

**EXPLORING THE PRAGMATIC FUNCTIONS
OF DEIXIS: A CASE STUDY OF SARAIKI
SPEAKING ENGLISH LANGUAGE
LEARNERS AND TEACHERS**

BY

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Exploring the Pragmatic Functions of Deixis: A Case Study of Saraiki Speaking English Language Learners and Teachers

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ABSTRACT

Title: Exploring the Pragmatic Functions of Deixis: A Case Study of Saraiki Speaking English Language Learners and Teachers

This paper explores pragmatics, which is used to bridge linguistic structure to contextual meaning and investigates the deployment of deixis by Saraiki speakers learning their target language, that is, English. Deixis is a primary pragmatic element that is integral to successful communication, for failure to use it properly can cause communication ambiguity or breakdown. It uses the qualitative approach and utilises deictic practices of Saraiki-speaking students studying in the BS English program at the Gazi University, Dera Ghazi Khan, to discover their deictic practices. Multiple methods triangulated the data. I incorporate data gathered through semi-structured interviews with ten English department teachers, 5 teachers' lectures that I observed in the classroom, and some recordings of informal interactions among 5 students. Collectively, these methods captured both formal and informal linguistic behaviours and an overall analysis of deictic usage across contexts. The transcribed data showed a strong reliance on personal deixis (1st and 2nd person pronouns) in academic interactions, with questions such as what role and what kind of relation the participants had with each other. For instance, spatial, temporal, social, and discourse deixis were used sparingly, suggesting a possible lacuna in learners' contextual adaptation or awareness of these kinds of deixis. However, the results emphasise the relevance of pedagogical interventions that directly target deictic competence to equip learners to handle language use in a given context more proficiently. Furthermore, recommendations emphasise the collective responsibility of educators and students to cultivate metalinguistic awareness of deixis, and provide suggestions of immersive exercises that involve deixis within real-world communicative scenarios. Prioritising contextualised practice in practice reduces the likelihood of misleading practice and increases the accuracy of academic discourse in learners of the English language.

Keywords: *Deictic competence, Pragmatic awareness, Contextual adaptation.*

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DEDICATION

This research work is dedicated to my loving family who always believed in me and encouraged me to give my best. Your support means the world to me!

CHAPTER 1

INTRODUCTION

1.1 Background

Language is a dynamic, ever-evolving instrument that adjusts to the situations in which it is employed; it is not merely a collection of words and laws. The ability of language to assign meaning to certain times, locations, and discourse participants is among its most amazing features. This anchoring is achieved through the use of deixis, a language mechanism that allows speakers to indicate times, locations, and things in connection to their immediate surroundings. Not only is deixis a grammatical trait, but it also provides insight into how people view and engage with their environment. Communication would be imprecise without deixis since speakers would find it difficult to make reference to particular things, occasions, or people within a common framework.

Deixis is a Greek word, according to Imai (2009) to indicate, select out, or point to something. The context alone can be used to determine the meaning of such terms. Deictic expressions, indexical terms, and deictic words are other names for these words (Yule, 1996). The demonstratives, personal pronouns, tense, and several temporal and locative adverbs fall under this category of deixis because of their context dependencies. Studies (Bala, 1996) have shown that deixis includes all words and phrases that depend on the context of the speech for their reference. These deictic concepts can only be understood in their context since, if the context is changed, they could have a new meaning (Yule, 1996). Perkins (1992) asserts that the phenomenon of deixis occurs when some components that are thought to be non-linguistic are pointed out verbally. Such features demand for extra-linguistic gesture, which is a specific kind of signal. Non-linguistic aspects include things like body motions, head nodding, shaking, and turning our heads in different directions while engaging in communication.

However, Tai (2008) also counts head turns, eye gazes, and finger pointing as deixis. Yule (1996) distinguished between proximal and distal deictic expressions which is an essential distinction. These concepts describe how close or far an utterance is to the speaker. The English language makes this contrast quite evident with terms like "this,"

"here," and "now." Since these terms allude to something being close to the speaker, they are considered proximate. However, "that," "there," and "then" are distal since they point to a location far from the speaker. Lyons (1977) underlines the importance of the speaker's "here" and "now," as deixis is focused on them. As a result, he labels Deixis as Egocentric. The deictic center is represented by Levinson (1983). He asserts that because the speaker were at the core of every discourse's interpretation of deictic words, he is always the primary figure. The central time is the moment at which the speaker makes an utterance (Levinson, 1983).

The central location is the location where the speaker is at the time of speaking. The speaker's current position when making an utterance is known as the discourse center and the speaker's relative social standing in relation to the addressees is known as the social center. Deixis, according to Morales (2011), is an interdisciplinary language phenomenon. He asserts that all human languages make use of deixis. There are deictic phrases in each of these languages, and how they are understood depends on the context. If a language lacks deictic words, it cannot satisfy the demands of users in terms of communication.

This cross-linguistic analysis of deixis in English and Saraiki would involve studying and comparing how these two languages express deixis, which refers to the linguistic phenomenon where words or expressions depend on the context of the speaker and listener to convey meaning. The deictic system of English, a language that is widely spoken, has been thoroughly examined. In contrast, Saraiki is a provincial language of Pakistan with a strong literary and oral tradition, but it has received little scholarly attention in the pragmatics community. This study attempts to identify the distinctive ways in which each language represents the cognitive and cultural realities of its speakers by contrasting how different languages encode and employ deictic expressions.

Additionally, there are some potential areas in this research which includes the Investigation of various types of deictic expressions present in English and Saraiki, like pronoun (e.g. "I," "you"), demonstrative (e.g. "this," "that") and adverb (e.g. "here," "there"). These languages were be analyzed in expressive terms which serve to refer to spatial, temporal, and personal deixis. Cross linguistic analysis of deictic functions in English and Saraiki provided important knowledge on deictic functions within different

cultural contexts. Several variables like social hierarchies, geographical orientations and chronological references have an effect on deictic functions in a variety of cultural contexts (Cohen et al, 2011).

The concept of deixis has been captivating linguists for a long time now, precisely because it spans the center of language, culture, and cognition. Therefore, it reveals how the people who are using language make sense of meaning based on common knowledge about their immediate environment. If someone asks, 'Can you hand me that book?', say, for example, the word 'that' would only be sensible when both the asker and the person being asked knew about the book that the person speaking was referring to. Deixis's strength and complexity stem from its dependence on context. It is present in all human languages but is expressed quite differently in different linguistic and cultural systems.

The analysis of deixis in English and Saraiki has shown how similar and how different the encoding and expression of deictic content in English and Saraiki are, and what the cultural nuances are that underlie deictic use in these languages. A main area of research is on its practical applicability to the multicultural and multilingual environments, more specifically, to educational environments. In different linguistic classrooms, deixis plays a fundamental role because it helps to maintain clarity in communication. To take an example, deictic phrases involving this diagram or next week help students situate themselves in the spatial and chronological context of the course. If pupils are not used to the deictic structure of the language, though, misconceptions can arise which would get in the way of learning and successful communication. The more words a language has that can be used solely for the point of communication, the more capable the language becomes in meeting the communicative demands of a speech community (Morales, 2011).

This study has paid attention to differences existing in the deixis of two distinct languages, i.e. English and Saraiki. The pragmatic functions of deixis used in English and Saraiki have been investigated by the study. The data used for the study was collected through observations and interviews in order to carry out the study. To begin with, five classes of English teachers (of different classes and teachers) have been observed in order to see the pragmatic functions that English deixis performs. The students of those classrooms were observed from their informal discussion outside their classrooms to

explore the deictic functions of the Saraiki language. Second, ten teachers were interviewed. Questions were asked of the teachers concerning deixis and how it was used in different cultures. At last, the students discussed informally outside the classrooms concerning the deixis and the pragmatic functions of the two languages.

Deixis is used in English, Urdu and Saraiki languages in a classroom with different languages for more than one pragmatic function. Pragmatics is the field that studies how meaning is delimited by context, when using language. Some pragmatic functions of deixis can be shown by means of examples, such as deixis in English can be used to supply certain particulars about people, objects, location or period in the process of teaching. The pragmatic functions fulfilled by deixis may induce important effects on the learning phenomenon of students. Using deixis in the classroom instructions gives clarity to the students thus making the instructions less ambiguous and confusing. Instructions that are clear help the students to understand the tasks well, and as a result, learning outcome is also improved (Jummedah, 2020).

There is a need for an awareness of the pragmatic role of deixis in a range of languages, if dialogue and the development of cross-cultural relationships are to take place effectively. A language user or learner may benefit from understanding these pragmatic subtleties when dealing with cross cultural situations in order to negotiate better and avoid confusion. In addition, students' employ of deixis may be affected by the cultural backgrounds. This is even more complicated by cultural considerations since the usage of deixis is concerned. For some cultures, direct allusions to people using 'you' can be seen as offensive, but in others, they were not queried. Along the same lines, proximity and orientation cultural behaviours may have an effect on spatial deixis. For instance, in several Indigenous languages, locating space is related to the natural world, for example, the position of the sun or the movement of a river. Given all of these cultural quirks, it is evident how important analysing deixis as a manifestation of social practice that serves as much as a linguistic reality. Some cultures have widespread use of deictic terms that refer to the speaker and/or the audience, but it goes against or is not appropriate in others (Kecskes & Papp, 2021).

The numerous cultural differences surrounding the standard use of deixis have

implications if the students are not aware of these cultural standards, and this can lead to misunderstanding and disputes in the classroom. First of all, it is important to keep in mind that deixis is a language phenomenon, which is, however, linked directly to the social and cultural elements. The social and cultural context where deixis is used is therefore essential for comprehension of the information in a multilingual classroom. This serves to show that a sociocultural perspective is required to study deixis in bilingual classroom contexts (Gumperz, 2013).

The research of this subject made comparison of the deixis of English and Saraiki language, and its implication on distinction of social relations and pragmatic implications. In this study we use qualitative approach and methodologies of examining Saraiki and English deictic expressions. The data is gathered through classroom observations, teacher interviews, and informal student conversations.

This approach facilitates thorough exploration of these characteristics as they relate to the functioning of deixis in formal and informal contexts. The research attempts to identify trends and variations within the usage of deictic terms in some scenarios, to be representative of certain distinctive linguistic and cultural features of each language studied.

There are some pragmatic and social implication of the deixis in English and Saraiki languages which have not yet been seized by the linguists. To fill this research gap, the researcher decided to take the research data of the students and teachers from the English department of Ghazi University.

The implications of this discovery in the field of academic language study are far reaching. Understanding how the system of deixis works in many languages and cultures is useful to enhance intercultural communication, particularly in multilingual and multicultural social situations such as in businesses, schools and partnerships in different countries. The importance of recognising how deixis has pragmatic functions is not only for the linguist but also for the language teacher, since understanding how deixis works pragmatically can help in class planning and students' contextual knowledge for effective communication. By giving linguists a comparative view on deictic systems, the research contributes to more comprehensive theories of the language and cognition.

This research also clarified the sociolinguistic dynamics of multilingual classrooms. In these situations, for instance, students often have to go through several deictic systems, both as opportunities and problems for learning. For example, the ability in Saraiki and English can allow a student to switch from one language to another depending on context, in which case the student uses different deictic markers within the two languages to express the same idea. Code switching here shows both linguistic flexibility as well as a full comprehension of pragmatic and cultural nuances of the language it is switching from.

It can be summarised that deixis is an important tool of language, which relates linguistic structures to the concrete contexts in which they are employed. To identify the similarities and differences in how Saraiki and English use deictic statements encoding deixis, this study examines deixis in both Saraiki and English. As a result we furthered the knowledge of deixis as a linguistic phenomenon and explored the pragmatic and cultural aspects of language use. Ultimately, this research aims to bridge the gap between linguistic theory and practical communication for the benefit of both linguists, educators and language learners by providing them with useful information.

1.2 Statement of Problem

The use of deixis in diverse cultural classroom settings seems to vary depending on the linguistic background of the students which tends to social, cultural and contextual ambiguity thereby resulting in poor communication. In other words, it is important to understand the social and cultural context in which deixis is utilized particularly in a multilingual classroom. Thus, it reveals that use of deixis elaborates different pragmatic functions in various cultural contexts and their interpretation in English, Urdu and Saraiki. The study thus concentrated on how diverse cultural background learners use deixis for accomplishing different communicative tasks.

1.3 Objectives of the Study

- To identify the pragmatic expressions employed by Saraiki-speaking English language teachers and learners.
- To explore how learners from diverse cultural backgrounds interpret deictic

expressions in both English and Saraiki.

- To examine the reasons behind foreign language learners adopting different deixis in English and Saraiki.

1.4 Research Questions

1. What pragmatic expressions are employed by Saraiki speaking English language teachers and learners?
2. How do the diverse cultural background learners interpret deictic expressions in English, and Saraiki Language?
3. Why do these foreign language learners adopt different deixis in English and Saraiki Languages?

1.5 Significance of the Study

This study is important as it aims to determine the role of deixis employed by Saraiki speaking English language learners and their teachers in the classroom to achieve pragmatic functions between English and Saraiki languages. The research thus played a significant role in enabling the identification of the features that differentiate the deictic systems in these specific languages and helped determine presumably how deictic resources are employed in such a diversified setting and thus offer a comprehensive comparative analysis which facilitated a contrastive understanding of cultural and linguistic profiles when comprehending second language in a multicultural and multilingual classroom context.

The result of the study contributes to the cultural theories of language in use and the social relations that dictate use of deictic expressions in language learning in plural society. Furthermore, the study provided applied value in language education since knowledge of the pragmatic uses of deixis is useful when designing approaches and methods to improve learners' learning and use of deictic devices in intercultural communication.

In the end, this work has valuable aspect in pragmatics as corpus-based research showing use of deictic expressions in certain cultural and educational settings and how

these expressions impact communication and learning in multiple-linguistic classrooms to promote a better understanding of linguistic and cultural contexts as interrelated factors affecting an educational process.

1.6 Delimitation

The study was delimited to analysis of Deixis in classroom setting. The study was further delimited to the students and teachers of English department at Ghazi University District Dera Ghazi khan Punjab Pakistan.

