social deixis realized in the writing of the student teachers. Based on Levinson (1983, p. 63), social deixis concerns the encoding of social distinctions that are relative to participant-roles, particularly aspects of social relationship holding between speaker and addressee(s) or speaker and some referent. It also shows the difference between the participants or referent in a speech or in writing. It may be used as an expression to show distinction in social status. There are two kinds of social deixis which are relational and absolute.

Table 4.1.5: Identification of Social Deixis

Social Deixis	Frequency	Percentage
Authors	1	4
Class teacher	1	4
colonial masters	1	4
Graduates	1	4
Madam	1	4
Our masters	1	4
Our stakeholders	1	4
Our teachers	1	4
Sir	1	4
Some teachers	1	4
Miss	2	7
Young children	2	7
Mr	6	23
Mrs	6	23
Total	**26**	**100**

The table shows the realization of social deictic expression in the writing of the student teachers. It was found that it is the least type of deixis which is used in the writing of student teachers. The table reveals that respondents used a higher number of 'Mr.' and 'Mrs.' as a social deixis. This shows honorifics are the social deixis which is commonly used by student teachers in their long essay writing. The data reveals that both absolute and relation social deixis were used by the student teachers as stipulated in Levinson's (2004) theory of deixis as well as Cruse (2000) and Bramanta (2014). The absolute social deixis include 'our master', and 'colonial masters'. Absolute social deixis is a deictic reference usually showed in certain forms of honour which adds no comparison of ranking of the speaker and addressee. Examples are *Your Highness*, *His Majesty*, *The Great One*, *Professor* and *The President*.

On the other hand, the analysis revealed that Mr., Mrs., Sir, class teacher, authors and others are all relational deixis. Relational deixis according to Levinson's (2004) framework and Archer et al. (2012) refers to some social characteristics of referent apart from relative ranking of referent or a social relation between the speaker and the addressee. Examples are my teacher, my classmate, mother, uncle and grandparents. The data shows the use of social deixis in the writing of the student teachers and it confirms Khalili (2017) argument that social deixis shows the social ranking and position between the speaker and the addressee in the society. In the example (18), the writer used the honorific '**Mr.**' to show a social ranking or position of the person 'Kwakuvi Asasu' while 'colonial masters' is a social deixis which points to the British who had authority and controlled Ghana during the days of colonization. So, in analyzing social deixis, we need to realize that social deixis truly cannot be separated from the concept of honorifics. However, the honorifics used in

the students' writing cannot be compared to Asian languages as stated in Folley (1997). According to Folley (1997), these languages have an elaborate system of honorifics indicating social deixis among interlocutors or participants of a conversation.

17. *He is in the person of **Mr** Kwakuvi Azasu who is a typical Ewe, who visited Akatsi College of Education on the 22nd May, 2007 to talk to the whole school on their view of using Twi as National Language*

18. *Ghana adopted English Language from our **colonial masters** (the British) since the first part of the 19th century (1848), and therefore uses it as a medium of instruction in its schools (by GES, on Ghana web 2010).*

4.1.6   Summary

This section has revealed that student teachers in all the colleges use the five types of deixis in their writing. Personal deixis is the most used deictic expression in the long essays of the student teachers because students have more knowledge about personal deixis or pronouns and it is easy to connect writing with personal deixis. Discourse deixis is the second most dominant deictic expression while social deixis is the least realized deictic expression in their writing. Moreover, student teachers put themselves as the main subject in their writing since the first person is the person who speaks in the utterance and it also teachers' own experiences in writing. Place deixis can be realized not only by the use of demonstrative pronouns but also by the use of adverb and both adverbs and demonstratives can express both distal and proximity in their writing. The use of 'this' which shows nearness is the most dominant place deixis identified. Temporal deixis in their writing talks about the various times utterances are made in speech or in writing. Again, it concerns the entailment of

temporal issues and spans relative to the time at which an utterance was made or when a document was written.

In addition, discourse deixis may also refer to an idea which is already mentioned in a text and apart from the anaphora, there are other discourse deixis that show results, disparity and others that link ideas. For instance, the use of 'according to' dominated in the writing of the student teachers because it is usually used to make reference to authorities and information that have been said by someone. In relation to social deixis, honorifics are commonly used by student teachers in their long essay writing. Both types of social deixis were present, the absolute social deixis include 'our master', and 'colonial masters'. On the other hand, 'Mr.', 'Mrs.', 'Sir', 'class teacher', 'authors' and others are all relational deixis present in their writing. The dominant personal deictic expression found in the data was *it* (cf. Miftah, 2016). While *its* and *yours* are the least used personal deixis. This finding contrasts with Chefor and Zhiying (2020), Astria et al. (2019), Sitinjak (2019) who found other deixis which point to time and place to be dominant in their data.

4.2   Functions of Deixis in Students' Writing

Research Question 2 seeks to determine the functions of the deictic expression used in the student long essays. The functions of the various deictic expressions are discussed based on the data collected for the study. Deixis should be considered functional and the functions of deixis not only are a grammatical constituent, but also have the obligation to indicate the different meaning of the word, even when it is used in different situations in the same way. This section is in two parts; first, it focuses on the appropriate use of deixis in relation to the function. The last section analyses the inappropriate use of deixis in the writing of student teachers. Most of the student teachers used the deictic elements appropriately by depicting psychological distance,

and other pointing to time, place, as well as the speaker and the listener. However, some student teachers used these deictic expressions inappropriately. Here, instead of the deictic elements to refer to their antecedents, they were used wrongly thereby resulting in creating confusion in the minds of readers. The sections below confirm these assertions.

