CHAPTER ONE

INTRODUCTION

This study is on the "Place and Time Deixis in English and Nepali Language." This chapter consists of general background of the study especially with English and Nepali language. It also deals with the definition of deixis and its types. Furthermore, this introductory part includes a brief description of present sociolinguistic situation of Nepal and the concept of contrastive analysis. This part also includes literature review, objectives of the study and significance of the study.

1.1 Background of the Study

Language is a means of communication for human being through which the ideas, thoughts and feelings are expressed. Every normal human being uses a language for communication. Language is highly developed and most frequently used means of communication. In communicating in language, two parties are involved: sender and receiver for transmission and reception of information from one person to another. Through the use of language, human beings perceive the clear picture of the whole world. Language helps us to think, interpret, perceive, and express about the real world.

The word 'language' was taken from Latin 'lingua' which means 'tongue' and later 'lingua' was modified into 'language'. In the 13th century, the English people modified this word into 'language'. Language has been defined variously by different scholars. According to Wardhaugh(1998,p. 1), "A language is what the members of a particular society speak." He focuses on the types of language. There might be linguistic variation on the basis of social variation.Harmer (2007,p.29) says, "Language is a mental ability. It is used in speaking as or writing." Similarly,Chomsky (1957,p. 13) writes, "Language is a set of sentences, each finite set of elements."

In the same way, Widdowson (2003,p.3) says,"A language is a system of arbitrary vocal system which permits all people in given culture or other people who have learned the system of that culture, to communicate to interact." This definition gives emphasis on the cultural aspect of language.

Likewise, Hall (1968,p. 5, as cited in Lyons, 1981,p. 4) writes, "Language is the institution where human communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." Similarly, according to Sapir (1971,p. 8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." (as cited in Lyons,2009,p. 3).

Language is the source of communication. It's the way through which we share our ideas and thoughts with others. There are uncountable languages in this world. Because every country has their own national language, then they have different local languages spoken and understood by their people in different regions. Languages of the world can be classified under various classes. Some are standard language and some others are taken as vernacular or classical. A language undergoes the process of standardization such as selection, elaboration of functions and acceptance is known as standard language, whereas vernacular language may not have those features and used in informal domains, such as family, friendship, etc.

1.2 Statement of the Problem

Nepal is a multiethnic, multilingual and multicultural country. According to the census report 2011, there have been identified 123 languages which are spoken as a mother tongue in Nepal and some other languages are reported as unknown languages due to the lack of adequate knowledge and research. So, we can claim that Nepal is a garden of different languages and castes. Nepali is the standard language in Nepal because it is official language. Every fields have their own problem. Likewise, pragmatics: specifically 'Place and Time

Deixis in Nepali and English language' has also some problem regarding the teaching learning process. Teaching itself a very challenging profession so, the teacher should be perfect and able to handle the class. We can find pupils in the classroom from different society, culture, language and caste. Teachersas well as the students face the problem during the teaching learning process due to the interference of students' mother tongue over second language (English language). To make clear about the deixis teacher should know the deixis of students' language. The teachers as well as students face the problem during teaching 'place and time deixis' in Nepali and English. To address the problem as well as suggest some pedagogical implications of 'place and time deixis of Nepali and English language' this research has been carried out. No research has been carried out on this topic in the Central Department of English Education. So, it is the first trial to find out 'place and timedeixis in English and Nepali language.'

1.3 Rationale of the Study

Language is closely related to the context. The linguistic utterances without its context cannot give its actual meaning or may give different meaning. Actually,deixis deals with thelanguage which directly refers to the context or situation within or around which communication takes place. The present study has been carried out to find out 'place and time deixisinEnglish and Nepali language.' No research has been carried out about place and time deixis in Nepali. In this respect, this is the first attempt to find out 'place and time deixisinEnglish and Nepali language.'

1.4 Objectives of the Study

The objectives of this study were as follows:

a) To find out place and time deixis of Nepali language.

b) To compare and contrast Nepali place and time deixis with that of English.

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c) To suggest some pedagogical implications.

1.5 Research Questions or Hypothesis

The research questions of this study were as follows:

a) What are the place and time deixis of Nepali language?

b) What are the similarities and differences between place and time deixis of Nepali and English language?

c) What are the pedagogical implications of this research?