1.7 Chapter Breakdown

Chapter 1

In this chapter, the study issue were reviewed in terms of background, research questions, goals and objectives, the importance, and ways of data collection. Moreover, the thesis also explained its structure and the way the study contributed to linguistics discourse.

Chapter 2

This chapter reviews the deixis literature: its definitions, kinds, uses, and phrases in several languages. Finally, it discusses the theories and frameworks such as the Centering Theory, the Accessibility Theory, the Speech Act Theory, it has been applied to analyze deixis. Furthermore, it analyses the empirical studies on deixis, including conversation analysis, discourse analysis, as well as crosslinguistic studies performed under different circumstances.

Chapter 3

This chapter describe the research approach that were used to gather and analyze the data. Here it also shows some sample strategies, recording and transcribing data techniques as well as data analysis processes. Classroom observation and semi structured interviews were the major data gathering methods. In addition, it covers the ethical issues that the study consider.

Chapter 4

In this chapter, the information that has been gathered from classroom observation and semi structured interviews were analysed. It indicates how the research problem was

solved using theory and how the data were analyzed through the theory. It also comprise of instances and explanations on the different deixis expressions and kinds in the data. Then it goes through the main discoveries and deductions that could be drawn from the data.

Chapter 5

Findings of this chapter were covered aside from implications for deixis theories and frameworks and for teaching and learning of languages in multilingual environments. Furthermore, it provides the existing research advantages and disadvantages and suggest new research topics to be addressed in the future. This chapter outlines all the key contributions, limitations and consequences of the study. The suggestions for language instructors, scholars, and policy officials are based on the findings of the study.

CHAPTER 2

LITERATURE REVIEW

Deixis is an important concept in linguistics and is fundamental in the creation of fine texture meanings in a literary work. The physical itself is an instrument that serves as an element that connects the temporal, spatial and personal dimensions, creating a very profound sense of depth and of immersion for the tale. The objective of this literature review is to have a deep analysis of the research done on the perception of Deixis with the goal of determining empty places, obstacles and opportunities for additional research. The linguistic phenomenon referred to by Levinson et al (1983) regarding natural languages referring to objects in contexts is finally deictics. The aim of this chapter is to inform about deixis and its types, theoretical framework, cross-linguistic variation for the type of deixis, cultural elements have an impact on deixis, Pedagogical implications for second language acquisition, and Deixis and natural language processing.

2.1 Deixis

Deixis investigates the link between language and context, specifically how language encodes utterance context and how context influences deictics interpretation (Barron et al., 2017). It includes linguistic forms for indicating people (e.g., you and they), time (e.g., yesterday and tomorrow), and place (e.g., here and there). Because it reflects the unavoidable intersection and interaction between linguistic form and the context in which speech or talk occurs, particularly how participants encode and decode this phenomenon, the study of deixis is critical to linguistic research, particularly pragmatics and discourse studies (Ismail, 2021). Here are multiple deictic expressions in various languages, where context is critical to understanding their meaning (O’Keeffe et al, 2011). Context, being a constantly changing setting, enables interlocutors to interact and explain deictic use, conferring pragmatic meaning. Deictic expressions aren't necessarily deictic. Thus, a distinction must be made (Pradita, 2021). Deictic expressions are those that are context sensitive. Deictic expressions are usually context dependent, whereas non-deictic expressions are context-independent (AlHamzai et al, 2023). According to extensive corpus research, deixis is common and widespread in all languages (Wu, 2004). According

to Hanks (2011) deictic expressions highlight the intersection of linguistic structure and social context. Bara (2011) argues that deixis is the most transparent language-context interaction. This is the divide between pragmatics and semantics.

Deixis refers to identifying the speaker or writer of a communication act, and its interpretation relies on the context of the event. According to Yule & Stalnaker (2010), the word "it" is a Greek word pronounced "day -icksis" that indicates pointing via language. It is a language device used to locate individuals in a discourse. Deixis refers to a phrase whose meaning is relevant to the extra-linguistic context of an utterance, such as who is speaking, the time or place of speaking, the speaker's gestures, or the current location in the conversation. According to Yule & Stalnaker (2010) deixis is a technical term (derived from Greek) describing one of the most fundamental functions of utterance. Deixis has an important rule regarding utterances when speaking to others. In other words, in the language realm, deixis refers to the phenomena in which grasping the meaning of specific words and phrases necessitates contextual information. In addition to meaning. Meyer (2009) believes that words have a pointing function known as Deixis. It describes how languages encode the qualities of an utterance or speech event. In other words, it relates to how the meaning of a statement is determined by contextual analysis.

A considerable portion of verbal communication is context-dependent, as words and phrases change meaning depending on the context and scenario in which they are employed. Furthermore, words and expressions that do not have fixed referents and are continually picking up new ones can have a significant impact on verbal communication. Linguists refer to them as deixis, which speakers and listeners should recognize during the process of verbal communication (Naseri, 2017). Moreover, Naseri (2017) argues that language is a set of symbols ruled or governed by grammar and constrained by context. Context is a crucial aspect of effective verbal communication that must be considered. A lot of communication is context dependent. Words alter meaning according on the environment in which they are used. Every language has words and idioms whose meanings or referents shift throughout a discourse. Understanding such phrases and expressions can be difficult if we do not know enough about their context or the speaker's physical condition. Griffiths (2006) defined deictic expressions as "words, phrases, and grammar features that must be interpreted in relation to the situation in which they are

uttered" (p.14). These words and elements can only be understood in light of their context and the speaker's intended meaning, and they cannot be paraphrased without regard for their physical or situational context.

2.2 Types of Deixis

The deixis has three main types which are employed by the speakers of any language, all of three types are explained below with examples and cross-linguistic examination of English and Saraiki languages.

2.2.1 Person Deixis

"I" and "we" are pronouns that belong to the idea of person deixis, which is concerned with the interlocutors' density in a communication scenario (Birner, 2012). That is, it reflects the speaker's perspective on the role of participants (speakers and hearers) in a communication situation, as well as the role of non-participants in the speech situation other than the speaker and addressee (Bogdanowska-Jakubowska, 2021). Wieczorek (2014) distinguishes between inclusive and exclusive use of certain pronouns depending on cursivity. The concept of inclusivity refers to whether or not the addressee is intended to be included in the scope of the pronoun "we," as represented by the speaker's statement. The phrase "we" can be inclusive or exclusive. It is inclusive when it includes both the speaker and the addressee, while exclusive when it just includes the speaker. Person deixis uses pronouns to identify the roles of conversation participants. Cruse (2000) argues that In English, I refer to the speaker or first person, you to the hearer/addressee or second person, and he, she, and it to participants in a speech situation known as third person. Person deixis continuously changes their referents depending on who the speaker and hearer are. For example, depending on who is assigned the function of the speaker, the pronoun I is shared by both the speaker and the hearer.

Person deixis goal is to encode the participants' involvement in the situation where an utterance is formed (Levinson et al, 1983). Certain languages' person deixis systems may or may not distinguish between number, gender, and case. The English language distinguishes between gender and numbers. In English, only the third person singular gender is marked, with he for masculine, she for feminine, and it for neuter. Other languages may also mark other people's gender. However, the Persian language makes no

distinction between genders in its person deixis system; in fact, O is used for all third-person singular pronouns without specifying gender. In terms of numbers, the English language distinguishes only between the first person I and us, and the third person he, she, it, and they. "You" is used as a second-person singular or plural reference. However, several other languages employ second person single and plural pronouns, such as *tu* vs. *shoma* in Persian and *tu* vs. *vous* in French (Finegan, 2008). It's worth noting that the person deixis or pronominal system varies widely between languages. In addition to singular and plural pronouns, some languages, such as Arabic, use dual pronouns to refer to two individuals. In addition to number and gender, certain person deixis is case marked. For example, in English, "I," "me," and "mine" are used in subjective, objective, and possessive instances.

2.2.2 Temporal Deixis

In English, time deixis is usually expressed via time adverbs and tenses. Time adverbs include *now* and *then* (also known as present and past). Levinson et al (1983) found that time is a key role in ensuring that statements are contextually relevant. The speaking time is the (CT) coding time, or the instant an utterance is uttered, whereas the receiving time is the (RT) receiving time. The former concentrates on the speaker, while the latter on the person being addressed. According to O'Keeffe et al. (2011), CT and RT are similar because most conversational interactions take place in person. To be more explicit, CT is represented in the present tense because the utterance occurs in the present (Liu & Guo, 2016). The past tense refers to events that occurred before the coding time. The future tense refers to occurrences that occur beyond coding time. Distality distinguishes two temporal deictic forms: proximal and distal. Proximal time refers to the time closest to the speaker, like *"now,"* while distal time refers to the period further away, like *"then."*

Kermer (2016) defines the distal form of a verb as the past tense, and the proximal form as the present tense. Temporal deixis refers to the direction of time based on the speaker's utterance moment. The 'time axis' can be divided into three categories: present, future, and past. In English, the terms *"now"* and *"then"* refer to two essential temporal phrases. Many temporal deictic expressions, such as *today*, *yesterday*, *tomorrow*, *weekdays* (Monday to Friday), *month names* (January to December), and *specific times* (at 8 p.m.),

rely heavily on "calendric notions" like clocks and calendars (Cruse, 2000, p. 221). Expressions like "now" and "today" are instances of time deixis. These phrases are employed to indicate and encode the relationship between the interlocutors at the time the statement is made (Laurence & Ward Gregory, 2006; Levinson et al., 1983). Understanding and interpreting temporal deixis requires the hearer to know the time of the speech. For example, which is a note hung on an office's notice board: The meeting is tomorrow. This sentence appears simple to interpret; yet, the temporal deictic word, tomorrow, complicates the sentence. If the date of the meeting or the day on which this notice was hung is unclear, the reader may be unable to determine the exact referent of tomorrow because the moment of utterance of this line is unknown. If the utterance was made on Sunday, Monday, or Tuesday, "tomorrow" may apply to Monday, Tuesday, or Wednesday. Temporal deictic expressions could be enjoyable to use without incurring legal consequences.

2.2.3 Spatial Deixis

According to Liu and Guo (2016) spatial deixis can be utilized figuratively to express an individual's emotional or personal attitude. Spatial deixis, which includes demonstratives (such as this and that), place adverbs (such as here and there), and prepositions of place (such as below and behind), describes the relationship between interlocutors and referents in terms of location or space in context. Spatial deictics, such as the speaker's location, are relative to the deictic centre. Proximal/distant is a common way to measure distance from the centre. "Here" refers to a location near the speaker, but "there" is further away. According to Yule (2020) a speaker may label a perfume they just smelled as distant by saying, "I don't like that," despite its proximity.

Finegan (2008) distinguishes between two categories of word labels: 'near the speaker,' a little far from the speaker,' and 'very distant from the speaker'. Spatial deixis deals with the concept of distance; that is, spatial deixis indicates the location of items and persons while considering the speaker's location. The English language has two speech types to convey location. The speech categories contain two adverbs, here and there, as well as demonstratives/determiners such as that/those and this/these. The English language distinguishes two types of distance: proximal (close to the speaker) and distal (far from the

speaker). Proximate deixis consists of here, this, and these, while distal deixis consists of there, that, and those. In English, demonstrative determiners and pronouns this/these and that/those, as well as locative adverbs here/there, are the main tools used to communicate spatial deixis. Moreover, here, this, and those indicate something proximal (or close) in relation to the speaker's point of reference, whereas there, that, and those indicate entities distal (or distant), regardless of whether the referent is physically or psychologically close or distant (Cairns 1991). This is another way in which English speakers divide space.

2.3 Theoretical Frameworks for Deixis Analysis

Traditional linguistic theories give a solid foundation for comprehending deixis, the phenomenon in which verbal utterances rely on context for interpretation. Ferdinand de Saussure's structuralism, as described in "Course in General Linguistics" (1916), provided the groundwork by emphasizing the dual nature of language as *langue* (underlying structure) and *parole* (real language use). Within this perspective, deixis is viewed as a component of *parole*, in which context-dependent language parts derive meaning via their interactions with the larger linguistic system.

Another part of deixis theory that comes from Noam Chomsky's generative grammar as discussed in his work "Syntactic Structures" (1957) is that of stressing the such basic syntactic structures which underpin language. Chomsky's principal focus is on syntax, but deixis is needed as it involves how words and phrases take on meaning through its context. According to Chomsky, the deixis is working in context of the universal grammar and becomes a basis for crosslinguistic deixis research. The integration of classical language theories with deixis analysis has empirical support. For instance, Levinson (1983) employed the study of deixis in numerous languages to show how we, through structuralist and generative methodologies, can gain an understanding on deixis variation between languages. In this respect, Levinson's study is consistent with Saussurean and Chomskyan approaches in that one must take both structural and functional aspects of language into account in the deixis analysis. In general, classical linguistic theories are beneficial for deixis research in that they offer a theoretical basis for treating what lies behind the meaning attributed to fragments of language in context. In order to understand the intricate relationship between language structure, usage, and the interpretations of

deixis, academics integrate structuralist and generative techniques.

The speech act theory looks at the performative aspect of language. It was first introduced by J.L. Austin in "How to Do Things with Words" (1962), and then expanded by John Searle. From this perspective, it is more than just the transfer of information. So they show up a lot in speech acts as performance elements, as deictic words, demonstratives (this, that), personal pronouns (I, you), and it's exactly because they're performing and they bring attention to themselves or relationships of participants (Searle, 1969).

In 1986, Dan Sperber and Deirdre Wilson, in their book *Relevance: Communication and Cognition*, proposed the relevance hypothesis that underscores the cognitive processes in communication. This viewpoint suggests that this is done by language users wanting to make their interactions more relevant and derive meaning through knowing what contextual information to use. Deictic phrases improve relevance in that the way in which statements are regarded in different circumstances is affected (Wilson & Sperber, 2012).

The notion of politeness was created by Penelope Brown and Stephen Levinson in "Politeness: Some Universals in Language Usage" (1978) where politeness was considered a way in which speakers cope with potential threats within conversation. Deictic choices like honorific or polite pronouns can be used to express polite ways with the intent to show respect or solidarity with interlocutors. When using politeness theory to interpret deixis, it shows how speakers use different ways of regulating a social relationship through an entire conversation (Brown & Levinson, 1987).