4.2.1   *Appropriate use of deixis in students' writing*

Words can function deictically or not and words which can function deictically may be able to function as personal reference, demonstrative, psychological distance, it can identify the speaker, the listener and also point to a specific location. By definition, Yule (2006) and Levinson (1983, 2004) have labeled the function of deixis as pointing.

4.2.1.1 Deixis that functions as reference

One appropriate use of deictic expressions is that they can function as a reference. Yule (2006) explains reference as an act in which a speaker or a writer uses linguistic forms to enable a listener or a reader to identify something. Also, Cruse (2006) posits reference as one of the most fundamental and vital aspects of language and language use, namely, the relations between language, as a medium of communication between human beings and the world, about which we communicate. According to Halliday and Hassan (1976), there are three types of reference: personal, demonstratives and comparative reference. Person deixis functions as a personal reference while place deixis function as a demonstrative reference.

Personal deixis can function as a personal reference in a sentence. Personal reference is a reference by means of function in the speech situation, through the category of person. For example I, me, you, we, us, he, and him. In the data, there are

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first person dexis *I, we, me, us and my* function as a personal reference. The following texts show the first person deixis which are functioning as a personal reference.

1. During **my** *English lessons,* **I** *observed that primary 5 pupils of Wirenkyiren Amanfrom Presbyterian Primary "A" could not speak English correctly; they could not express themselves well in English language. They could not answer questions asked in English properly.*

From the data above, the first person deixis are functioning as a personal reference. **'I'** for instance is making reference to the writer or the writer makes reference to himself to be present during the English lesson that is being observed. Also, with the use of the deixis possessive **'my'** in the context shows the writer who makes reference to himself as the person who is in charge of the English lesson. It reveals that the speaker possesses the authority in the class and it makes reference to the teacher of the class.

2. **You** *can describe a situation and ask pupils to dramatize or role play it. Furthermore, action research provides data that is up to date, relevant and specific to* **your** *products.*

In addition, example (2) in the data reveals second person deixis 'you' and 'your' can function as a personal reference. The second person deixis 'you' makes reference to the one who can describe a situation and ask pupils to dramatize it while the second person deixis 'your' shows that a reference is being made to a product that belongs to another person. So, in the use of the second person deixis, the student teachers make reference to other persons rather than themselves in writing. Lastly, the third person deixis can also function as a personal reference in a sentence as stated in Halliday and Hassan (1976), the analysis of the data reveals that the third person

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pronouns 'he', 'she', 'they', 'it', 'they', 'his', 'her', 'him' and 'them' function as a personal reference.

3. *If the woman acquires too much knowledge **she** becomes too proud and may not get a husband because men fear approaching… have a husband at all, **she** often becomes bossy in the home competing for leadership role with **her** husband.*

4. *According to this man the families which are ill-disposed education tend to be half-heart about the schooling for their children. Hence, it is common to get rich African fathers who refused to send **their** children and girl child precisely to school because **they** have in mind that is a waste of resource to invest in such children.*

The data reveals the highlighted third person deixis are functioning as a personal reference in the examples. In Example (3), 'she' makes reference to the woman who acquires too much knowledge and 'her' also makes reference to the same woman but in a possessive form. This shows that it is possible to have more than one personal reference in a sentence. Also, '*they*' and 'their' in the next text makes reference to the African fathers who refuse to send their children to school. The data have revealed that student teachers use deixis as a personal reference in their writing.

The findings from this function corroborates with Halliday and Hassan (1976) finding on personal reference. Moreover, the finding from this section confirms Quinto (2014) who indicated that deixis clarify the reference of the speaker which helps the listener to get the point of the speech. He claims that it can help the writer to get experience and knowledge especially the power of language. In addition, Redder (2008), Rehbein and Kwameyan (2006) point out that the significant use of deictic expressions in daily discourse of written texts as they contribute to reconstruct the

hearer's knowledge of the surrounding objects of physical reference. This means that the findings from this section will reconstruct the readers' knowledge with reference to particular persons.

In another instance, it is worth noting that the third person deixis functioning as a personal reference could either be anaphoric or cataphoric. However, the data reveals that many anaphors were present in the writing of the student teachers while cataphors were less identified. Cataphors, as stated by Yule (1996), are not common in writing. Yule (2006) defines an anaphor as a subsequent reference to an already introduced entity. That is we usually make a distinction between introducing new referents and referring back to them. Cataphoric reference on other hand refers to the deictic expression occurs when reference is being made to another entity that is introduced later in a text.