1.6 Significance of the Study

Deixis is related to the field of pragmatics, it helps a speaker and an addressee to understand and communicate easily because it is directly concerned with the relationship between the structure of language and the context in which it is used. So, this study will be a great asset for students, teachers, textbook writers and syllabus designers etc. who are interested in deixis. This will be also helpful for knowing Place and Time deixis of Nepali and English.

1.7 Delimitations of the Study

This study was limited in the following ways:

a) The study was limited to place and time deixis only.

b) The study was limited to 60 Nepali language speakers from Kathmandu valley.

c) English place and time deictic expressions were collected through secondary sources like Yule (1996) and Levinson (2010).

1.8 Operational Definition of the Key Terms

⟩ **Deixis**: A linguistic unit such as word or phrase which directly relates to a time, place or person(s)

⟩ **Language**:The system of communication in speech and writing that used by people of particular country

⟩ **Place**:A particular position, point or area

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- **Time**: What is measured in minutes, hours, days etc.
- **Research**: A careful study of a subject, especially in order to discover new facts or information about medical, economic, historical and energy
- **First language**: A person's mother tongue or the language one acquire first
- **Second language:** A language which is not a native language but it is used as a medium of communication(e.g. in education, government)
- **Multilingual**: Person who knows or uses three or more languages
- **Ethnic language**: A language used by indigenous people who have typical life style, culture and tradition
- **Gender**: A grammatical category reflecting the difference in sex eg. Masculine, feminine, neuter, etc.
- **Discourse**: The use of language in speech and writing in order to produce meaning; language that is studied usually in order to see how a different parts of a text are connected
- **Predictive**: Connected with the ability to show what will happen in future
- **Diagnostic**: Connected with identifying something, especially an illness or a problem
- **Social:** Connected with your position in the society
- **Sociolinguistics:** A branch of linguistic which studies all aspect of the relationship between language and society

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This sectionconsists the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this section.

2.1 Review of Related Theoretical Literature

This section is the most important part of research which consists of the following elements:

2.1.1The English Language: An Introduction

There are more than six thousand different languages in the world and the English is the mostly used language because of its wide coverage, written literature, rich vocabulary and high population of its users. It belongs to Indo-European Language Family, sub-branch of Germanic Language Family. Because of its emergence as an international language, English is prevalent in the trade, commerce and education all over the world. English is international lingua franca and many countries are using it as their official language. English is spoken by at least a quarter of the world's population.

Kachru (1985) has described the world English in terms of three circles. They are: Inner Circle, Outer Circle and Expanding Circle. In the Inner Circle, the countries like Britain, the USA, Australia, Canada,New Zealand, etc. lie, where English is their first language and used as the official language.

 India, Nigeria, Singapore, Pakistan, South Africa, Zambia, etc. fall under Outer Circle where English has a long history of institutionalizedfunctions and standing as a language of wide and important roles in education, governance, literature, etc. and used as a second language.