The study of how mental processes determine language use is cognitive pragmatics. It is a pragmatic notion as well as a cognitive psychology. In Lakoff's conceptual metaphor theory, described in 'Women, Fire, and Dangerous Things' (1987), it states that to test the understanding of abstract concepts in cognition, concrete domains should be metaphorically mapped to them. It shows that in deictic assertions concepts (temporal, geographical or interpersonal) are often expressed by means of conceptual metaphors and deixis interpretation stems from the concepts' cognitive origins. Socio-pragmatics are concerned with the way how language is used and perceived from the perspective of social and cultural context, according to Saifullah.

Therefore, it is the linguistic theory of deixis, especially cognitive theory that deals with the process of perceiving and producing deictic statements by utilizing human cognitive processes. In that sense, this is a knowledge-based approach, which draws on knowledge from psychology, from neuroscience, from linguistics, to enable us in a more natural way to cope in explaining how geographical, temporal, or social deictic words are conceptualized [or used] to communicate.

In accordance with cognitive theory, cognitive skills that underlie the understanding of deictic expressions are mediated by embodied experiences. (Lakoff and Johnson, 1980) inform us that our understanding of concepts like "here" or "now" is inextricably tied to our sensory and motor experience with the world and so our cognitive processes are based on physical relationships with the world. According to Fauconnier (1985), mental spaces are cognitive structures that enable people to arrange information in context to be assessed. When dealing with deixis, the speakers generate mental spaces that render similarities among environmental, temporal and social interactional patterns based on their own standpoint.

The conceptual metaphor theory is also offered by Lakoff and Johnson (1980) which claims that abstract concepts are understood through the concepts of the concrete experiences. Temporal and social deixis are often expressed in terms of spatial metaphor, including 'up' meaning positive mood and 'down' negative mood. Perspective as an important view on the notions of deictic is emphasized in the cognitive theory. The "deictic center" was introduced to the idea by him that is a focal point for deictic expressions to arrange around (Fillmore, 1975). However, depending on the situation, this center is not necessarily the speaker's location and time.

Cognitive linguists contend that spatial deixis (e.g., "here," "there") is comprehended through our physical orientation and movement in space. The concept of "here" is fundamentally linked to the speaker's current location, but "there" refers to a location distant from the speaker, requiring an awareness of the relative spatial context (Talmy, 2000). Understanding temporal deixis (e.g., "now," "then") entails mapping time in relation to the current instant. According to cognitive theory, our sense of time is symbolically structured, commonly represented as a road with the present "here," the past

"behind," and the future "ahead" (Evans, 2004). Social deixis (titles, honorifics) indicates social ties and hierarchies. According to cognitive theory, these concepts are interpreted through cultural and social schemas that individuals internalize during socialization (Fauconnier & Turner, 2002).

2.4 Cross-linguistic variation in Person Deixis

As such, person deixis is an important part of language encoding these relationships of discourse participants. How person deixis has evolved over a period up to now is an indication of a changed society. For example, embracing of non-binary identities and acceptance of non-binary identities has been a trend that has seen the rise in the use of gender-neutral pronouns e.g. they in English. Nor is this the only way in which societal moves toward equality are reflected in the fall of formal address phrases: in English, for instance, the use of 'thou' has gone right down. These modifications reveal the dynamism of human deixis in that it conforms to a changing society and its norms and values.

The study of person deixis has applications in a variety of domains where algorithms must deal with the subtleties of person reference in culturally sensitive ways for purposes such as machine translation and natural language processing. Looking at how a variety of languages encode person deixis allows researchers to promote more intercultural understanding and increase cross-linguistic communication. Simply put, person deixis is a reflection of how complicated interactions of language, culture, and society are on a linguistic mirror.

Different communicators use strategy of the language in use of pronouns, person agreement indicators, etc. Research on cross linguistic encoding of person deixis reveals that it varies greatly across languages due to grammatical, social and cultural differences.

One of the important role of conveying person deixis from one language to another is pronouns. While many languages have three persons, namely 'first person' (the speaker), 'second person' (the addressee) and 'third person' (any other person), the actual distinctions, and the forms making such distinctions, are very dissimilar. In contrast with Japanese which uses three first person pronouns (“watashi,” “boku,” and “ore”) to indicate levels of formality and social connotations, English uses one (“I” for first person singular), the other (“you” and is used for second person singular or plural) and the other (“he/she/it” and is

used for third person singular) (Yamada, 2002). In several languages, person agreement markers are used to mark whether the verb is subject or object of the verb. These markers may differ in the number of population they extend to and also their complexity. For instance, there are differential subject and object agreement signals in Swahili, both according to the type and quantity of referent. While in English pronouns are used to express grammatical person instead of person agreement markers on verbs.

Cultural traditions and social hierarchies have a significant impact on individual deixis. Languages utilize pronouns to express distinctions in familiarity, age, and social status. For example, based on the speaker's and addressee's social status, Korean distinguishes between formal and informal pronouns and verb forms (Brown & Yeon, 2015). Languages without formal social class distinctions, such as Finnish, have a relatively egalitarian pronoun system (Karlsson, 1999). Person deixis is also influenced by language-specific terms of address. Address terms are a valuable source of information about social ties and politeness levels in specific languages. For example, when addressing someone, Japanese uses the honorific suffixes "-san" or "-sama" to show deference or respect (Iwasaki 2002). English, on the other hand, has a significantly narrower vocabulary of address phrases; for example, the variations "Mr.," "Mrs.," and "Ms." primarily indicate marital status and gender.

2.5 Cross-linguistic Variation in Spatial Deixis

"Spatial deixis" is a phenomenon in which languages encode the spatial links between discourse components. Demonstratives, adverbs, and other language indicators are used to indicate the position of things or entities in relation to the speaker and/or listener. According to cross-linguistic research, the huge disparities in how various languages communicate spatial deixis are due to a number of cultural, cognitive, and environmental factors. There are connections between the study of spatial deixis and nonverbal communication and gesture. Pointing gestures are frequently used in conjunction with spatial terminology in many cultures to elucidate connections to places or things. The rules for pointing, however, differ greatly. In many Indigenous Australian communities, for instance, lip-pointing is employed rather than fingerpointing, which reflects cultural norms surrounding spatial communication and body language. Together

with spoken spatial deixis, these nonverbal clues provide a multimodal method for communicating spatial information.

Demonstratives that point at objects in space are one divisive thing in spatial deixis. Distal("that") and proximal ("this") are the two types of demonstratives in English. However, Japanese and Korean are just two of the languages that make spatial distinctions based on who, relative to the speaker, the listener is, with further distinctions for things close to or far from both the listener and the speaker (Levinson, 1983). Spatial deixis influences both language learning and cognitive development. For example, youngsters learning languages that include tersely spatial systems (for instance Tzeltal or Inuktitut) become keenly conscious of spatial relationships and orientations at a youthful age. On the other hand, less complex spatial differences characterize the learning of such languages as English by youngsters. This disparity also proves that cognitive skills and space perception are influenced by language from a very early age.

The communication of spatial relationships is very much dependent on language's capacity for the use of spatial adverbs and adverbial phrases. They could be words indicating position, direction or distance. adjectives like "here," "there," are used in English to mean spatial places, 'above' and 'below' in essential. Yet other languages such as Inuktitut (an Arctic region language) include a diverse assortment of spatial adverbs which describe particular directions and orientations relative to the environment (Sapir, 1921).

There are languages which encode spatial deixis on the grammatical level using grammatical markers or inflections. In Tzeltal (a Mayan language spoken in Mexico), Levinson (2003) noted that verbs used to communicate path of motion or spatial relationship between objects are suffixed with directional suffixes. Markings in the verb morphology provide this Rich geographic information. An additional instance of cross lingual variance in Spatial Deixis is the frame of reference used to describe spatial interactions. In an allocentric frame of reference an object is specified relative to a reference object independent of the observer's body orientation. For such spatial interactions in English terms are usually defined from the egocentric frame of reference that is the speaker's body. In contrast, Guugu Yimithirr in Australia uses allocentric frames of reference, as the language involves describing spatial interactions with respect to

external landmarks (Levinson,2003).

2.6 Cross-linguistic Variation in Temporal Deixis

Cross-linguistic variability of temporal deixis is explained with differences in the encoding and expression of temporal information in linguistic systems in languages. The factors of the variability of time include lexical items, communication formalities, cultural conceptions of time, and syntactical frameworks. Understanding these differences is important, if you are to translate and communicate internationally. How a language presents future event can vary considerably. For example, some languages, such as Finnish, often choose to depict future acts with the present tense instead of using clear future tense indicators. Different languages also conjugate the future tense differently — languages like Spanish do. Different languages may use different framing (ways) of events in terms of time which can make translation and interpretation difficult.

Languages differ also as to how much aspect-marking and tense-marking is employed to encode temporal relationships. Some languages, for example English, use tense markers, past and present tenses, to refer to the chronological relationship between an occasion and the time of speech. Some languages, for instance Mandarin Chinese, contain aspect markers which are used more often to indicate the temporal order events. In addition to this, languages are different in how precise they are in the expression of temporal information. For instance, (Whorf, 1956) was inclined to say that some Indigenous languages, such as Hopi, may have a concept of time that English does not possess. The use of tenses in Hopi is not the same as in English. Time is expressed in a unique way, based on a sophisticated system of temporal markers, aspectual and others which indicate time interactions as something culturally special. Additionally, the variation of languages' use of temporal adverbs, adverbial phrases, or temporal deixis markers (such as 'yesterday,' 'today,' and 'tomorrow') is not unknown. The differences may be due to certain grammatical structures of the language as well as cultural or temporal factors. However, it is not only impossible to ignore the part that temporal deixis plays in the development of cultural practices but also impossible to deny the fact that cultural practices affect temporal deixis. There is a strong bond with the environment in how frequently time is described in several Polynesian languages referring to natural events like the sun or the

tides' locations. In opposition, in industrialized countries time is often divided into measured units on a mechanical level.

Knowledge of cross linguistic variation in temporal deixis is essential for the linguist, the translator or the language learner, as it reveals the extent to which linguistic and cognitive forms of human language and thought are different. This points out the need to take into account contexts of language and cultures while speaking so as not to mislead and to facilitate successful cross-cultural relationships. This demonstrates the close relationship between language, culture, and cognition. This can help researchers to know more about how different populations view and interact with time through temporal deixis in differing languages. This knowledge is essential in a world which also happens to be getting more interconnected by the day, in furthering efficient communication and teamwork.

2.7 Cultural Factors in Deixis Expression

The phenomena of deixis, i.e. the dependence of the linguistic phrase interpretation by context of language utterance, cannot do without cultural factors.

Deixis expressions or context dependent terms i.e. 'this', 'that', 'here', 'now' ('predicate', indicated 'function'), are clearly influenced by culture. Speakers have alternate perspectives and allusions to time, place and social relationships based on their culture. For instance, many languages employ different deictic names for cultural priorities: objects that are seen, known, or near at hand. Deixis is also impacted by social hierarchies; honorifics in Japanese or Korean languages, for example, mark status and rank.

For instance, deixis indicators comprise of pronouns, spatial expressions, and politeness cues influenced by these aspects that refer to cultural norms and values (Goddard, 1998). Deixis is an essential part of pronouns that refers to encoding connections of personal identity, and these are influenced by culture. In Western societies, first person pronoun 'I' and 'we' are often used to represent personal agency and self expression. (Chen, 1997). Nevertheless, within collectivist cultures like Japan first person pronoun utilizations could be seen as excessive confrontational or narcissistic permitting the use of self-effacement or indirect expressive (Bargiela- Chiappini & Harris, 1997).

Likewise, the practice of spatial deixis, encoding social relationships through spatial representations, also varies from civilization to civilization. As we see it, keeping the polite distance, using the spatial markers is important for social harmony and courtesy in some cultures, such as those bearing the idea of Confucius. However, in a civilization such as Latin America where proximity is important, spatial deixis could be a sign of different rules to frame interaction (Brown & Levinson, 1978). Deixis is highly influenced by the cultural norms of civility and reverence when being communicated. Honorifics or formal language being used by certain cultures reflects their clear admiration and respect towards others quite frequently (Lakoff, 1973). For instance, in Korean culture, social contact involves the use of courteous speech levels and in Korean culture, in Korean culture (Kon & You, 2015). However, in cultures with more egalitarian norms as in some Western countries, such excessive deference smells artificial or manufactured (Ting-Toomey & Kurogi, 1998).

Expression of deixis is under a basic impact of cultural factors; and the same cultural factors influence the way speakers encode and interpret deixis signs. Therefore, proficiency in understanding such cultural subtleties is essential for efficient cross-cultural communication since that enables communicators to navigate through different applications of deixis across different cultural settings. In addition, deixis is implicit or visible depending on the cultural standard. If you're in a collectivist context, common context tells people a lot without the proverbial references, but in an individualist culture they may need stronger deixis. All these nuances should be understood in order to achieve successful cross-cultural communication.

2.8 Pedagogical Implications for Second Language Acquisition

Deixis is a difficult concept for second language learners to pick up. The research on pedagogical methods for teaching deixis in second-language settings is reviewed in this part. Classrooms are institutional contexts in which learning and teaching activities materialize as interactions between students and teachers. These are environments in which learning is co-constructed, or, as (Mercer, 1995) puts it, 'the directed building of knowledge'. It is not always straightforward to provide empirical evidence for the construction of knowledge during activity sequences in language classrooms; nonetheless,

one viable avenue for investigating the phenomena is to examine claiming insufficient knowledge (CIK), in which interactants claim no knowledge of a certain occurrence. In particular, assertions of insufficient knowledge could be analyzed based on how participants co-constructed through discussion, as well as how no knowledge is expressly asserted and shown. A claim of insufficient/no knowledge can be described as participants' visible and explicit displays of and orientations to an epistemic condition of insufficient knowledge, which occurs after the first pair part of an adjacency pair (Sert, 2011).