5. *There is the view that* <u>*pupils in basic one (1) are not able to read because*</u> **<u>*they*</u>** *cannot associate letters with sounds to pronounce words. According to* <u>*Anderson*</u> *and* **<u>*his*</u>** *other researchers in a book entitled "Becoming a nation of readers" written in 1988, stated that, reading is a basic skill.*

6. *Brown (2001) cites that "when someone can speak a language, it means he carry on a conversation reasonably competently".* **<u>*He*</u>** *also added that, "the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speaker"*

In the example above, this type of referential relationship the second underlined word is an example of an anaphora. In the first mention is called the antecedent. So, in the example (5), the antecedents are 'pupils in basic one' and 'Anderson' while '*they*' and '*his'* are the anaphoric expressions. The connection

between an antecedent and an anaphoric expression is created by the use of the pronouns '*they*' and '*his*'. Similarly, in example (6), the antecedent is the noun "Brown" and the anaphoric reference is the pronoun '*He*'. In contrast, example (7), the data analysis reveals the use of a cataphoric reference. From the example, the pronoun '*they*' makes reference to the noun 'doctors' that is introduced later in a text. It can be concluded that in this section that students teachers are fond of using anaphoric reference in writing than cataphoric references.

7. *Writing of alphabet is considered poor if it is considered being able to identified what **they** have written, some people think that many **doctors** have poor writing of alphabet. According to **doctors**, sloppy skills move than 7,000 people.*

4.2.1.2 Deixis that identifies the speaker

Levinson (1983, p. 63) states that the first person is the grammaticalisation of the speaker's reference to himself while Renkema (2004) affirms that person deixis is identified by employing personal pronouns. Here, the first person deixis 'I' points to the speaker who usually directs an utterance to the listener where the utterance may be referring to the listener and this utterance may also be referring to another person aside the speaker and the listener. The data reveals that the first person is a reference that points to the speaker which is expressed in singular deixis which are; 'I', 'me', 'myself', 'mine', and plural deixis, 'we', 'us', 'ourselves', 'ours', 'our'.

The first person pronouns are used by the writer to point to himself or herself. The writer or the utterer uses the pronoun 'I' to refer to himself and thereafter introduces or identifies himself in a conversation or in a write up. To use the first person singular 'I', is straightforward but becomes complicated with the plural personal 'we' to be explained by the addressee or the listener. For example,

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8. *Out of this, about 90% of the students below average in spelling lessons. Based on the pretest, **I** handpicked eleven (11) of the pupils out of the 18 to rectify and solve the puzzle of the students of Pepease R/CJ.H.S 1 to spell words correctly.*

The use of 'I' in the above example points to the researcher who also doubles as the speaker. Here, he tells how he picked his participants in Pepease R/C J.H.S. 1 in course of undertaking his research. So the use of the deixis 'I' helps readers to identify the speaker or writer of an utterance or a text. Similarly, the use of the same deixis in example (9) identifies the speaker who organized the spelling 'B' competition. So, anyone who reads the texts immediately identifies the speaker in the sentence.

9. ***I** organized a spelling 'B' competition for during their free periods on the time table in order to remedy the problem. **I** also arranged for story books from the community library for student to read after which they bring new words they have come across for a whole class discussion.*

Subsequently, the data reveals that the identification of the speaker can be inclusive or exclusive. According to Yule (1996, p. 11) the first person plural deixis 'we' could be the 'exclusive we' or the 'inclusive we'. Norquist (2021) states that exclusive 'we' is the use of first person plural pronouns (we, us, our, ours, ourselves) to refer only to the speaker or writer and his associate, not to the person(s) addressed. For instance, *'Don't call us; we'll call you*.' In this research, the exclusive 'we' was identified. An instance is;

10. *Our handwriting can be seen as part of our personality, our self-image and an expression of ourselves, just as the way **we** dress and present ourselves. **We** all*

have a view on how our handwriting appears to others and would sometimes

want that image to be different.

In contrast to inclusive 'we', exclusive 'we' does not include the audience or the reader. Often, the first person plural is used in the company of a second person pronoun (you, yours, yourself, and yourselves). In the example below the use of the inclusive 'we' identifies the speakers in the sentence.

11. *It has been claimed that some examiners are guided by the principle that '**we** mark what **we** see and read', making those whose handwriting is not readable suffer a lot and this ultimately, at times, lead to poor performance in examination.*

The finding on the identification of the speaker reiterates Hutauruk (2018) finding that when readers get a new text, they get information about who are the speakers and all these information can be accessed in order to understand a written text.

4.2.1.3 Deixis that points to the listener

The notion of deixis is by pointing solely as a form of referring that relate to the context in which the utterance is made. That is why Mey (1993, p. 95) observes that "the referent of deictic expression cannot be known unless a certain minimal context is known". According to Levinson (1983, p. 62) person deixis concerns the encoding of the role of participants in the speech event. Person deixis operates on a basic three divisions exemplified by the pronouns first person (I) which refers to the speaker, the second person (You) which refers to the listener and the third person which refers to that individual who is neither the speaker nor the listener. This may be shown by the use of the pronoun 'You' which will refer to either singular or a plural entity. The English 'You' is a deictic term because it refers to the listener(s) without any additional information about them (Lyons, 1996, p. 306).