The Expanding Circle countries are those where English is learnt as a foreign language and widely studied but for more specific propose than in the Outer Circle, including reading knowledge for scientific and technical purposes; such countries are China, Japan, Nepal, Korea, Iran, etc. The layers of the circles which represent 'world Englishes' are shown in the following chart.
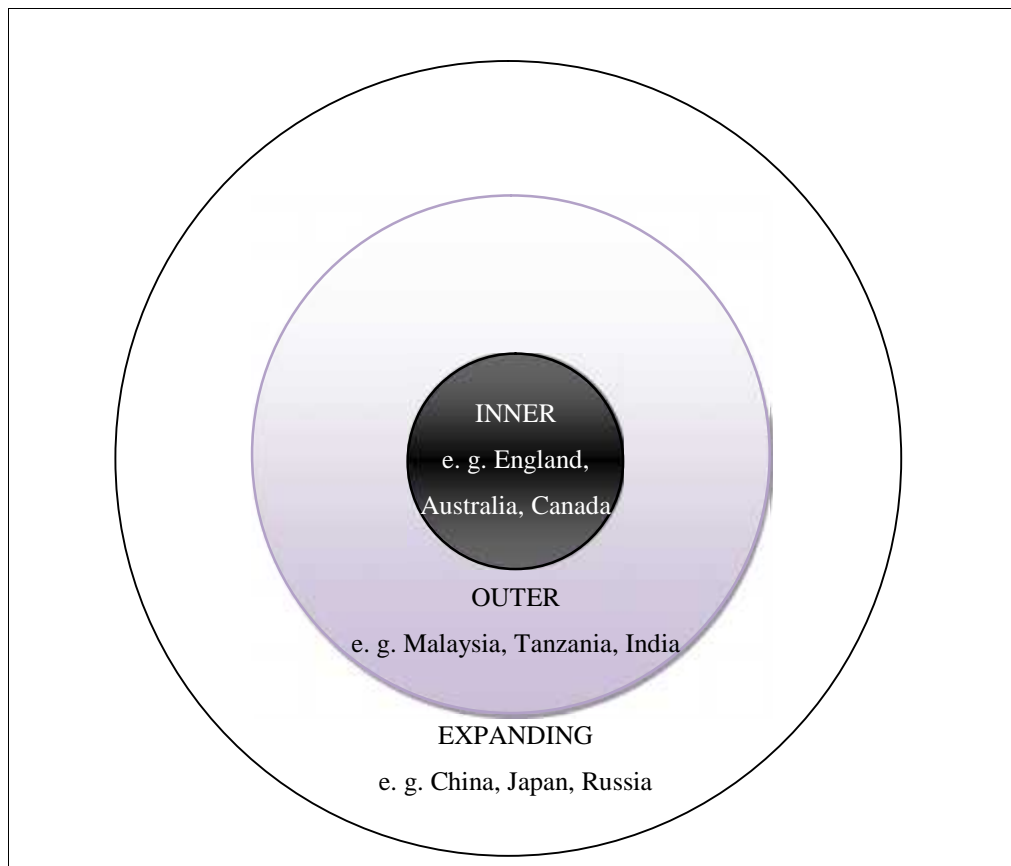
Due to increasing importance of English, JungBahadurRana, the then Prime Minister of Nepal established an English medium elementary school(primary school) on the ground floor of Thapathali Durbar in 1854. Likewise, Chandra Shamsher flourished the English language in higher education and opened Tri-Chandra College in 1918, which became milestone for the development of English in Nepal. This history also shows that Nepal cannot remain beyond the influence of the English language.In the present context of Nepal, many books, journals,advertisements, T.V. programmes, seminars,etc. are published and conducted in English. And also in the education sector, private and some

government-aided schools are using English asmedium of teaching. It is taught as a compulsory subject from grade one to Bachelor's level in government education. It is used as a means of instruction and evaluation at the higher level of education in Nepal.

2.1.2The Nepali Language: An Introduction

Nepal is a small country although various languages are spoken here. According to the Population Census Report (2011), 123 languages are spoken and Nepali language is used dominantly. As Nepali language belongs to Indo-Aryan Family; it is spoken especially in Nepal, Bhutan, Burma, India, etc. of the southern part of Asia. Nepali is an official language of Nepal. It represents Nepali culture and society. Nepali language users are 11,826,953 in number and it occupies 44.6% of total population in Nepal. According to the census of 2001, Nepali speakers were 11,0532,55 andit bears 48.6%. In present Nepali mother tongue users have decreased by 4% compared to census of 2001.

Nepali is traditionally spoken in the Hill Region of Nepal, especially in the western part of the country. Nepali is currently the most dominant language. Nepali is used in government sector and as the everyday language of a growing portion of the local population.

In Bhutan, those who speak Nepali are estimated to be about 35 percent of the total population. This number includes displaced Bhutanese refugees, with unofficial estimates of the ethnic Nepalese population as high as 30 to 40 percent, constituting a majority in the south (about 242,000 people). In India, there are large numbers of Nepali-speaking people. There are an estimated 500,000 Nepali speakers in Sikkim. In Darjeeling and Jalpaiguri districts of West Bengal, there are about 1,400,000 Nepali speakers. In North-East India (states of Assam, Meghalaya, Nagaland, Manipur, Tripura, Mizoram and Arunachal Pradesh), there are several million Nepali speakers. A considerable number of Nepali-speaking people are also present in many Indian cities such

as Kolkata, Delhi, Bangalore, Chennai, Visakhapatnam, Mumbai, and Hyderabad.

Within Nepali language there are various types of languages like Eastern Nepali, Western Nepali and so on. Nepali language is used as a lingua franca, medium of instruction and language of media for Nepalese people. It has widely used in the literature from ancient time.