Participants in talk-in-interaction may occasionally claim insufficient knowledge as a second-pair component of an adjacency pair, or they may create an utterance such as 'I don't know' in first position. While the former may be a challenge for the continuation of conversation, the latter, while indicating a lack of understanding, may simply be a hedge (Weatherall, 2011) or an avoidance of commitment (Tsui, 1991). According to Beach and Metzger (1997), "whether a recipient producing 'I don't know' actually knows or not is a matter to be interactionally worked out".

Research on claiming insufficient knowledge has been conducted in various settings, such as courtroom cross-examinations (Metzger and Beach, 1996), child counselling (Hutchby, 2002), and social investigation meetings (González-Martínez, 2008). Furthermore, the phenomenon has been studied using various methodologies, including

Conversation Analysis (e.g., Beach and Metzger, 1997), Corpus Linguistics (Baumgarten and House, 2010), Discursive Psychology (O'Byrne et al, 2008), and a combination of conversational analysis and quantitative sociolinguistics (Pichler, 2007). A survey of the literature reveals that this phenomenon has not previously been examined utilizing a multi-modal methodology. Furthermore, to our knowledge, no research has focused on accusations of insufficient knowledge in classrooms or educational settings.

I do not know (IDKs) and related responses, such as 'no idea', have been classified as non-answer responses (Stivers and Robinson, 2006). From a formal standpoint, they have also been included in a subcategory dubbed 'no access responses' (Raymond, 2003), which is part of a larger category marked 'non-PIC complete clause', a response that resists the format of a wh- inquiry' (Fox and Thompson, 2010, p. 149). IDKs have also been

identified as one of the most common epistemic stance markers (Kärkkäinen, 2003). In this study, the terms "insufficient knowledge" and "no knowledge" were used interchangeably to describe non-answer responses presented as second-pair parts to a teacher question/request. The analysis focuses on acts that demonstrate a lack of understanding. This were done in both verbal and visual formats, making it unique to previous studies.

Tsui examined pragmatic functions of 'I don't know' in conversational data between native speakers of English and showed that a claim of insufficient knowledge in the form of 'I don't know' does not only occur in response to information questions but may function as a preface to a disagreement, an avoidance of an explicit disagreement, a minimization of impolite beliefs, a marker of uncertainty, an avoidance of commitment, and an avoidance of making an assessment. She claims that the motivation for its production is 'to limit the face-threatening effect'. (Kärkkäinen, 2003) criticizes Tsui's study for its 'preoccupation with the notion of face at the expense of discussing textual functions'. (Pichler, 2007). According to Tsui (1991) If it is given promptly and is the main or only component of the entire turn, there may be a lot of debate. It may also be a weak disagreement if it is pushed into the turn and preceded by token agreements, hesitations, conversational particles, and the like.

Sacks (1987) and Pomerantz (1984) both claimed that a statement like 'I don't know' can be linked to preference organization. According to Sacks (1987), "I don't know" typically precedes something less than an agreement. Furthermore, as Pomerantz (1984) highlighted, a claiming insufficient knowledge may serve as a justification for speakers not delivering assessments, because 'assessments are appropriately founded on the speakers' knowledge of what they assess'. One method of justifying a decline is to deny the proper premise, that is, sufficient information, for its development. Their research is based on judicial cross-examinations, and they suggest that claiming insufficient knowledge in everyday conversation have 'considerably more diverse functions and characteristics than institutional involvements'. However, sequential positioning of IDKs does not always result in a second pair-part to an adjacency pair. In a recent study Weatherall (2011) examined first-positioned and syntactically full

IDKs that were pre-positioned or preliminary to the next thing within a turn in New

Zealand, British, and American English corpora of naturally occurring speech using CA. She demonstrated how 'I don't know' can be used to disclaim knowledge in first judgements, to imply imminent exaggeration or non-literality, and to alert to ambiguity. She argued that IDKs are preliminary Turn Construction Units (TCUs) that prevent speaker changes.

Corpus linguistic studies have the risk of focusing solely on lexical items, so overlooking 'activities'. Furthermore, focusing solely on 'I don't know' is problematic, even in CA research such as (Hutchby's, 2002) and (Weatherall, 2011), because it overlooks other types of claiming insufficient knowledge (CIK) and fails to take into account visual sources that can precede verbal CIK or even stand alone as CIK. As previously stated, the primary goal of this study is to 'explain' the sequential unfolding of CIK by focusing on how it is enacted by students and how it is most commonly handled by the teacher. Our findings suggest that the teacher uses a limited number of interactional elements to encourage additional student participation. These findings suggest implications for teachers' L2 Classroom Interactional Competence (Walsh, 2006).

(Beach and Metzger, 1997) conducted a groundbreaking study on the topic of claims of insufficient knowledge. The findings revealed that claims of insufficient knowledge can achieve a range of subtle actions, such as expressing uncertainty and concerns about opinions, assessments, or problems that are next in line; creating neutral positions that aim to reduce agreement and disagreement; avoiding and seeking closure on other topics that are brought up; and delaying or refusing to accept actions.

2.9 Deixis and Natural Language Processing

The relationship between deixis and natural language processing (NLP) is closely related to its important role in the human language interpretation and communication. Deixis is a language user referring to things, times and places in the context of the speech. Conversely, NLP intends a computer to create (or, more cautiously, produce) and comprehend human language. Determining which expressions refer to the same object in a text is one of the basic challenges of natural language processing. Deictic expressions, e.g., pronouns ('he', 'she', 'it') and demonstratives ('this'; 'that'), for example, are highly context-dependent in that the intended reference is determined from the situational context.

For example, in the sentence "He went to the store," the speaker of this sentence adds the extra contextual information that "he" refers to the person we are speaking about. As stated in (Jurafsky and Martin, 2020), the coreference resolution system is not able to resolve deixis due to its framework being context dependent.

Deictic expressions change in different representations and therefore contextual information is needed for proper translation. For example, the translation of the English demonstrative 'this' depends on how close or far the referred entity is, for example. Therefore, NLP systems need to keep these variations in mind so as to deliver accurate translations. Semantic functions of deictic phrases in sentences include a place or temporal reference. Semantic role labelling is the activity of NLP that we try to identify roles which a word or a phrase plays within a sentence. Since deictic expressions frequently convey important information regarding the responsibilities of other sentence elements, they are very useful cues for this job (Gildea and Jurafsky 2002). The elimination of structured data from unstructured language can be provided with useful context in the form of deictic statements. It is easy to extract temporal references, geographical links, and discourse entity in a variety of natural language processing (NLP) applications, like generation of knowledge graphs and question answering, due to the ability to recognize and resolve deixis (Sarawgi et al., 2004).

2.10 Research Gap

The multiple language learning experiences of the students impacts the use of deixis in an intercultural classroom environment frequently causing social, cultural and contextual paradoxes that affect communication. However, the research reveals various phenomena which may be realized differently depending on the learners' cultural and linguistic background: in particular, the bilingual classroom. This situation calls for recognition of the social and cultural contexts where deictic phenomena are employed because these contexts determine their pragmatic uses. Moreover, there is little exposure analysis of how learners belonging to different cultural context open to use deictic features to accomplish different communication goals primarily in Saraiki and English languages. This current research fills this gap by exploring the pragmatic aspect of deixis in these two languages specifically on how learners comprehend and apply such deictic expressions in

order to complete social communicative goals in multilingual learning contexts. The study fills a gap in the literature on deixis by addressing the deictic phenomena in diverse cultural and linguistic contexts, looking at how learners use deixis in social and pragmatic contexts to comprehend deixis in bilingual and multilingual deixis, and exploring deixis in cross-cultural deixis.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher has shared in detail the research design, data collection method and theoretical framework employed to analyze the use of deixis in a multilingual classroom.

3.1 Research Design

This is descriptive qualitative research. The researcher has collected the data from the English department of Ghazi University located at Dera Ghazi Khan. In Pakistan, the lectures are delivered by Professors so most classes are teacher-centered and mostly use English as the Language of instruction. Therefore, within classroom observation, students from those classrooms were also be observed for their informal discourse to explore the use and impact of deixis on their educational context as well as informal discussion. The students who presented on various topics in front of the class were also observed. It enabled the researcher to know the pragmatic functions of deixis in Saraiki and the English language employed by those students. The discussion of those students was observed inside the classrooms when they were given time to share their viewpoints regarding a topic or any question put forward by the teacher. The teachers' lectures were recorded and later transcribed by the researcher. Structured interviews were used to elicit responses from the Saraiki speakers to obtain the intended data.

3.2 Population

The teachers and students of the English department at Ghazi University Dera Ghazi Khan constituted the population of the study. Ghazi University Dera Ghazi Khan has been selected for the population of the study because the researcher belongs to that region and is a native speaker of the Saraiki language. Moreover, the data collection would be convenient for the researcher from the selected population.

3.4 Sample of the Study

The sample of the study has been taken from the English department of Ghazi University. Purposive sampling technique has been followed to select the sample of the

study. The teachers and students of the ten classrooms have been selected for observation. Classroom observations have been carried out to collect data from the classroom context and 5 lectures were observed. 5 students' interactions were also observed in informal settings outside the classroom like the canteen. 10 English language teachers were selected for semi-structured interviews. The data collected from these interviews have been presented in table form.

3.5 Tools for Data Collection

The data for this study was collected through three primary methods: classroom observations, recordings of informal student interactions, and semi-structured interviews with teachers. Researcher observed classroom discourse to analyse how deixis is applied in actual circumstances of the teaching and learning process. In addition to classroom observation, informal discussions of the students also be observed inside the classrooms to explore the use of deixis among students. With the use of this technique, information were gathered about how deixis is understood and perceived by instructors and students of various languages. Observing students informally were helpful to know the use and impact of deixis in student's daily life.

Structured interviews have been an advantageous supplement to classroom observation since they provided study with a deeper understanding of deixis and its use in informal settings by the Saraiki speakers. The researcher formulated the structured interview and the responses of the students to the interview were recorded with the audio recorder.

Later, the recorded data was transcribed by the researcher. The teachers' lectures and students' discussions were also transcribed for data analysis.

3.5 Data Analysis Parameter

The collected data has been selected keeping the following parameter in mind

Table 1

Data Collection Parameters

Context	Deictic Expression	Deictic Type	Deictic picentre	Function
Presentation/ Lecture/Class room discussion/Int erview	I/ you/ me, we/ this/ that/ today/ tomorrow	Personal/Spat ial/temporal/s ocial/ discourse	Speaker/addres see/object/locat ion/time(past,P resent, future)	Referring to a person/ object/ place or time

Using Kecskes' (2014) Theory of Pragmatic Meaning, this study examines how Saraiki speakers of the language who are learning English and speak English as teachers employ deixis in classroom interactions. Kecskes says that pragmatic meaning is co constructed from the interaction of linguistic input and the cultural, social, and cognitive context in which communication takes place. In this respect, this framework is well suited to analyzing how speakers rely on shared knowledge (mutual experience, cultural understanding, social role, etc.) in interpretation of deictic expressions.

Deixis is treated as a means by which to anchor communication to the spatiotemporal context of an utterance in this framework. The meaning of these (i.e. temporal-, spatial-, and personal deictics) deictic expressions (e.g. "now," and "soon") are not fixed but vary with the underlying shared knowledge and perspective of the interlocutors. Kecskes stresses that the context of processing plays a role in how one uses these expressions, since contextual salience (which elements of the context are important) determines how they are understood. For example, relations between teachers and students, as well as particular classroom setting, affect the use of deictic terms in the classroom.

CHAPTER 4

ANALYSIS AND RESULTS

In this chapter, the collected data has been analysed. In this chapter, first the researcher has analysed the lecture of teachers. After that, the students' informal discussion has been analysed. In the end, the semi-structured interviews have been analysed and the responses of teachers of have been discussed. Levinson's theoretical framework has been used to analyze data.

4.1 Teachers' Lectures

Teachers' lectures were recorded during classroom observation and later transcribed. The transcriptions have been analysed and discussed. The data has been analysed based on the function of deixis and the deixis terms used during lectures by the teachers and how it has an impact on the understanding of students of multi-lingual classroom. Lectures of five different teachers of first semester BS English have been observed and recorded by the researcher.

4.1.1 Lecture of first teacher

The researcher observed the lecture of a BS English first semester teacher. The teacher used different kind of deixis during the lecture.

4.1.1.1 Use of Deixis by Teacher

The teacher used the personal deixis 'we' the most during the lecture. Whenever he was referring to himself and his students, he used the deixis 'we'. His word selection portrays that he wants to show his students that he part of the class and not separate from them. There are so many instances during lecture when the teacher uses personal deixis 'we' e.g. We have discussed it in sufficient lengths, we are going to solve some problems, we are studying composition. He used the personal deixis 'I' when he referred to himself only e.g. I assign it to you later, I have given you an example of peanut.

Table 2:***Use Of Deixis by First Teacher***

Speaker	Deictic Expression	Deictic Type	Referent	Context	Analysis
Teacher	We have discussed this before.	There are three deictics used by the teacher. 'We' a personal deixis, this a discourse deixis and 'before' a temporal deixis.	The teacher is referring to a topic they have previously studied.	Classroom lecture	The teacher uses the deixis 'we' to refer to himself and his students, he uses this to refer to topic studied in the past and by using the word 'before' he talks about the time when it was covered.
Teacher	I have written here the first topic.	Teacher has used personal deixis 'I' to refer to himself and 'here' a spatial deixis.	Board	Classroom lecture	He is using the deixis to talk about himself and when he referred to the board he used the deixis 'here'.

Teacher	There might not be any issue for you to understand it.	'There' and 'it' two discourse deixis and 'you' a social deixis	Talking to students about the topic	Classroom lecture	'There' is used to refer to any difficulty related to topic and 'it' is used to refer to the topic . Deixis 'you' is used to address students.
Teacher	I believe you are well aware of it.	'I' a personal deixis and 'you' a social deixis. 'it' is a social deixis.	The teacher is talking to students about topic included in midterm exams.	Classroom lecture	The teacher uses the deixis 'I' while referring to himself only and when he address his students he use deixis 'you' for them.
Teacher	If we want to follow their concept then we need to paraphrase it.	'We' a personal deixis, 'their' another personal deixis, 'it' a discourse deixis.	Referring to author's work you quote in research	Classroom lecture	The teacher is referring to himself along with his students as 'we'. He is referring to author's work using 'their' and again uses 'it' to talk about author's work.