12. *The position of the tongue can also be illustrated with following examples. If* **you** *say /i:/ and then /u:/ just after it,* **you** *almost have the feelings that* **you** *are moving your tongue backwards. This is because /i: / is a* **front v***owel, and /u: / is a back vowel.*

The deictic expression 'you' in Example 12 points to the listener or hearer in the sentence. One may equally argue that since it is a written text then the 'you' points to the reader. This shows that some deictic expressions only require meaning when interpreted by the hearer. For instance, Hutauruk (2018) found that readers get information about who the listener is in order to understand a written text.

4.2.1.4 Showing psychological distance

Deixis elements also indicate the psychological distance in particular sentences. In determining the space between the speaker and the referent, another pragmatic basis of deixis come to play thus, the psychological distance. Objects which tend to be physically close are treated by the speaker as psychological close. The idea is that psychologically, the location of the object whether close or far from the speaker is determined by the speaker or the listener. This location may be distal, local or spatial.

Spatial deixis views "the linguistic expression of the speaker's perception of his position in three-dimensional space" (Fillmore 1997, p. 27), denoting "the relationship of objects to a speaker", or "how a speaker is situated in physical space" (Simpson 1993, p. 13).

Spatial deixis denotes the physical and social environment or basically the space around the participants in a discourse. The most commonly used words as spatial deixis are the demonstrative pronouns 'this', 'that', 'these' and 'those'. Other words

often used as deixis include 'here', 'there', 'in', 'on', 'at' etc. (Eragbe et al., 2015)."
These are exemplified in the following paragraphs.

13. *Also,* **this** *research design will help the researcher to understudy circumstances about her learners' poor performance in other related subject areas and help them to overcome some of* **these** *problems.*

14. *Hence the pupils found it very difficult to understand what was taught in the classroom. Some pupils interviewed said that they felt bored when lessons were going on* **there***.*

The use of deictic element 'this' in example (13) indicates a psychological distance or location in the sentence. It shows the distance or location of the research design the speaker is referring to is not a physical location but a psychological one. Similarly the use of the deictic expression 'these' also points to a psychological location.

4.2.1.5 Performing grammatical functions

Personal deixis also possess a grammatical function signaling their position in a construction. Based on the data analysis, the research reveals that personal deixis in the writing of the student teachers can function as a subject, object, possessive marker and object of the preposition. Muhassin et al. (2020) similarly found person deixis in the Quran to have the above stated functions. The subject refers to the actor or the entity being talked about by the predicate. Based on the data, two types of subjects were identified. They are the animate and inanimate subjects. Examples of the animate subjects are **I, you, we, she, he, and they** and **'it'** is the inanimate. The highlighted words in the following texts show the use of the person deixis as subjects. All the underlined examples in the sentences below are animate subjects with the exception of 'it' in example (17).

15. *Most people within the community show little interest in education.* ***They*** *engage their children in farming on most school days. This has encouraged truancy in these children affecting their academic performance negatively.*

16. *Amlado (2015) noted that Ghanaians attitude alone towards reading in our various offices discourages the reading interest in our children in schools.* ***He*** *explained that newspapers are purposely meant for reading.*

17. *According to Anderson and his other researchers in a book entitled "Becoming a nation of readers" written in 1988, stated that, reading is a basic skill.* ***It*** *is a corner stone for a child's success in school and indeed throughout life.*

18. *The study will serve as a useful resource material for other teachers of English Language. Moreover,* ***it*** *would help Ghana Education Service and all stakeholders of education to review and enrich their curriculum with modern methods of teaching English Language*

The examples above reveal the use of personal deictic elements which are functioning as subjects of the sentences. From the texts, the data reveals that 'they', 'he' and 'it' are subjects in the examples. In example (15), 'they' deictically points to 'most people' in the text and it is also functioning as the subject of the verb 'engage'. Again, in the example (16), 'he' is a personal deixis that points or makes reference to the noun 'Amlado' and equally functions as a subject that makes reference to the same noun. The last example in shows the use of the third person inanimate subject 'it' which also points to the word 'reading' in the text. On the other hand, person deixis can function as an object in a sentence. The object of a sentence is the person or thing that receives the action of the verb or it is who or what the subject does

something to. In reference to the data analysis, the following object pronouns were identified as person deixis 'us', 'you', 'him', 'her', 'it', 'them'.

19. *This will prevent pupils from sudden sickness and keep **them** active so that they will be regular in school to capture their attention towards lesson. On this note the researcher intends to investigate to reasons why academic performance is low at Osino Presbyterian Primary school Basic four.*

20. *A child whose parents cannot provide him/her with uniforms will feel embraced among his/her mates and this affect **his/her** performance academically in the school.*

Based on the analysis, not all three types of objects were identified in the data. Unlike Muhassin et al. (2020) who identified direct object, indirect object and object of the preposition to be types of objects in in the Quran, the examples above on personal deixis in students' writing only function as direct objects. Similarly, Khoirot's (2017) findings revealed that person deixis was found as: subject, object, and possessive adjective In contrast, he also identified the deixis in his study that functioned as reflexive or emphatic pronoun, and name of person, definite and indefinite noun. Lastly, the analysis revealed that personal deixis can function as a possessive marker. A possessive marker is a person or a thing that indicates the possession of something. Based on the data analysis, the study revealed six categories of the possessive marker in the writing of the student teachers. They are 'my', 'our', 'her', 'his', 'their', 'its' and 'your'.