2.1.3 Sociolinguistic Situation of Nepal

Nepal is a multiethnic nation with diverse languages. There are many languages and even many varieties within a single language. Nepal is called as the garden of different languages because of its linguistic plurality. It can be taken as a research center or the laboratory for language researches. According to the Population Census Report of Nepal(2011), there are 123 languages spoken as a mother tongue in Nepal and some other languages are reported as unknown languages because of the lack of adequate knowledge and research. Most of the languages have not been codified in Nepal. Therefore, they are used only for day to day communication. Nepali language is the prominent language in Nepal and it is official language as well. So, some ethnic groups are raising their voice for the use of their language in educational and official sector. Recently, government has announced to provide primary education to the students in their ethnic language of that place.

According to the Population Census Report (2011), the major languages spoken in Nepal are mentioned here:

Nepali	44.6 %	Maithili	11.7 %
Bhojpuri	6.0 %	Tharu	5.8 %
Tamang	5.1 %	Newari	3.2 %
Bajjika	3.0 %	Magar	3.0 %
Doteli	3.0 %	Urdu	2.6 %

According to Yadava (2003, pp. 145-48), languages spoken in Nepal are broadly classified into four groups. They are discussed here:
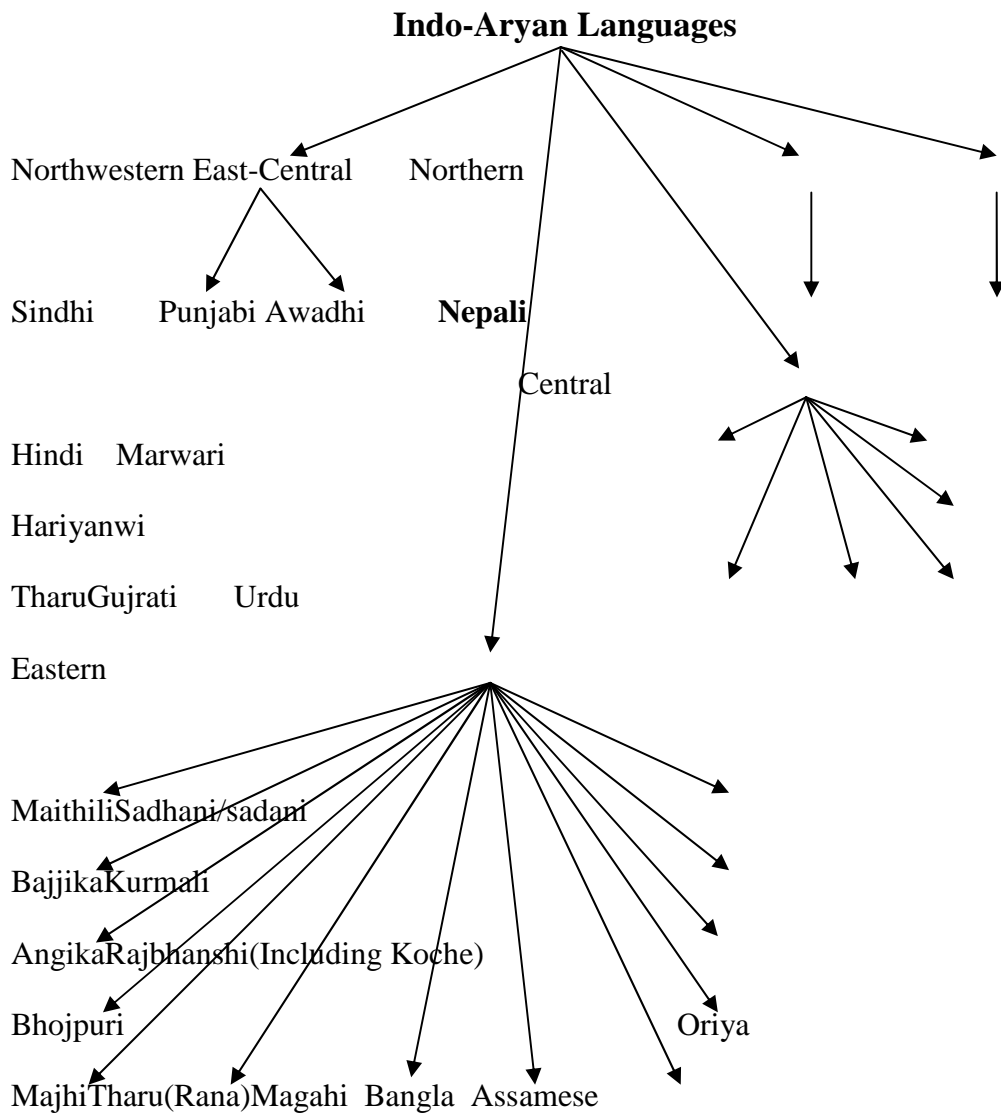
2.1.3.1 Indo-Aryan Group