4.1.1.2 Deixis used during students' and teacher's interaction

While interacting with students, the students address the teacher by using the social deixis 'Sir' and the teacher used the deixis 'you' while addressing the whole class or one student only. Our classes are teacher centered so there is very less interaction between students and teachers.

Table 3:

Deixis used by students during first lecture

Speaker	Deictic Expression	Deictic Type	referent	Context	Analysis
Student	Sir, this topic be included in Midterm exams?	'Sir' social deixis, 'this' discourse deixis	Asking teacher about question topic	Asking from teacher to topic, the student address his teacher with respect	The deictic term 'this' is used to refer to the student address his teacher with respect he uses social deictic term 'Sir' for him.

					The teacher has pointed out the student by using 'you' and for the question he sued the deixis 'this' so that student would know which question is being asked.
Teacher	You can answer this question.	'You' is personal deixis and 'this' is discourse deixis	The student is being referred to.	Teacher is asking student to answer a question	

4.1.2 Lecture of second teacher

The second lecture observed by the researcher was poetry class. The students were studying Daud Kamal's poem. The teacher was delivering the lecture while the students were the recipients of the knowledge.

4.1.2.1 Use of Deixis by Teacher

The teacher used personal deixis frequently and spatial deixis also occurred when teacher was pointing toward anyone or anything.

Table 4:***Deixis Used By Teacher In Poetry Lecture***

Speaker	Deictic Expression	Deictic Type	Referent	Context	Analysis
Teacher	He is using the image of diamond	He is personal deixis	Poet Daud Kamal is being referred to	Discussing the poem	The teacher uses the deixis 'he' to refer to poet Daud Kamal. His poem is being discussed in poetry class.
Teacher	This is the image he is comparing to man's life.	'This' discourse deixis and 'he' is personal deixis.	Imagery used by Daud Kamal in his poem	Discussing the poem	The use of 'this' deixis refers to the image of diamond used in the poem and 'he' refers to the poet who is not present there in class.

Teacher	They have left this world.	‘They’ is and personal is deixis ‘this’ spatial deixis	Referring to people who have died	Discussing the poem	The deixis ‘they’ refer to people who are no longer alive and the spatial deixis ‘this’ refers to the world we are living in.
Teacher	I be providing you with notes of this poem.	‘I’ persona deixis, ‘you’ personal deixis and ‘this’ discourse deixis	is is is	Referring to poem’s notes	Discussing the poem The speaker refers to himself as ‘I’. he refers to his students as ‘you’ and use the deixis ‘this’ for poem.

4.1.2.2 Deixis used during students' and teacher's interaction

Table 5:

Deixis Used By Students In Poetry Lecture

Speaker	Deictic Expression	Deictic Type	Referent	Context	Analysis
Student	Sir, how long should paraphrasing be?	'Sir' a social deixis	Referring to teacher	Poem paraphrasing discussion	'Sir' shows the social status of the teacher and that he is respected.
Student	Can we write about his achievements?	We is personal deixis and his is also a personal deixis	Referring to students and poet	Talking about poet	The deixis 'we' refers to students and the speaker who is also a student. The deixis 'his' refers to the poet who is neither speaker nor addressee.

4.1.3 Lecture of third teacher

The researcher recorded the lecture of ‘Communication Skills’ of BS English. He later transcribed the recording. The teacher revised the previous taught topics in class because from next week their midterm exams were commencing

4.1.3.1 Use of Deixis by Teacher

The teacher used personal deixis frequently and when she talked about the upcoming exams she used temporal deixis.

Table 6:

Deixis used by teacher in Composition skills lecture

Speaker	Deictic Expression	Deictic Type	Referent	Context	Analysis
Teacher	We last discussed this week.	We is personal deixis, this is discourse deixis and	Referring to topic discussed last week	Talking about previous lecture	The teacher uses the deixis ‘we’ to refer to herself and her students to show that she is part of the class. Last week is a temporal deixis referring to time.

Teacher	There are no mcqs and you get enough time to complete your paper.	‘There’ is discourse deixis and ‘you and your’ are personal deixis	Referring to student and paper	Paper discussion	The teacher is explaining the paper pattern to her students. In this statement, ‘there’ refers to paper and ‘you and your’ are referring to students.
Teacher	I can ask examples of any topic in paper.	‘I’ is personal deixis.	Referring to herself	Paper discussion	The deixis ‘I’ refers to teacher who is the speaker.
Teacher	Yes, you can answer this question.	‘You’ is personal deixis and ‘this’ is discourse deixis.	Referring to student and question	Paper discussion	‘You’ is referring to student who is the addressee and this refers to the question which was asked by the teacher.

Teacher	My dear students, don't worry the paper is not difficult.	'My dear students' is social deixis.	Referring to students	Paper discussion	The use of endearment term 'dear' for students by the teacher shows she respects her students.
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4.1.3.2 Deixis used during students' and teacher's interaction

Table 7:

Deixis used by Students in Composition Skills lecture

Speaker	Deictic Expression	Deictic Type	Referent	Context	Analysis
Student	Excuse me Ma'am! Can you kindly share the paper pattern?	'Ma'am' is social deixis and 'you' is personal deixis.	Asking question about paper from teacher	Talking about paper	The use of deixis 'ma'am' for teacher shows respect and 'you' refers to teacher as an addressee.

Student	Ma'am kindly don't mark our paper strictly.	'Ma'am' is social deixis and 'our' is personal deixis	Requesting to teacher about paper	Talking about paper marking	The use of deixis 'ma'am' for teacher shows respect for her and by using 'our' the student is referring to herself and other class fellows.
Student	Thank you so much Ma'am.	'Ma'am' is social deixis	Grateful to teacher	Paper discussion	By being grateful to teacher shows the politeness and respect.

Deixis helps students in grasping the intended meaning of any concept or utterance. With the use of spatial deixis, the teacher keeps the students focused for instance during the lecture the teacher said 'Look at this example' by pointing at the board. Deixis plays an important role in keeping students engage and focused during the lecture and they also learn about the social deixis and develop an understanding of spatial deixis. The use of personal deixis also encourage participation among students like teacher can ask a question 'Would you like to answer this question?'. This way students can actively involve in class discussion. With the use of temporal deixis, students learn to organize their time

effectively for instance assignment deadline time refers to submission time of the assignment. deixis is a key factor in determining how the learning process and the classroom are structured. Deictic expressions contribute to the formation of an engaging and productive learning environment by managing social relationships, offering unambiguous references, anchoring new material, and encouraging involvement in classroom discussion. Students' communication and learning outcomes can be significantly improved by comprehending and utilizing deixis.

4.2 Use of Deixis by Students in informal setting

The researcher collected the data by observing students' interactions in different settings. The interactions were recorded and later those utterances were transcribed by the researcher. The collected data was identified and selected for analyses. The students were busy preparing for upcoming Mids. so majority of their conversation were about exams.

4.2.1 Interpretation of first students' Interaction in informal setting

The researcher noticed two friends in a canteen and they were having a discussion on their preparation for upcoming Mids. They were Saraiki speakers. During conversation, they were code-switching between Saraiki and English.

Table 8:

Analysis of first Students' interaction

Context	Example	Type of Deixis and discussion	Use of deixis in English Language	Use of deixis in Saraiki Language
Talking about routine	I woke up late yesterday.	Two deixis are used one is 'I' (personal deixis) and the other one is 'late yesterday' (Temporal deixis).	The speaker referred to himself as 'I' which is a personal deixis.	

Talking about lecture	The lecture was very boring today.	The term 'today' is a temporal deixis.	'Today is used'
Ordering tea	Let's order something. I have tea.	'Us' and 'I' are personal deixis.	Us and I are used by the speaker
Conversation about exams	I haven't learned anything for exams. What about you?	The terms 'I' and 'you' which are personal deixis. 'You' is referring to the other speaker.	I and you are used by the speaker. He addressed his friend by using 'you'.
Conversation about exams		The speaker is referring to himself as 'I' and he used 'later today' which refers to time (Temporal Diexis)	He used 'I' and 'later today.'
Conversation about preparation for exams	Why don't we study here?	The second speaker makes a suggestion. He uses two deixis, first one is 'we' (personal deixis) and second one is 'here' (spatial deixis). By 'we' he I referring to himself and his friend and 'here' refers to the canteen.	The deix and 'we' 'here'.

Conversation about time	You know very well, we two won't be able to study here.	The speaker used 'we' and 'you'. He uses personal deixis 'here' and spatial deixis 'here' to refer to canteen.	Three deixis have been used 'we, you' and 'here'.
Plan to meet later	Okay, let's study at your home today.	The speaker uses 'us' and 'your' personal deixis. He also use spatial deixis 'at your home' your place' and 'today'. referring to their meeting place or location and 'today' is temporal deixis which refers to time.	Four deixis have been used by the speaker 'us', 'your', 'at your place' and 'today'.
Plan to meet later	Sure, I see you at 6pm.	The speaker uses spatial deixis 'I' referring to himself and used 'you' for his friend. 6pm a temporal deixis which refers to their time of meeting.	Three deixis have been used 'I', 'you' and 'at 6pm'.

4.2.2 Interpretation of Second students' Interaction in informal setting

Three friends were sitting in a lawn and the researcher approached them and told them about his research and took permission to record their conversation which he can later analyses. The students were talking about essay writing.

Table 9:***Analysis of second Students' interaction***

Context	Example	Type of Deixis and discussion	Use of deixis in English Language	Use of deixis in Saraiki Language
Exchanging notes	I was unable to attend last week lecture.	The speaker has used personal deixis 'I' for herself. Temporal deixis 'last week' has been used to refer to time.	Two deixis have been used 'I' and 'last week'.	
Exchanging notes	Can you show me your notes last week?	The speaker used personal deixis 'you' and 'your' to address her friend and her notes. She used 'me' personal deixis for herself. She used the temporal deixis 'last week' to refer to time when she missed her lecture.	Four have eixis been used 'you, me' aour, 'last week'.	

Worried about exams	I am worried about the long question.	The speaker uses the personal 'I' to refer to herself.	Only one deixis has been used.
Another friend consoling her	Don't worry, we do it. It won't be difficult.	The other speaker has used 'we' to refer to herself and her friends.	Two deixis 'we and it' have personal pronoun been used.
		Discourse deixis 'it' has been used to refer to paper.	
Another friend consoling her	Yes, Sir said the paper not be difficult.	The speaker is using social deixis 'Sir'. She is using formal title to show respect to her teacher.	Only one deixis 'Sir' has been used.
Asking friend for notes	Let me borrow your register. I get the notes photocopied.	The speaker is using personal deixis 'me' and 'I' for herself. She is using personal deixis 'your' for her friend.	Three deixis have been used by the speaker 'I, me and your'.

Asking friend to hurry up	Sure, hurry up. I have to reach home before 2 o'clock.	The speaker used personal deixis 'I' to refer to herself and she also use spatial deixis 'home' to refer to place where she has to go and she also used temporal deixis 'before 2 o'clock' which refers to time.	Three different deixis have been used 'I, home and 2 o'clock'.
Responding to her friend	Okay, wait here. I be back in 15 minutes.	The speaker has used 'I' spatial deixis for herself and also used spatial deixis 'here' which refers to the place where here friends are sitting' She used temporal deixis '15 minutes' which refers to time.	Three different deixis 'here, I and 15 minutes' have been used.

4.2.3 Interpretation of third students' Interaction in informal setting

Two friends were sitting outside the classroom and were talking about their marked class presentation. They were students of BS English first semester.

Table 10:***Analysis of third Students' interaction***

Context	Example	Type of Deixis and discussion	Use of deixis in English Language	Use of deixis in Saraiki Language
zTalking about slides	Hey, did you finish making the slides?	The social deixis 'you' has been used to refer to speaker's friend.	Only one deixis 'you' has been used.	
Talking about slides	Yes, I completed it late last night.	The speaker has used personal deixis 'I' to refer to himself. He also used discourse deixis 'it' which refer to PPT slides. He also used 'late last night' a temporal deixis which refers to time of completion of slides.	Three deixis have been used 'I, it and late last night'.	

Talking about slides	I was worried you won't be able to finish it on time.	The personal deixis 'I' has been used by the speaker to refer to himself. He used social deixis 'you' for his friend and discourse deixis 'it' for PPT slides.	Three deixis have been used 'I, you and it.'
Talking about assignment	Yes, this assignment was tough.	The speaker has used discourse deixis 'this' to refer to the assignment.	Only one deixis 'this' has been used by the speaker.
Talking about slides	Okay, let me see the slides you prepared.	The speaker used the personal deixis 'me' for himself and the social deixis 'you' for his friend.	

Talking about slides	Here, have a look. The speaker has You can make social deixis 'you' changes if needed. to refer to his friend.	Only one deixis 'you' is used.
Talking about slides	No changes are required. Let's go through it. Our presentation is tomorrow.	The speaker has used two personal deixis for himself and his friend 'us and our'. He has used temporal deixis 'tomorrow' to refer to the time of presentation. The discourse deixis 'it' has been used to refer to the presentation.
Talking about other students' presentation	Ma'am appreciated Ali's presentation. He was prepared well.	The speaker has used social deixis 'Ma'am' to refer to his teacher. It shows respect for his teacher. He used the personal deixis 'he' to refer to his classmate.

Talking about presentation	Yes, we need to present well tomorrow so that we get good marks.	The speaker has used personal deixis 'we' twice which refers to him and his friend. He has also used temporal deixis 'tomorrow' to refer to time of presentation.	Two deixis have been used 'we and tomorrow'.
Talking about presentation	Can you explain this topic to me in simple words? It would be really helpful.	The friend asked other friend to explain the topic to him. He used the discourse deixis 'this' which refers to the topic of presentation. He used 'it' another discourse deixis. The 'it' refers to the explanation which be done.	Two deixis have been used 'this and it'.

4.2.4 Interpretation of fourth students' Interaction in informal setting

Two friends were sitting in the cafeteria and they were planning their study schedule for the upcoming exams. They were students of BS English first semester.