21. *Many Ghanaians generally have poor reading habits. Amlado (2015) noted that Ghanaians attitude alone towards reading in **our** various offices discourages the reading interest in our children in schools.*

22. ***My*** *school of attachment lack stationaries and that limited me from doing on easy study. Time and money constraints were potential limitations.*

23. *The researcher therefore decided to find lasting solution to assist the pupils to improve upon **their** handwriting which if not attended to at this early stage could affect the academic performance in future.*

The highlighted words in the above examples are functioning as a possessive marker. 'Our' which is a plural possessive maker refers to Ghanaians who include the writer and the reader. In Example 22, 'my' is a singular possessive marker that refers to the speaker's school. In the last example, the plural 'their' possessive marker refers to the pupils whose handwriting which if not attended to at this early stage could affect the academic performance in future.

4.2.1.6 Showing demonstrative reference in student teachers' writing

This part presents the analysis of the functions of place deixis in the writing of the student teachers. Deixis function as demonstrative reference in a sentence. Demonstrative reference is a reference by means of location, on a scale of proximity. Proximity may indicate something which is closer to the speaker or writer or something that is far from the speaker the data collected revealed 'this', 'these', 'those', 'that', 'here', 'there', 'then' as place deixis functioning as demonstrative reference.

24. ***This*** *chapter deals with the review of related literature. The existing literature shows that, much has been done to explain the effects of pupils' inability to associate letters with sounds.*

25. *Teaching **there** are six factors which determine readiness of a child. Among them is the social factor. This has to do with other children children's ability to learn together, share toys and other play objects during games*

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26. *There are several factors that hinder the progress of study of pupils.* ***That*** *problem for instance, is lack of community library to help pupils do more research for themselves and read storybooks during their leisure time and also for the researcher.*

From the analysis, the highlighted text are all functioning as a demonstrative reference and this corresponds with Halliday and Hassan's (1976) explanation of demonstrative reference. In Sentence 24, 'this' makes reference to the chapter which is the place the writer is talking about. It also shows that what the writer is making reference to is near. Similarly, in Sentence 25, the place deixis 'there' makes reference to the specific location, however, it indicates that the writer is making reference a place which is distant. Lastly, 'that' in Sentence 26 is a singular place deixis that make reference to something which is not proximal to the speaker.

With regard to the grammatical functions of place deixis, the analysis revealed that it can perform two functions. First, place deixis can function as a determiner in a sentence for example 'this', 'that', 'these' and 'those'. In Sentence 24, 'this' functions as a determiner. Second, the place deixis can function as an adverb of place in a sentence and this can be seen in Sentence 25, the deixis 'there' functions as an adverb of place. The finding from this section reveals that student teachers employ deictic referencing with the intention to facilitate the understanding of phrases or words that could be understood fully without additional textual information as found in LiHangalo (2019).

4.2.1.7 Deixis that point to time in student teacher's writing

Deixis performs the function of referring to a specific time. Those deixis that refer to time are called temporal deixis. Temporal deixis used in the data demonstrate the physical and psychological distance of events and people from the writer. Also, it gives a specific point in time of an utterance.

27. *Many educationists in Ghana **today** have advocated that the teaching and learning of Ewe be abolished.*

28. *However, investigation revealed that the pupils did not get good attention on how to write well during their **early years** in school.*

29. ***In those days**, most classrooms were without teachers. The government by then made maximum efforts to arrest the situation but no avail.*

30. *For instance, lack of community library to help pupils do more research for themselves and read storybooks during their **leisure time** and also for the researcher.*

In relation to the data, it is revealed that time deixis has been used in the form of past time, present time and future time in the student's writing. The examples show that the time deixis is dependent on the tense verb as stated by Ekowati and Sofwan (2014) that English needs tense system which indicates when the action took place. In Example 27, the word 'today' is the time deixis which makes reference to the specific present time that many educationists advocate that the teaching and learning of Ewe be abolished. Also, the words 'early years' and 'in those days' refer to the past events that happened before the current activities in the classroom. Lastly, 'leisure time' functions deictically as it makes reference to a specific time in the text. It makes reference to the time that pupils do research themselves and read storybooks.

4.2.1.8 Showing differences in social status

The analysis revealed that social deixis shows how the difference of social status and the participants of communication express the relationship in society through language. The functions of these social deixis in the data reveal that they can mark social distinction in the writing. Also, they express the relationships in society by presenting relationship between the researcher and respondents as well as

relationship among the respondents (relational social deixis). In Examples 31 and 32, the underlined expressions are functioning as an absolute social reference by marking social ranking in the text. **Colonial masters** and **doctors** are social class and profession respectively. The use of 'colonial masters' and doctors' are related to personal deixis in writing as Huang (2007) points out that social deixis is particularly closely associated with person deixis, because it usually encodes social class, kinship relations, age, sex, profession and ethnic group.