The languagehaving many speakers comes under this family. The Indo-Aryan languages are the dominant language family of the Northern Indian sub-Continent. It is a branch of the Indo-European language family within the Indo-Iranian language family. The population of Indo-Aryan speakers is one half of all Indo-European speakers (approx 1.5 of 3 billion), also more than half of Indo-European languages are recognized by Ethnologist.

The largest in terms of native speakers being Hindustani (Hindi-Urdu, about 240 million), Bengali (about 230 million), Punjabi (about 90 million), Marathi (about 70 million), Gujarati (about 45 million), Oriya (about 30 million), Sindhi (about 20 million), Saraiki (about 18 million), Nepali (about 14 million), Chittagonian (about 14 million), Sinhala (about 16 million), and Assamese (about 13 million) with a total number of native speakers of more than 900 million.

The languages spoken in Nepal are basically Indo-Aryan Group, one of the nine language groups of Indo-European language family. These languages are spoken by nearly 80% of the total population of the Nepal. Indo-Aryan languages are listed below in diagram.

Diagram No. 1

Indo-Aryan Languages

Northwestern East-Central   Northern

Sindhi   Punjabi Awadhi   **Nepali**

Central

Hindi   Marwari

Hariyanwi

TharuGujrati   Urdu

Eastern

MaithiliSadhani/sadani

BajjikaKurmali

AngikaRajbhanshi(Including Koche)

Bhojpuri   Oriya

MajhiTharu(Rana)Magahi Bangla Assamese
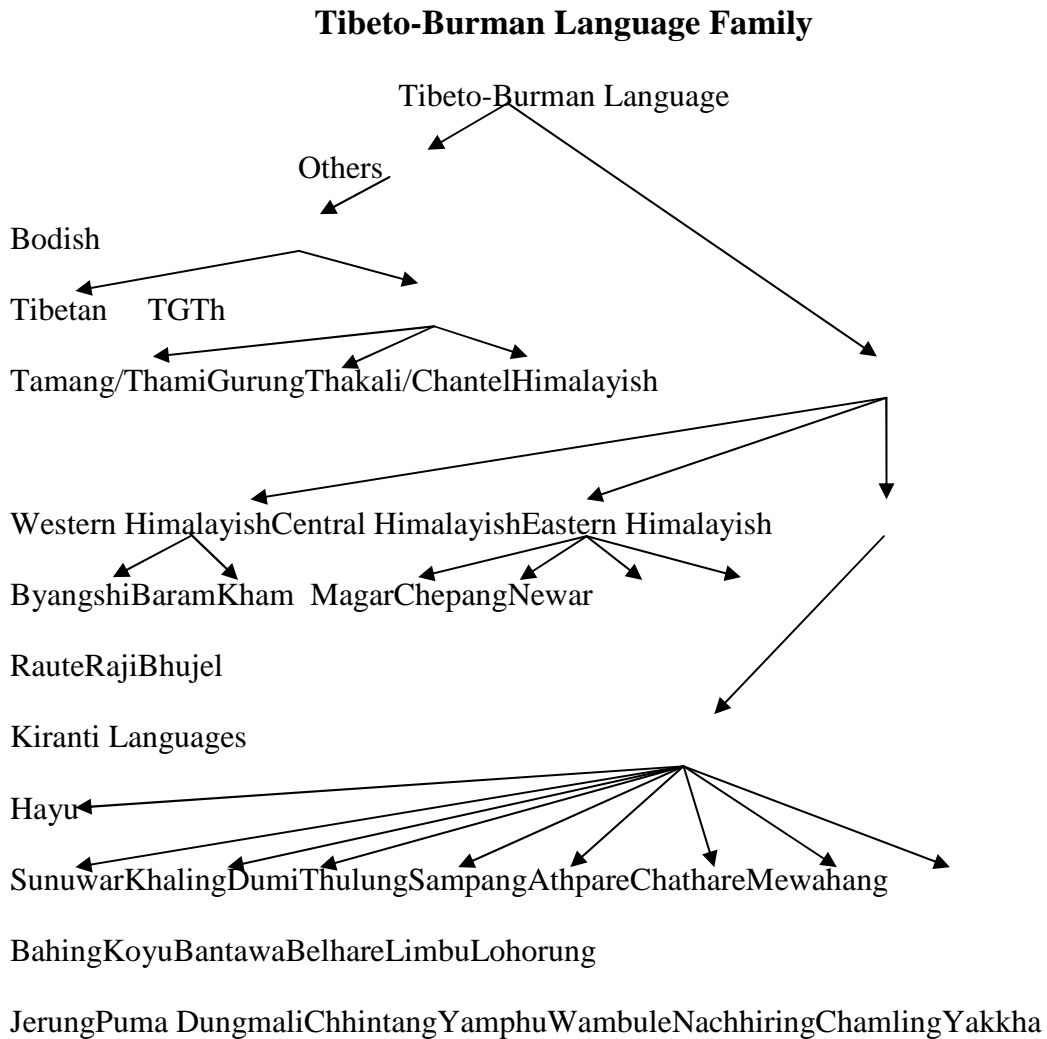
<p align="right">(Yadav, 2003, p.145)</p>