Table 11:***Analysis of fourth Students' interaction***

Context	Example	Type of Deixis and discussion	Use of deixis in English Language	Use of deixis in Saraiki Language
alking about schedule	When are you starting your exam preparation?	The speaker is using two personal deixis 'you and your'. 'You' is referring to the friend while 'your' is being referred to her friend's exam preparation.	Two deixis are being used 'you and your.'	
Talking about schedule	I have to visit my aunt today so I start preparation from tomorrow.	The speaker has used two personal deixis 'I and my' and both of these deixis refers to the speaker . The speaker has used time deixis 'tomorrow' which refers to time.	Three deixis have been used 'I, my and tomorrow'.	

Talking about paper	That's great. I am worried about poetry paper.	The speaker used discourse deixis 'that' which refers to her friend's visit to her aunt's home. The speaker has used personal pronoun 'I' which refer to herself.	Two deixis have been used 'that and I'.
Talking about paper	Yes, it is going to be tough.	The speaker has used discourse deixis 'it' to refer to poetry paper.	Only one deixis 'it' has been used.
Talking about schedule	There is so much to study and we don't have enough time.	The speaker has used discourse deixis 'there' which refers to course content. The speaker has used the personal pronoun 'we' to refer to herself and her friend.	Two deixis 'There and we' have been used.

Talking about schedule	We should do group study tomorrow. What do you think?	The speaker has used personal deixis 'we' which refer to herself and her friend. The she used temporal deixis 'tomorrow' for time reference and used 'you' a social deixis to ask her friend's opinion.	Three deixis 'we, tomorrow and you' are used.
Talking about schedule	Yes, let's do it. We need to help each other.	The speaker has used social discourse 'it' to refer to the group study idea. The speaker has also used personal deixis 'we' to refer to herself and her friend.	Two deixis 'it and we' have been used.

4.2.5 Interpretation of fifth students' Interaction in informal setting

The researcher has recorded conversations of students BS English first semester students. The three friends were sitting and discussing the upcoming Midterms.

Table 12:***Analysis of fifth Students' interaction***

Context	Example	Type of Deixis and discussion	Use of deixis in English Language	Use of deixis in Saraiki Language
Talking about exams	Hey, let's go to the library for studying.	The speaker has used personal deixis 'us' to refer to herself and her friends. She has used spatial deixis 'library' to refer to location where they are planning to go.	Two deixis 'us and library' has been used.	
Talking about exams	I have a lot to cover because I missed few lectures.	The speaker has referred to herself by using 'I' which is a personal deixis.	One deixis 'I' has been used twice.	

Planning to go	Why don't we	The speaker	The deixis
to the library	sit here for half	has referred	'we' has been
	an hour then we	to herself and	used twice.
	go the library.	her friends	The deixis
		by using	'half an hour and
		'we'	library' has also
		which is a	been used.
		personal	
		deixis. She	
		has used	
		temporal	
		deixis 'half	
		an hour'	
		which refers	
		to time.	
		The speaker	
		also used	
		spatial deixis	
		'library'	
		which refers	
		to the	
		location	
		where they	
		go.	

Planning to go to the library	Yes, I agree with her. Let us sit here for some time then we can go.	The speaker has used personal deixis 'I' to refer to herself and social deixis 'us and we' are used which refer to herself and her friends. 'Here' a spatial deixis has also been used which refer to the place where those friends are sitting. The personal deixis 'her' is used by the speaker to refer to her friend.	Four deixis 'I, us, her and here' have been used.
Worried about poetry paper	I am worried about poetry paper. The poems paraphrasing is very difficult.	The speaker has used only one personal deixis 'I' to refer to herself.	One deixis 'I' has been used.
Worried about poetry paper	Exactly. I am worried about paraphrasing	The speaker has used personal deixis	Deixis 'I' has been used twice. Other

	although Sir	'I' twice to refer to herself.	deixis used are 'Sir and it'.
	taught really well but I find it	She has used social deixis 'Sir'	
	a bit	for her teacher which shows	
	difficult.	respect. The speaker has used	
		discourse deixis 'it' to refer to the	
		subject of poetry.	
Asking for friend's help	Sana, can you explain this poem	The speaker has used the social deixis	Two social deixis 'you and it' has been used.
	in easy words. It would be	'you' to address her friend. She	
	really helpful.	has used discourse deixis	
		'it' which refers to her friend's	
		help.	
Agreeing help a friend	to Yes, poetry is very easy. I	The speaker used personal deixis 'I'	Four deixis 'I, it, you and in the
	explain it to you in the library.	to refer to herself. She used 'it'	library' has been used.
		(discourse deixis) to refer to poetry	
		and	

used 'you'
(social deixis) to
address her friend.
She has also used
spatial deixis
'in the library'.

Talking about exams preparation	I just hope I can complete my preparation on time.	The speaker has used two personal deixis 'I and my' to refer to herself.	Two deixis used In Saraiki we use میں
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4.3 Analysis of Teachers' Interviews

The researcher took semi-structured interviews of ten teachers. The teachers' responses were recorded and later transcribed for analysis. All the teachers were faculty members of English department of Dera Ghazi Khan University. They were experienced teachers who had been teaching BS English students for the past few years. The teachers' interviews were conducted in a quiet place where there was least disturbance and with their consent the responses were recorded. The teachers gave responses to questions in a very detailed manner and shared anecdotes along with it and even shared their own experiences from their students' lives.

4.3.1 Analysis of first teacher's interview

The first teacher had been a part of the faculty for the last five years and he shared an insight related to its deixis and how he has been teaching deixis in his multilingual classroom.

4.3.1.1 Teaching methodology employed for Deixis

Teacher responded to this question was precise and to the point. He said that teaching deixis can be engaging through the use of different activities. He always explains

the concept of deixis and by giving examples from daily routine which further leads to interactive exercises in which the students are actively involved. Additionally, visual aids, diagrams and videos are also used to enhance the learning process of students.

4.3.1.2 Problems addressed while teaching Deixis

The teacher said that he easily tackles the problems faced by students. When a student cannot comprehend any concept of deixis, he simply breaks down the concept and further simplify it. He uses examples from surroundings and from that student's language to help him grasp that concept. He also use activities like role play in his methodology so that students practice it in an engaging way.

4.3.1.3 Motivation technique to practice Deixis

The teacher uses his techniques so that students practice deixis and learn it. He encourages active participation through engaging activities that require use of deixis such as role-play, storytelling.

4.3.1.4 Frequently used Deixis in classroom

The teacher said that he personally uses the personal deixis a lot in daily conversations and in classroom like I, you, he, she, we, they. He said that he noticed that his students also use personal deixis the most. After personal deixis the most used deixis in conversation's are spatial (here, there, this, that) and temporal deixis (now, then, today, tomorrow).

4.3.1.5 Cultural differences in a multilingual classroom

In Pakistan, almost in every classroom we have students from different cultural backgrounds and languages. English is being learned as a second or third language. There are multi-linguals in every classroom so teacher has to prepare lectures considering the cultural differences of his students. The teaching materials and examples used in lessons are planned to reflect the diverse cultural contexts and discussion is carried out how deixis varies across different cultures.

4.3.1.6 Occurrence of Misunderstandings due to Deixis

The teacher replied that there have been many instances that misunderstandings occurred due to deixis. Sometimes confusion happens because of the absence of context and sometimes due to cultural differences. In a multicultural classroom, misunderstandings

occur quite often. A student from a culture where pointing is considered rude may not understand the significance of spatial deixis like this and that when used with gestures.

4.3.1.7 Usage of deixis based on Social Relationships

In our society, social relationships and status of a person has an impact on the use of personal deixis. In cultures with strict hierarchies, deixis are used differently to reflect the social status whereas in egalitarian cultures, deixis usage may be more neutral or informal.

4.3.1.8 Impact of social media on context-based deixis

Social media has influenced the masses and their way of life and communication. Social media and texting have influenced the use of deixis and has altered the traditionally contextualized cues and introducing new forms of communications such as emojis, newly coined slangs and abbreviations,

4.3.1.9 View of gesture deixis in different cultures

Different cultures have different viewpoint regarding gesture deixis. In some cultures, it is considered quite rude pointing index finger while in some cultures it is normalized pointing fingers to indicate a person, object or tell direction.

4.3.1.10 Exposure to deixis variants in other languages

The teacher agreed that exposing kids to different variants of deixis in different cultures is beneficial for their learning. It can enhance their knowledge of that language and also help them understand that culture. It can help foster their awareness of diverse way of communications across various cultures and they learn social norms.

4.3.2 Analysis of second teacher's interview

The researcher conducted the second interview from a female teacher who had taught at college level and now was teaching at Dera Ghazi Khan University. She joined the English department teaching faculty two years ago. She was a Saraiki speaker and she related answers of many questions to her own language.

4.3.2.1 Teaching methodology for teaching Deixis

As deixis belong to Pragmatics, she stated that teaching deixis becomes very easy when we relate the language to the context in which deixis is being used. She uses different

situations and relate them to different types of deixis.

4.3.2.2 Problems addressed while teaching Deixis

She said that some students do face difficulty in understanding the concept of deixis. She addresses this problem by using discussion method like explaining the deictic expressions, firstly by giving various easy definitions of different linguists and then giving examples of different deictic expressions.

4.3.2.3 Motivation technique to practice Deixis

She believed that students learn best when they are actively involved in learning of new concept. She said that I encourage my students to learn deixis through practical ways from real life situations like listening to people's conversation, how people understand and exchanged ideas and what kind of deixis are being used in their conversations.

4.3.2.4 Frequently used Deixis in classroom

She uttered that in her surroundings she has noticed people using personal deixis like I, you, we quite often. She also use personal deixis frequently. In forms of categories after personal deixis, spatial deixis like this, that, here, there are used commonly and then temporal deixis like now, today, tomorrow are used regularly.

4.3.2.5 Cultural differences in a multilingual classroom

Her response was quite different from other teachers. She stated that she tries to make her class acultural or free from cultural differentiation. She doesn't let cultural differences create hindrance in the learning process of students. Although her students are from different cultural backgrounds but she doesn't let that be a barrier in the learning of her students.

4.3.2.6 Occurrence of Misunderstandings due to Deixis

She narrated an incident involving her Pathan student. She said that due to his first language he often misuses the personal pronouns while addressing other students. He uses 'she' perusal deixis for male class fellows and sometimes 'he' for his female class fellows. He usually has problem in using personal deixis.

4.3.2.7 Usage of deixis based on Social Relationships

She responded that being a Saraiki speaker they have array of terms politeness markers.

Honorifics like ‘Sahib’ and ‘Janab’ are used to show respect. Different terms and politeness markers are used based on the social status of the person. Numerous terms are embedded in Saraiki language which reflect social hierarchy and relationships of people.

4.3.2.8 Impact of social media on context-based deixis

Now a days, everyone is active on social media and it has penetrated into our lives. She further added that social media has an impact on deixis and it is one of the most penetrating mediums. In order to understand any meme, joke or short clip contextual knowledge is important.

4.3.2.9 View of gesture deixis in different cultures

She said that use of gesture deixis is crucial in conversations. In some cultures, keeping a certain amount of distance from elders or from a person of high status is seen as a sign of respect. In Saraiki like other languages, gestures play a important role like giving directions to someone or pointing at some person or object. In south Asian communities, use of gestures is not looked down upon and sometimes it bridges gaps between people of different cultures.

4.3.2.10 Exposure to deixis variants in other languages

She acknowledged the importance of learning of deixis in other languages also. She said that exposing students to variants of deixis improves the linguistic competence of individuals and it leads to improving their language and cultural understanding. It helps make communications and interactions less ambiguous and a person is able to communicate more effectively.

4.3.3 Analysis of third teacher’s interview

The teacher talked about the importance of learning other languages and what kinds of difficulties are faced by students while learning it. She also discussed the role and impact of culture in learning of second language. She was a Urdu speaker and she didn’t face any issues regarding use of deixis in her classroom.

4.3.3.1 Teaching methodology for teaching Deixis

She said that she prefers to use different methodologies but while teaching deixis

she likes to keep her lesson plan simple and interactive. She generally uses different situations to teach different types of deixis. She likes to involve her students and ask them to give deixis examples from their language.

4.3.3.2 Problems addressed while teaching Deixis

Whenever a problem arises, she prefers to use visual aids like pictures and videos to resolve it. Pictures showing different situations or videos related to concerned problem are shown and discussed with students. She considers use of visual aids very effective.

4.3.3.3 Motivation technique to practice Deixis

She said that she has never faced any issue in motivating students. They are motivated to learn the new concepts and ask me for further suggestions. I involve them in activities like picture description, storytelling and give them random situations where they have to use different deixis.

4.3.3.4 Frequently used Deixis in classroom

The teacher said the most used deixis in her classroom are 'I' and 'we'. Personal deixis are used the most in her classroom. Whenever she is giving instructions to students about next class topic she use temporal deixis like tomorrow, next week.

4.3.3.5 Cultural differences in a multilingual classroom

She didn't plan her lessons according to cultural differences. She planned her lessons according to the objectives of the topic and sometimes she would improvise her lesson in class.

4.3.3.6 Occurrence of Misunderstandings due to Deixis

She responded that in her class misunderstandings never occurred due to cultural differences. Even when she was a student, she never faced any problems. Although, it was a bit different for her when she was learning personal deixis because in urdu we have various spatial deixis.

4.3.3.7 Usage of deixis based on Social Relationships

Being an Urdu speaker, she mentioned that in Urdu language there are politeness markers based on the relationship and status of a person like in Urdu language, we use spatial deixis 'aap' for elders and people of high status to show respect and we use spatial deixis like 'tum' or 'tu' according to relationship or context. In Urdu language, we can

address people differently to indicate politeness. In English language, we have only one spatial deixis ‘You’ for both formal and informal situations.

4.3.3.8 Impact of social media on context-based deixis

She perceives social media as a very important tool. Social media has impacted our lives and the way we communicate. Social media has changed the language like people prefer to use gifs, memes to relate a situation to certain scenario. The use of informal language and abbreviations is very common.

4.3.3.9 View of gesture deixis in different cultures

In every culture, the use of gesture deixis varies. In some cultures it is an important part of non-verbal cues and crucial in understanding certain situations like in a classroom, I say ‘Look at this’ without pointing towards anything, the students won’t be able to understand that what am I pointing toward.