31. *Writing of alphabet is considered poor if it is considered being able to identified what they have written, some people think that many **doctors** have poor writing of alphabet. According to **doctors**, sloppy skills move than 7,000 people.*

32. *After the era of colonization, the British, being **the colonial masters** of Ghana left her a legacy-the English language and this compelled her to use it as the lingua-franca, the official language of commerce, politics, trading, the internet, the mass media, teaching and learning in our official daily routines.*

The discussion in this section has revealed that deictic expressions can function as a reference. Person deixis function as a personal reference while place deixis function as a demonstrative reference. The first person deixis functioning as a personal reference reveals that the speaker possesses the authority in the class and it makes reference to the teacher of the class. Again, it reveals second person deixis shows that a reference is being made to a product that belongs to another person. On another front, it is worth noting that the third person deixis functioning as a personal reference could either be anaphoric or cataphoric.

Moreover, another function of deixis is that it identifies the speaker and the listener in an utterance. The first person pronouns are used by the writer to point to himself or herself. The second person refers to the listener and the third person refers to that individual who is neither the speaker nor the listener, Deictic elements like 'this' and 'these' in the data indicate the psychological distance or location of the object whether close or far from the speaker and it is determined by the speaker or the listener. Apart from the location, deixis performs the function of referring to a specific time. In relation to the data, it is revealed that time deixis has been used in the form of past time, present time and future time in the student's writing. Personal deixis also possess a grammatical function signaling their position in a construction. Based on the data analysis, the research reveals that personal deixis in the writing of the student teachers can function as a subject, object, possessive marker and object of the preposition (Halliday & Hasan, 1976).

4.2.2   Inappropriate use of deixis in students' writing

Deixis is a means to comprehend utterances in an act of speech or writing. This shows that understanding and using deixis is very important in language learning. However, people tend to have difficulties in using deixis in writing. With regard to the data analysis, although personal deixis was the most dominant deixis, the researcher found several inappropriate uses by student teachers. The analysis revealed that student teachers have challenges in using personal deixis appropriately.

4.2.2.1 Non-specified anaphors

Here, some anaphoric expressions in the data did not make reference to their antecedents. This may affect the reader as the reader will not know what the idea is about, and who it makes reference to. For example;

33. *My famous **author** (Charles Elliot) had poor writing of alphabet because **they** wrote a lot on the other side some good people from example Gandhi had very clear writing.*

34. *The pupils were not able to write homework if exercise based on writing is given to **him/her** to take home.*

Both Examples 33 and 34 show an inappropriate use of personal deixis. In the first example, the personal deixis 'they' should have been substituted with 'he' in order to appropriately correspond to its antecedent. .So, if the pronoun does not correspond or make reference to its antecedent, it makes communication between the writer and the reader very difficult (Hassan & Halliday, 1976; Quinto, 2014). Sari (2015) for instance posits that communication becomes terrible, if someone is incorrect in using deictic form when communicating with other people. The finding from the examples shows that some student teachers have difficulty with pronouns that refer backwards. This finding sharply contrasts with that of Maspufah (2019) who found that some students got problems in interpreting deixis which refers forward in a text because they seldom find this kind of deixis. This shows that when dealing with students writing, the realization of deixis is needed as a way to explain how students are able to use appropriate deixis. Moreover, the inappropriate use of deixis makes text interpreting very difficult and it can cause confusion for the reader. This is because deixis is one aspect of language use which helps students to understand messages and information from utterances and writings. Without proper usage and understanding of deixis, readers will not broaden their knowledge.

4.2.2.2 Incorrect referencing

Also, another inappropriate use of personal deixis includes the choice of incorrect reference. This means that the pronouns written in place of nouns were inappropriate in the sentence as its occurrence in English is not possible. In Examples 35 and 36 for instance, the pronoun '*theirselves*' is an incorrect usage in reference to person. The right personal deixis which should have been substituted is 'themselves' which makes reference to the noun 'participants' and the pronoun '*they*'. Similarly, in Example 37, the analysis revealed that deixis '*himself*' has been misused in the paragraph by some student teachers. Some students use '*him/herself*' of '*her/herself*' to refer to the third person masculine and feminine possessive thinking that the use of the word 'self' qualifies both '*him*' and '*her*'.

35. *They went further on to say that "its form and meaning are dependent on the context in which it occurs, including the participant's* **theirselves**, *their collective experiences, the physical environment and the purpose for speaking".*

36. *During my English lessons, I observed that, primary 5 pupils of Wirenkyiren Amanfrom Presbyterian Primary "A" could not speak English correctly; they could not express* **theirselves** *well in English language.*

37. *This has to do with other children's ability to learn together, share toys and other play objects during games. It also has to do with the child's ability to read by* **_him/herself_** *and with others without seeing too much of the teacher's help and paying attention to the teacher without much force.*

4.2.2.3 Non-matching of antecedent in terms of number

Another inappropriate use of deixis in sentences is that deixis do not match its antecedent in terms of number. That is, either plural deixis are substituted for a singular antecedent or vice versa. In Example 38, a singular personal deixis 'it' is

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being used to make reference to a plural antecedent which is 'vowel sounds'. In writing, the antecedent should have been singular or a plural deixis should have been used instead.