2.1.3.2 Tibeto-Burman Family

Tibeto-Burman Group is derived from the Sino-Tibetan Family. The group has lesser number of population than the Indo-Aryan Family; however, it consists of the largest number of languages.The Tibeto-Burman languages are the non-Sinitic members of the Sino-Tibetan language family, over 400 of which are spoken throughout the highlands of Southeast Asia, as well as lowland areas in Burma (Myanmar). The group is named after its most widely spoken members, Burmese(over 32 million speakers) and the Tibetan languages (over

8 million). Most of the other languages are spoken by much smaller communities, and many of them have not been described in detail.

Tibeto- Burman Family includes the following group of languages:

Diagram No. 2

Tibeto-Burman Language Family

Tibeto-Burman Language

Others

Bodish

Tibetan   TGTh

Tamang/ThamiGurungThakali/ChantelHimalayish

Western HimalayishCentral HimalayishEastern Himalayish

ByangshiBaramKham MagarChepangNewar

RauteRajiBhujel

Kiranti Languages

Hayu

SunuwarKhalingDumiThulungSampangAthpareChathareMewahang

BahingKoyuBantawaBelhareLimbuLohorung

JerungPuma DungmaliChhintangYamphuWambuleNachhiringChamlingYakkha

(Yadav, 2003, p. 146)

2.1.3.3 Austro-Asiatic Family

The Austro-Asiaticlanguages, in recent classifications synonymous with Mon–Khmer, are a large language family of continental Southeast Asia, also scattered throughout India, Bangladesh, and the southern border of China. The name Austro-Asiaticcomes from the Latin words for "south" and "Asia", hence

"South Asia". Among these languages, only Khmer, Vietnamese, and Mon have a long-established recorded history, and only Vietnamese and Khmer have official status (in Vietnam and Cambodia, respectively). The rest of the languages are spoken by minority groups.Austro-Asiatic Family has sub-branches like Munda and Non-Khmer. Munda is further classified into North and South branch. According to the population census report of Nepal (2011), only one language named Satar comes under this language family in Nepal. It is spoken in Jhapa. This family can be shown in the following diagram.