4.3.3.10 Exposure to deixis variants in other languages

Yes, in my opinion, exposure to other languages and cultures is important. It helps students understand other cultures norms and they learn to respect each other’s opinions also. It expands their view of looking at things.

4.3.4 Analysis of fourth teacher’s interview

The teacher was Pathan but he had good understanding of Saraiki language as he had been living in Dera Ghazi Khan for the last ten years. He shared that he personally faced many problems in his student life while learning personal deixis because of his first language Pushto.

4.3.4.1 Teaching methodology for teaching Deixis

He stated that he likes to keep his lessons simple. He prepares lesson plan and for deixis lesson plan he always uses discussion method. He shares some examples and then invites students to share examples for their daily routine.

4.3.4.2 Problems addressed while teaching Deixis

He uttered that if students come across any problem related to deixis he resolves it through discussion. He thinks that involving students in resolving any problem is very effective. They help each other in learning.

4.3.4.3 Motivation technique to practice Deixis

He responded that through activities like role plays, narrating stories he encourages students to learn deixis properly and practice it in a fun way. He sometimes give his students a passage and ask them to find different deixis in it.

4.3.4.4 Frequently used Deixis in classroom

He said that he and his students use personal deixis quite often. Even at his home, he has noticed the frequent use of personal deixis.

4.3.4.5 Cultural differences in a multilingual classroom

The teacher said that while teaching deixis he always plans the lesson according to his multilingual class. He takes examples from different languages so it is easy for students to learn deixis and relate it to their language.

4.3.4.6 Occurrence of Misunderstandings due to Deixis

He narrated his own experience of learning deixis. When he was young, he used to mispronounce the personal deixis of people like he would address females as ‘he’ and males as ‘she’. He faced the same problem while learning Urdu language also but he overcame it.

4.3.4.7 Usage of deixis based on Social Relationships

In pushton culture, deixis varies based on the social status of a person. When you meet someone and place the hand on heart is seen as a sign of respect. In pushto language, there are different politeness and social markers. In classroom, there are politeness markers to show respect to teachers and other class fellows.

4.3.4.8 Impact of social media on context-based deixis

He said that due to social media the informal language is used a lot. Sometimes in order to understand a picture or a meme background knowledge is required. Use of spatial deixis is quite common on social media platform like ‘Click on this link’, the use of ‘this’ is completely different than we commonly use.

4.3.4.9 View of gesture deixis in different cultures

Every culture has its own norms. In classroom, use of gestures along with spatial deixis is quite common and it helps in understanding the speaker’s intended meaning.

4.3.4.10 Exposure to deixis variants in other languages

He said that learning deixis variants of other languages add diversity. A person gets to learn more about other cultures and understand their viewpoint of different things. Their perception of looking at things expands.

4.3.5 Analysis of fifth teacher's interview

The teacher was an Urdu speaker and he had good command over English and Saraiki language. He had been living in Dera Ghazi Khan since his childhood so he was proficient in Saraiki. He expressed that he was interested in other regional languages. He had been teaching for the past six years and had been part of BS English faculty for the last 3 years.

4.3.5.1 Teaching methodology for teaching Deixis

He expressed his love for teaching and he preferred using different methodologies to keep his lecture interesting. He said that he assigns roles to students in his class and they have to prepare according to it. The students perform in front of the class and the dialogues they used contained different deixis. Through this practical way, he teaches his students different kind deixis.

4.3.5.2 Problems addressed while teaching Deixis

He stated that if his students face any problem in learning deixis, he mostly involves other students to explain the concept again to his class fellow. Students sometimes learn best from each other. He also explains the usage of that deixis through real life examples.

4.3.5.3 Motivation technique to practice Deixis

He said that the best technique to motivate students to practice deixis is through debates. The students have to use deixis in their argument otherwise their statement were considered invalid. He also uses dialogue writing to encourage students to practice deixis.

4.3.5.4 Frequently used Deixis in classroom

He said that personal deixis are frequently used deixis in classroom. The most used frequent used deixis is 'We'.

4.3.5.5 Cultural differences in a multilingual classroom

He said that he always plans his deixis lesson according to his multilingual classroom. His students are from different background so he ensures that they are able to learn and not left behind.

4.3.5.6 Occurrence of Misunderstandings due to Deixis

He stated that misunderstandings have rarely occurred due to deixis but sometimes due to use spatial deixis in class during lectures confusion occurs if I don't use gesture along with it.

4.3.5.7 Usage of deixis based on Social Relationships

He agreed that in different situation people tend to use different spatial deixis. These different spatial deixis are based on the social status of the person or the relationship with that person like in Urdu language we use 'Aap' and in Saraiki 'Janab' are politeness markers.

4.3.5.8 Impact of social media on context-based deixis

Social media has changed the way we communicate with each other. The frequent use of emojis, gifs, and abbreviations in conversation and informality in conversations has increased a lot.

4.3.5.9 View of gesture deixis in different cultures

Use of gestures during conversation is very common in our Pakistani society. We don't look down upon its use but in some cultures the use of gestures like using index fingers to point at someone is considered rude. He further added that in classroom use of gestures is very helpful.

4.3.5.10 Exposure to deixis variants in other languages

He responded that learning of deixis of other languages is beneficial. It enhances person knowledge and comprehension of that target language and its cultural norms.

4.3.6 Analysis of sixth teacher's interview

The sixth teacher gave precise responses to all the questions. He was an Urdu speaker and was fluent in English. He recently shifted to Dera Ghazi Khan so he was learning Saraiki also.

4.3.6.1 Teaching methodology for teaching Deixis

The teacher said that he prefers to teach deixis through practical ways like role play, storytelling. He uses practical examples from daily routine.

4.3.6.2 Problems addressed while teaching Deixis

When my students face any hindrance in understanding any point of deixis, I explain it through examples and use the deictic expression in a sentence to explain its use.

4.3.6.3 Motivation technique to practice Deixis

He encourages his students to learn deixis in target language by using examples from their daily routine or discussing it with their friends.

4.3.6.4 Frequently used Deixis in classroom

Most used deixis in classroom are personal deixis like I, we, you. The students also use spatial deixis like this, that etc.

4.3.6.5 Cultural differences in a multilingual classroom

He responded that he always plans his lesson according to the needs of his multilingual classroom. He often changes his methodology to ‘code-switching’ while teaching a multilingual class. He wants to make it easier for students to grasp new concepts so that language won’t be barrier in their learning.

4.3.6.6 Occurrence of Misunderstandings due to Deixis

A teacher needs to consider the cultural differences in classroom like in Sanskrit the word ‘Kheer’ means ‘milk’ while in other south Asian languages like Urdu it means sweet rice pudding. Misunderstandings can occur due to similar word used in different contexts.

4.3.6.7 Usage of deixis based on Social Relationships

The teacher replied that of course, different deixis are used in different social settings and the relationship of a person has an impact on the use of deixis. Words like ‘Taya and Chachu’ are both used differently and have different meanings.

4.3.6.8 Impact of social media on context-based deixis

He agreed that social media has made an impact. Additionally, he said that when he across few memes he was unable to understand them because he didn’t know their

context. In texting, youngsters use gifs and emojis to communicate which is hard for a person to comprehend who don't know the meaning behind it.

4.3.6.9 View of gesture deixis in different cultures

He said that concepts vary across cultures and social norms are different. In Saraiki, we have so many deixis while in English language there aren't many deixis. Gesture deixis are like visual cues which further provide clarification and removes ambiguity.

4.3.6.10 Exposure to deixis variants in other languages

He was in favour of exposing students to variants of deixis in other languages. He added that this kind of exposure helps improve their language skills. It helps them become aware of deixis meanings in other languages and learn various cultural norms.

4.3.7 Analysis of seventh teacher's interview

The teacher was very well aware of teaching methodologies and shared the problems faced by teachers while teaching a second language.

4.3.7.1 Teaching methodology for teaching Deixis

He explained that he uses Power point presentations and videos to teach any new concept. He also involves his students in class discussions. He prefers to teach in simple language and not complicate any concept.

4.3.7.2 Problems addressed while teaching Deixis

According to him, deixis is a very easy topic and students rarely faced any problem related to it.

4.3.7.3 Motivation technique to practice Deixis

He said that he tells his students to observe the conversation of their class fellows and the vocabulary used by teachers. They can also describe pictures with the use of deixis or narrate a story. Role play is also very effective for practicing deixis.

4.3.7.4 Frequently used Deixis in classroom

He stated that he and his students use personal deixis like I, we and address others by using 'you'. When he gives assignments then he uses temporal deixis to assign the time period for submission of that assignment.

4.3.7.5 Cultural differences in a multilingual classroom

He definitely considers cultural differences while planning his lesson for first semester students of BS English. Many of these students don't have good command over English and they have difficulty in communicating in that language. So in the beginning, while delivering the lecture he switches between Urdu and English so that students are able to comprehend the concept they are learning.

4.3.7.6 Occurrence of Misunderstandings due to Deixis

He said that he personally has no such memorable experience. He stated that once he said in class that 'we have discussed it before' and one of the students who didn't attend that lecture was confused that which lecture I was referring to.

4.3.7.7 Usage of deixis based on Social Relationships

He said that he has noticed his students they use different deixis for their close friends while address other class fellows differently. He further explained that in Pakistani culture, we address people of different statuses differently.

4.3.7.8 Impact of social media on context-based deixis

He replied that of course he has noticed the transition in way of communication. He sometimes finds it difficult to understand the language being used by youngsters because of the coined abbreviations and meaning behind emojis. Context is required to understand trending memes, phrases.

4.3.7.9 View of gesture deixis in different cultures

He said he use gestures a lot during lecture and he finds it very easy to communicate his intended while using gestures like hand movements or facial expressions. Use of gestures varies in different cultures.

4.3.7.10 Exposure to deixis variants in other languages

He was in favor of introducing students to different variants of deixis in different languages. A teacher of multilingual can easily introduce her students to learning new vocabulary. Students can share deixis of their language with class fellows. Students learn new language and their knowledge of language increase.

4.3.8 Analysis of eight teacher's interview

The teacher had been in the teaching field for the last ten years. He shared that he taught students of different cultural background. He likes to teach his students in both Urdu and English language.

4.3.8.1 Teaching methodology for teaching Deixis

He said that he teaches deixis by emphasizing on the context in language and with examples. He also uses discussion method to discuss different examples of deixis across different cultures.

4.3.8.2 Problems addressed while teaching Deixis

He makes sure that students don't face any difficulty on learning deixis. He gives them easy relatable examples which are simple to understand and encourage them to ask questions till their concept is clear.

4.3.8.3 Motivation technique to practice Deixis

He replied that he engages them in different activities like narrating their routine by using deixis or activity like one person is giving direction to another person to a specific location. He also gives them feedback so that students learn well.

4.3.8.4 Frequently used Deixis in classroom

He stated that he uses personal deixis the most in his classroom. He further explained that during lecture whenever he is referring to himself and his students, he uses the personal deixis 'we'.

4.3.8.5 Cultural differences in a multilingual classroom

He said he definitely plans according to his multicultural classroom. He mostly gives lectures in bilingual method and use grammar translation method depending upon the need of students.

4.3.8.6 Occurrence of Misunderstandings due to Deixis

He replied that wrong use paralinguistic features can sometimes lead to this problem for example in countries like Japan it is considered rude to speak in a loud voice while in some cultures a person who speaks loudly is considered confident. Therefore, it is important to learn practical use of deixis in different cultures.

4.3.8.7 Usage of deixis based on Social Relationships

Yes, a person background and culture play an important role in their use of deixis.

Sometimes students from rural areas don't use correct personal deixis for people of opposite gender. They often misuse it and sometimes their choice of words shows lack of politeness. They don't use correct deixis according to social status of different contexts.

4.3.8.8 Impact of social media on context-based deixis

Yes, it has. People use more emojis to express their ideas or emotions. Sometimes, when we are mailing don't use correct personal deixis. Sometimes trending memes are hard to understand because a person doesn't know the context behind it.

4.3.8.9 View of gesture deixis in different cultures

Gestures play the role of non-verbal cues in a language. It can be hand movement, body movement. In some cultures, using hand gestures while talking is considered rude while in other cultures it is seen as part of interaction and not frowned upon.

4.3.8.10 Exposure to deixis variants in other languages

Yes, students should be exposed deixis variants in other languages. But it is not possible to achieve it. Students should be familiar with the regional languages deixis so they are familiar with the cultural norms of that language.

4.3.9 Analysis of ninth teacher's interview

The teacher had been part of Dera Ghazi Khan University English faculty for the past 3 years. He had been teaching BS English for the last one year. He was an Urdu speaker and was fluent in English and had good understanding of Saraiki. He also could understand Pushto because of his exposure to it since his school years.

4.3.9.1 Teaching methodology for teaching Deixis

He replied that he generally teaches his pupils about deixis through presentation and lectures. He also uses deictic expressions to help them understand the concept of deixis.

4.3.9.2 Problems addressed while teaching Deixis

He stated that if any student is facing difficulty in understanding deixis, he uses example from daily routine to help him understand the use of deixis.

4.3.9.3 Motivation technique to practice Deixis

He said that he encourages his students to use English language in his class and tell them to practice deictic expressions in their language. Sometimes he use activity like role play so that student practice deixis in a fun and engaging way.

4.3.9.4 Frequently used Deixis in classroom

He shared his common phrase he uses in his class ‘Today is a good day’. He responded that his students use personal deixis often.

4.3.9.5 Cultural differences in a multilingual classroom

He said that using local regional language while delivering lecture can make it easy for students of different cultures to understand a lecture.

4.3.9.6 Occurrence of Misunderstandings due to Deixis

He said that he doesn’t remember any such incident where misunderstanding has occurred due to use of deixis.

4.3.9.7 Usage of deixis based on Social Relationships

He was of the opinion that usage of deixis varies based on the social status or relation with a person. People across different cultures use different terms to address their closed dear ones while use different deixis to address elder people or people of different status.

4.3.9.8 Impact of social media on context-based deixis

Yes, social media has impacted the deixis. Students prefer to use contractions and informal language. Deixis like now and today is used during time of posting but people can see that post much later or even the next day.