38. *Hamer (2001) stated that, vowel sounds are sounds that are produced without any interruption or stoppage of the air streaming. Unlike the consonants, the vowels are described in different terms. **It** does not use the parameter such as voicing, places and manners of articulation, but **it** can be categorized according to height of the tongue ,position of tongue, rounding of the lip and diphthong (Kelly 2000:13).*

39. *In general, the English consonants can be grouped according to **their** state of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows; first, according to AMEP research center, in **their** state of vocal cords, the vibration of vocal cords indicates the consonants. The position of the vocal cords causes the difference between voiced and voiceless sound. Voiced sounds are produced when the airstreams when passing through the glottis and makes the vocal cords vibrates.*

Lastly, it is difficult to know the specific antecedent a particular deixis makes reference to. In Example 39, it is difficult to interpret whether the personal deixis 'their' points to English consonants or AMEP research. Whenever this occur, confusion is created and readers find it difficult to deduce meaning from what they read.

4.2.3   Summary

The findings suggest that personal deixis is the type of deixis that student teachers use inappropriately in writing. This finding also contrasts that of Astria et al. (2019) where students had difficulty in using both time and discourse deixis. Their

finding revealed that in the use of the time deixis, most students used the simple present tense instead of the simple past tense. Astria et al. also found that students had difficulty in the use of the discourse deixis because they used the same and repeated discourse deixis continuously.

4.3   Conclusion

This chapter indicates that college student teachers use deixis in the writing of their long essays and among all the type of deixis stipulated by Levinson (2004), personal ones dominate in their writing. The use of the various personal deixis gives readers information about who the speakers and the hearers are. For instance, the first person pronoun is used as sense to depict power or to indicate the authority the speaker's willpower as well as indicate a sense of belongingness of the speaker. Moreover, the student teachers' focused on the use of temporal deixis to explain the past time, present time, and the future in their writing to aid readers to comprehend the text. Place deixis reveals where and when the events take place, thus, it is the location relative to the writer but makes reference to a location which is near or far from the writer's location.

Most importantly, deixis should be considered functions. Words can function deictically or otherwise and words which can function deictically may be able to function as person, temporal, place, social and discourse. The personal deixis in the data functioned as personal reference in the sentences. The third person deixis functioned as a personal reference in the writing of the students could either be anaphoric or cataphoric. Grammatically, the personal deixis in the writing of the student teachers can function as a subject, object, possessive marker and object of the preposition. The data reveals that student teachers used personal deixis inappropriately. Thus, some personal deixis do not refer backwards to what it points

to in their writing. This may affect readers as they will not know what the writing is about, and who it makes reference to. In addition, it makes communication between the writer and the reader very difficult as the misuse of deixis makes interpreting very difficult and it can cause confusion for the reader.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This chapter summarizes the findings taking into consideration the research objectives. The first part of this chapter focuses on the summary of findings by highlighting the identification of deixis as well as the importance of deixis. The final section presents the pedagogical implication, suggestion for future studies and the conclusion of the study.

5.1   Summary of Findings

This study investigated the deictic elements in academic discourse by specifically analyzing students' essays in colleges of education in the Eastern region of Ghana. In all types of texts, including students' essays, we can find deictic expressions that need a pragmatic analysis to be interpreted, because pragmatics provides the contextual information that is necessary to understand the hidden meaning. Moreover, long essays written by student teachers are full of these deictic expressions. These expressions have functions in the essays and they affect the audience who read it though some students use some of these expressions inappropriately. The next sections present the identification and the importance of deictic expressions used in the students' long essays.

5.1.1   Identification of deixis in writing

The findings from the study revealed that student teachers in all the colleges used the five type of deixis according to Levinson (2004) in their writing. The data has proven that deixis can be found in the writing of student teachers and personal deixis is the most preferred deixis used by the student teachers. It can be said that

personal pronouns are dominant in the writing of college students and this corroborates with Astria et al (2019), Sitinjak (2019) and Uddin (2009). Moreover, the study has shown that discourse deixis is the second prevalent deictic expression while social deixis is the least realized deictic expression used by student teachers. Again, it was gathered that first person pronouns were prominent because student teachers put themselves as the main subject in their writing. In addition, a number of student teachers also employed the second person in writing when they wanted their respondents to perform some tasks or at any point where they were making reference to other people in the writing. The analysis reveals that the third person singular neuter '*it*' was the most dominant expression used by the student teachers while '*this*', which shows nearness is the most preferred place deixis identified.

Furthermore, the findings revealed that, out of the number of temporal deixis used, majority of the student teachers preferred *after* in their writing and it can be stipulated to be the most dominant temporal deixis which was used by student teachers. In addition, *before*, '*during*' and '*again*' were also commonly used by the student teachers. The reason why these temporal deixis superseded the others is that, long essay writing is made up of steps and one cannot explain or write about steps without making use or pointing to the various stages with them.

The study established that words like *according to*, *therefore*, *again*, *also*, *however* have a higher occurrence than other discourse deixis. For instance, '*according to*' as a discourse deixis dominated because it is usually used to make reference to authorities and information that has been said by someone. Secondly, they point to information that give result or show disparity in a text. Lastly, the two kinds of social deixis which are relational and absolute were found in the writing of

the student teachers. *Mr* and *Mrs* as social deixis were the honorifics commonly used by student teachers in their long essay writing.

5.1.2   *Functions of deixis in writing*

The findings from the use of deixis in student teachers' writing show that all the personal deixis can function as a personal reference in a sentence. The analysis revealed that the third person deixis functioning as a personal reference could either be anaphoric or cataphoric. However, the data revealed that many anaphors were present in the writing of the student teachers while cataphors were less identified. Most of the examples were anaphoric in nature because students introduced deixis after the antecedent has been stated.

Moreover, it was found that personal deixis possess a grammatical function signaling their position in a construction and this is important in writing. Based on the data analysis, the research showed that personal deixis in the writing of the student teachers can function as a subject, object, and a possessive marker. It was revealed in the analysis that all three types of objects were identified in the data. The study found seven categories of the possessive markers in the writing of the student teachers. They are *my*, *our*, *her*, *his*, *their*, *its* and *yours*.

Place deixis are also important in writing because they function as a demonstrative reference in sentences. *This*, *these*, *those*, *that*, *here*, *there*, *then* are place deixis that function as demonstrative reference in the data. With regard to the grammatical functions of place deixis, the analysis revealed that they can perform two functions thus, a determiner and as an adverb of place. On the other hand, temporal deixis performs the function of referring to a specific time. The findings showed that temporal deixis in the students' long essays demonstrated the physical and psychological distance of events and people from the writer. In relation to the data, it

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was revealed that time deixis has been used in the form of past time, present time and future time in the student's writing. Social deixis in the data marks social distinction in the writing. Also, it expresses the relationships in society by presenting relationship between the researcher and respondents as well as relationship among the respondents.

In contrast, the researcher found several inappropriate usage of personal deixis by student teachers. First, some personal deixis do not refer backwards to what it points to in the text. This means that some anaphoric expressions in the data do not make reference to its antecedent. The findings show that this may affect the reader because the reader will not know what the writing is about, and who it makes reference to. Again, if the pronoun does not correspond or make reference to its antecedent, it makes communication between the writer and the reader very difficult. This shows that when dealing with students writing, the realization of deixis is needed as a way to explain how students are able to use appropriate deixis. Secondly, the data revealed that some student teachers use incorrect personal deixis in writing. This means that the pronouns written in place of nouns were inappropriate in the sentence as its occurrence in English is not possible. For example '*theirselves'*. This inappropriate use of deixis makes interpreting very difficult and it can cause confusion for the reader.

5.2   Importance of Deixis in Students' Writing

In student teachers writing, deixis play essential roles which enable readers and listeners to comprehend what they have written. The use of the deictic elements enables the reader to point out the one making the utterance, where the utterance is made, that is, the place (Levinson, 2004; Lyons 1996; Mey, 1993). The social ranking of the speaker and the listener is also made clear so that the needed respect is

accorded. Readers are also able to link ideas with the appropriate use of discourse deixis, know the outcome of a situation, tell what a particular expression is pointing to and identify an utterance that was made before another.

Another importance is that the reader is in the position of making reference to time (Levinson, 2004; Yule, 200). The time is also calculated with the help of the use of deixis to indicate psychological distance (Fillmore 1997; Levinson, 2004; Simpson 1993). This calculation is done in the mind and the use of deixis does this magic. The grammatical functions of the deixis are also identified by the listener and this helps listeners to resort to the appropriate use of these words called deixis. In sum, deixis makes reading interesting since it releases the reader from asking so many questions in relation to text under consideration. Listeners also enjoy the information they hear from the written document.

5.3   Pedagogical Implications

The findings of the study have some pedagogical implications for teachers of English as well as student teachers. First, teachers can make use of the findings to help the understanding of the theory and the functions of deixis. Teachers should find ways to teach the use of deixis appropriately in sentences. Teachers should teach deixis as a topic instead of mentioning the in passing. This educational implication based on the findings of the study can help avoid misunderstanding and miscommunication in interpreting deixis especially personal deixis in written English. The findings will show students teachers to vary the use of personal references. Apart from using anaphors frequently, it will equip teachers to also use cataphors as well to make their writing sophisticated.

This study can also orient teachers when teaching writing practice. The researcher hopes this can open the minds of student teachers about the importance of

studying deixis, to help them on mastering many skills found in learning English. Finally, the study will open new avenues of research in pragmatics that focuses on the analysis of deictic expressions in writing. The result of the research can be beneficial for students as a teaching material, especially in increasing students' deictic competency at the colleges of education.

5.4   Suggestions for Future Research

The study of deixis has received much attention in the literature. However, a lot still needs to be done in the area of writing. More so, the vast majority of studies on deixis have been given much attention in Asian countries on English or other European languages but much has not been done in Africa, especially, in Ghana. In addition, other researches can investigate the identification and the function of deixis in other forms of writing.

5.5   Conclusion

When students write, there are elements in the written documents that seem to indicate specific items which aid understanding. These elements in their writing indicate place of the utterance, time, distance, and also link ideas of the speaker which enable understanding. These elements that perform these functions are termed as deixis. The writing of student teachers is full of these deictic expressions but most students misuse the expressions in writing. Moreover, the deictic expressions have functions in the essays and they affect the audience who read it. Most of the deixis found in the students' writing are personal pronouns which function as personal reference in sentences. It is well noting that if the deixis in their writing are used inappropriately, it makes interpreting very difficult and can cause confusion for the reader.

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