4.3.9.9 View of gesture deixis in different cultures

He said that people in some countries don’t use certain hand gestures like thumbs up or using index finger to point at some thing or person. In Pakistan, people sometime slightly lower their head or get up from their seat to greet someone. Every culture has their own use of gesture as non-verbal deixis which can further be a part of interaction.

4.3.9.10 Exposure to deixis variants in other languages

He slightly disagreed that students should be exposed to different variants of deixis

in other languages because every student has different caliber and learn at different pace. It is more fruitful if a student focuses on one language at a time. He shared an example that in Arabic we have word 'Haina' which means 'here' in English and in Urdu the same Arabic word means 'Yes'. For a new learner it can be confusing so it is better to learn one language then move on to another language.

4.3.10 Analysis of tenth teacher's interview

The last participant of interview was a young teacher and had started teaching at Dera Ghazi Khan University one and a half years ago. Her first language was Punjabi and she could communicate in English and Saraiki effectively. She shared that it was very easy for her to learn Saraiki as both languages are quite similar. She had a passion for teaching and shared many good teaching methodologies that she used in her classroom.

4.3.10.1 Teaching methodology for teaching Deixis

She responded that for every lesson she prepares slides. She makes sure that her instructions and lectures are in simple English so that her students to comprehend without any difficulty. Through picture description she teaches different kinds of deixis and sometimes she uses examples from daily routine and classroom discussion to teach the concept of deixis.

4.3.10.2 Problems addressed while teaching Deixis

She prefers to use interactive discussion method to encounter any difficulty faced by the students. She sometimes let the student resolve the problem by having a good discussion on the topic.

4.3.10.3 Motivation technique to practice Deixis

She motivates her students by assigning them picture description or narrating any incident from their life making sure they deixis.

4.3.10.4 Frequently used Deixis in classroom

In her classroom more frequently used deixis are I, we, you, this, that, tomorrow. She said that during discussion, personal deixis are used the most.

4.3.10.5 Cultural differences in a multilingual classroom

She always prepares her lesson plans according to her multilingual classroom so

that no student feels left out. For her deixis lesson plan, she quotes examples of different cultures so that students can learn about other cultures and are able to relate the concept to their own culture.

4.3.10.6 Occurrence of Misunderstandings due to Deixis

She told that one of her pathan student who is now in second semester, he always made mistake in addressing other people while using personal deixis. He used the personal deixis 'he' for girls and he used to address boys by using personal deixis 'she'. She said that she explained him the difference between the personal pronouns 'he' and 'she' and for whom we can use it.

4.3.10.7 Usage of deixis based on Social Relationships

She stated that deixis are based on social relationships like in Punjabi language for elders and people of high status we use 'Aap ji' and in formal settings while personal deixis like 'tusi' and 'tu' are used in informal situations or based on the relationship with that person.

4.3.10.8 Impact of social media on context-based deixis

She agreed that social media has distorted the usage of deixis like students' language have become more informal and they communicate in emojis and gifs. Social media uses the spatial deixis in different context and in order to understand the trending memes and expressions one need to have background knowledge of it.

4.3.10.9 View of gesture deixis in different cultures

She related the answer to Pakistani culture like to show respect to elders and to greet them we get up from our seats. In Pakistan, it is very common to use hand gestures during conversation.

4.3.10.10 Exposure to deixis variants in other languages

She responded that exploring different cultures evokes students' interest and they learn to use deixis of other languages accurately. It is a good idea to expose kids to different cultures it help them communicate accurately and effectively in other languages. It enhances their knowledge and expand their perception of looking at other cultures.

4.4 Conclusion

The researcher analyzed the data collected of classroom observations, students' informal conversations outside the classroom and lastly interpreted the responses of teachers collected through semi-structured interviews. The analysis showed that in very situation and context personal deixis was used frequently. The spatial, temporal and discourse deixis were not used often. The interpretation of data showed that in a multilingual class, deixis does play a crucial role in students' understandings of other language deixis variants and teachers play an important role in the teaching of deixis.

The Saraiki speakers didn't face much difficulty in using deixis in their conversations and the analysis also proved that contextual knowledge is very important for the interpretation of deictic expressions in different situations.

CHAPTER 5

CONCLUSION

5.1 Summary of Key Findings

Language is a tool for communication among humans. People interact with each other by using language for different purposes. Pragmatics is one of the disciplines of linguistics which studies language. The study of pragmatics considers not just what people say in social circumstances, but also how they say it and how other people understand them. Pragmatics is the study of contextual meaning which shows there is a relationship between language and context. This relationship can be studied through deixis. Deixis is a Greek word that means "pointing." In deixis, one word can be used differently in different contexts. Deixis is employed to indicate the speaker's utterance location, time, and participants, among other situational context components. Deixis helps us communicate effectively and efficiently. Levinson talked about five kinds of deixis in his theory of deixis. He discussed personal deixis (I, we, you, he, she, they), spatial deixis (here, there, that, this), temporal deixis (today, earlier, tomorrow, next week), discourse deixis (this, that) and social deixis (Ma'am, Sir, doctor). Deixis varies according to the situation. We use deixis according to the social status or our relationship with a person. The role of non-verbal cues like gestures and facial expressions is also very crucial and it varies across cultures. In this research, our focus was on the pragmatic function of deixis and its use by the Saraiki speakers who are students of BS English program at Dera Ghazi Khan University. It is qualitative research and the data had been collected by the researcher from his hometown university i-e Dera Ghazi Khan University.

The researcher collected data through classroom observations, informal conversations of Saraiki speaking students and by conducting ten semi-structured interviews of the students. The recorded data was transcribed by the researcher and after that it was analyzed. The researcher used Levinson's deixis theory for collection and analysis of data. This current study analyzed the differences in the deixis of English and Saraiki language, and its implication on the social relationships.

The choice of deixis, as the study demonstrated, depends on the speaker's relation

with the addressee as well as the social hierarchy of deixis. This study shows the intricate relations of language, culture and social dynamics in case of deixis by the Saraiki speaking pupils. As the study reveals, deixis is a language instrument that not only transfers the meaning, but also reflects the position of the speaker, his relationships, as well as his cultural standards. The research demonstrates that the speaker's sense of social rank and interpersonal relationships plays an important role in choosing deictic expressions for deixis in Saraiki versus English. From this it can be seen, deixis changes according to various cultural and situational frames, indicating how context is important in communication.

The study also explains the pragmatic problems faced by the students, with learning Saraiki as L2 with regard to using English for communicating in academic contexts. Understanding deixis and its cultural referent suggest that improvement of language acquisition and crosscultural communication may be achieved. Pragmatic awareness applied to teachers' teaching methods & language practitioners may create a more productive and inclusive learning experience. This study ultimately helps to advance the field of pragmatics by explaining how deixis works as a bridge between language and social reality, and its implications for linguistic theory and practice of better communication can be far reaching.

5.2 Findings

Understanding how Saraiki speakers and the English speaking academics use, understand and interpret deixis, the results of the study show what influence cultural contexts have on how deixis is used and perceived. The research shows that deixis is generally a context dependent language trait often reflecting deeply embedded cultural norms and behavior of communication. This is in contrast to English who make more explicit use of deixis, Saraiki speakers might value indirectness and the supplying of shared contextual information more. This disparity is particularly problematic in educational settings where professors and students may come from different cultural backgrounds and subsequently may miscommunicate.

The researcher found that due to cultural differences the use of deixis varies. The researcher collected data by conducting classroom observations, recorded the BS English

program Saraiki speakers' conversations and also did analyses of ten semi structured interviews of teachers. The researcher employed Levinson's deixis theory for analysis of data. In deixis, context knowledge is necessary to understand an utterance. By examining these differences, the research advances our knowledge of how language, culture, and communication interact. In order to foster productive crosscultural relationships in academic contexts, it advocates for a heightened understanding of cultural variations in deixis usage. In the end, the results support a more culturally sensitive method of teaching languages, guaranteeing that both educators and learners can more easily and respectfully negotiate linguistic variety.

5.2.1 Findings of Classroom observations

In Classroom, teachers used the personal deixis frequently. When the teacher was the speaker, he referred to himself as 'I'. Whenever the teacher referred to himself along with his students, he used the personal deixis 'we' which is a plural first-person pronoun. The speaker uses the deixis 'we' again and again to make his students feel that he is part of the class. When any student was being addressed by the teacher, the personal deixis 'you' was used. The spatial deixis like this, there were also used. When the teacher was referring to anything written on the board, he would use the spatial deixis 'this' for example 'Look at this'. The teachers didn't used the temporal deixis often, they were least used. The students used social deixis whenever they were addressing their teacher's like 'Sir' and 'Ma'am'. This is seen as politeness markers and way of showing respect. In Pakistani classrooms, teachers are the active speakers and the students are the receivers of knowledge. In majority classes, lecture method is used. The teacher is the speaker most of the time. The temporal and spatial deixis were used when someone was narrating some incident or sharing some examples. They were also used when teacher assigned any assignment and shared the submission date.

The study illustrates how language preferences and cultural norms interact, showing how deixis influences communication styles in learning environments. Teachers may more skillfully manage classroom interactions by being aware of these dynamics and making sure that language tools like deixis are utilized to encourage participation, clarity, and respect for one another. This knowledge is especially crucial in multicultural

classrooms because cultural variations may affect how deixis is used and interpreted.

5.2.2 Findings of Informal interactions of students

The researcher finds that personal deixis is the dominant deixis in even the students' interaction. However, they used other deictics in both English and Saraiki to refer place and time, but the usage of personal deixis was quite frequent. If both languages have their own deictic terms (tailored, according to cultural norms, contexts) is an untouched theme. While working on the text, these friends always use 'we' while referring to themselves as a group, and whereas when this group is referred to in Saraiki, they say 'Asan'. Their social interactions demonstrate tilted affinity for inclusive language, as revealed in the individual identity and group affiliation there.

This indicates their cultural fluency and as well as linguistic flexibility in being able to switch between Saraiki deictic terminology and English. But through code switching, it promotes efficient communication as well as helps them keep their cultural identity in multilingual environment. The findings show that indeed deixis is more than a linguistic device, instead it reflects social and cultural politics, and how language both shapes and reflects speakers' norms and values. This is knowledge necessary to create inclusive and culturally sensitive learning settings.

5.2.3 Findings of Semi-structured interviews of teachers

The interviews of the teachers showed that they clearly understood the difficulties in the teaching of deixis, particularly in a class of multilingual and multiculturally diverse learners. In the interview, the teachers talked about deixis. Also, they shared teachings methodologies, how they deal with any problems faced by the students, and example of any misunderstood caused by the incorrect use of deixis. The teacher informed of the importance of cultural knowledge for proper use of deixis. Teachers agreed that exposure of students to other deictic variants used in other languages may increase students' knowledge and in this way students learn cultural norms of different language speakers. Social media has also had an effect on the communication skills of students and on their way of communicating, which has become very informal, the teachers said. The emoji, gifs are used by the students to communicate. They also send memes and use some pull phrases which a person who does not know anything about them can easily be confused. So, it is

also an evidence of the fact that context value is important when we begin comprehend any thing.

All things considered, the teachers' observations emphasize the necessity of a dynamic and inclusive method of teaching deixis that incorporates digital literacy, contextual awareness, and cultural awareness. By giving students these resources, teachers may assist them in navigating the challenges of language usage in a world that is becoming more varied and linked.

5.3 Overall Discussion

Deixis is related to the structure of language and the context in which it is being used. Deixis are commonly used in our daily conversation and for the interpretation of deictic expression a person needs to have knowledge of the situation in which it occurred. The absence of context knowledge can lead to misinterpretation for instance a teacher says

‘Place the assignments here’ without gesturing towards any specific place or location in class, such kind of utterance can lead to confusion. Non-verbal cues are also part of deixis and when we use our hands gestures, our facial expressions and body movement according to situation it can help both the speaker and addressee avoid any sort of misunderstanding and the address can easily interpret the intended meaning of the speaker.

In addition, deixis varies from language to language and culture to culture depending on the spatial, temporal and social arrangements and understandings of interactions. Some languages may stress temporal or social distinctions while to others, the systems may be more complex for geographic references. These cultural differences, therefore, underscore the importance of understanding deixis in its broader societal context because people's perception and interaction with their environment is a function of this understanding. In other words, looking at these distinctions may help us to enhance our ability to communicate in various situations, and it helps us gain insight into the relationship between language, culture, and cognition. It is especially useful to know in a world that is getting more and more interconnected in order to know to make communication and the establishment of mutual understanding.

5.4 Conclusion

Stephen C. Levinson discusses deixis, which he considers as a very interesting field, and he stresses the fundamental role of deixis within language. He mentioned in his work the context that helps to understand the deictic terms. The result of this present study serves as the interpretation for the use of deixis in different settings; moreover, this interpretation proved that contextual knowledge is important to interpret deixis. The study also discovered that the meaning of deictic expressions is different among cultures and so is their use. Non verbal cues used during interaction are very important and remove ambiguity and clarify. The meaning which the speaker intends the addressee to understand is very easily understood by the addressee. Without contextual knowledge, deixis can be interpreted to one's misunderstanding and the listener cannot interpret the meaning of an utterance. Words and expressions are to be interpreted in the context. These findings emphasize the importance of considering contextual knowledge and cultural awareness in language educational programs, particularly when teaching in multilingual and cross cultural settings. By gaining a deeper understanding regarding how deixis works in different language and cultural contexts, teachers were better able to help their students deal with the difficulty of communication. Deixis ultimately exemplifies such a dynamic interaction of language, culture and context, which has much to tell about the structure of interpersonal relationships and a shared presupposed background as an important factor in the meaning of utterances.

5.5 Recommendations for Future Researchers

There are a lot of fascinating issues to investigate in the field of deixis. Some of the suggestions for future researchers are as follows:

- Study of Social Deixis in Pushto and English
- Teaching pedagogies employed to teach Deixis in regional languages of Pakistan
- Use of temporal Deixis on Social Media platforms
- Comparison of Deixis in Sign language and Spoken language
- Role of Deixis in Storytelling.

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