Diagram No.3

Austro-Asiatic Languages

MundaMon-Khmer

North   South

Kherwari   Other North   Kharia

SanthaliMunda
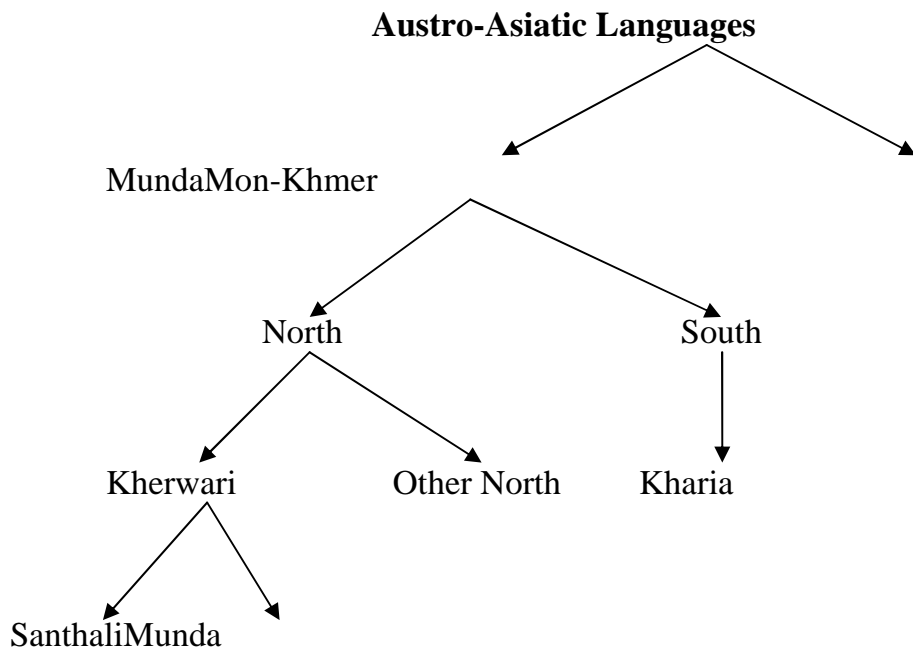
(Yadav, 2003, p.148)

2.1.3.4 Dravidian Family

Little is known about the origin of the Dravidian language family. Dravidian languages were first recognized as an independent family in 1816 by Francis W. Ellis, a British civil servant. The term Dravidian was first employed by Robert A. Caldwell, who introduced the Sanskrit word 'dravida' (which historically meant Tamil) into his Comparative Grammar of the Dravidian or South Indian Family of Languages. The Dravidian language family includes 75 languages spoken mainly in Southern India and parts of eastern and central

India as well as in north-eastern Sri Lanka, Pakistan, Nepal, Bangladesh, Afghanistan, Iran, and overseas in other countries such as Malaysia and Singapore. The most popular Dravidian languages are Telugu, Tamil, Kannada, and Malayalam. There are also small groups of Dravidian-speaking scheduled tribes, who live beyond the mainstream communities. It is often speculated that Dravidian languages are native to India. Epigraphically, the Dravidian languages have been attested since the 6[th]century B. C. Only two Dravidian languages are exclusively spoken outside India, Brahui and Dhangar. Dravidian Family is a minor language family. Only Dhangar (Kurukh) comes under this family in Nepal. It is spoken in the Province of Koshi River.

Diagram No.4

Dravidian Languages

Central   Northern   South-Central   Southern

KisanDhangar/Jhangar
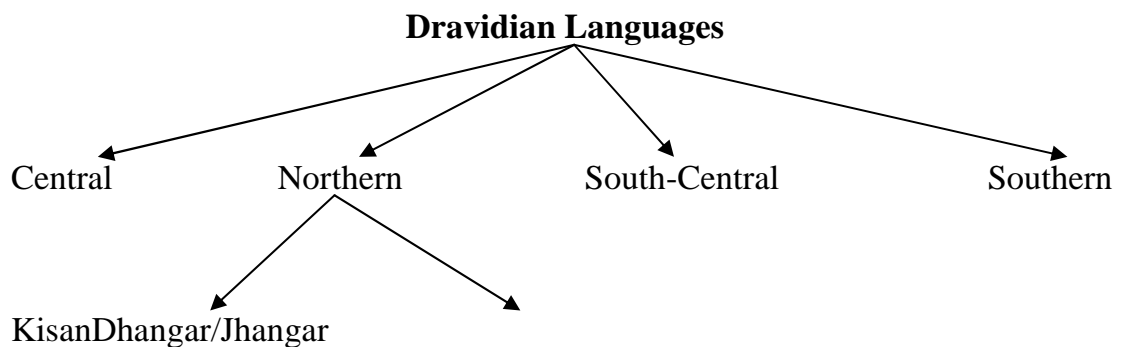
(Yadav, 2003, p.147)

2.1.4 Pragmatics

Pragmatics is a new branch of linguistics. Pragmatic development has long past but short history. Charles Morris, an American philosopher and writer was the first to use the term pragmatics in 1938. He used the term 'Pragmatics' to refer to one of the branches of semiotics. He divided semiotics into three distinct branches of inquiry. They are syntax, being the study of "the formal relation of signs to one another", semantics, the study of "the formal relation of signs to the objects to which the signs are applicable", while pragmatics is the study of "the relation of signs to interpreters."

Communication clearly depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances. In

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another words, pragmatics deals with specific meaning of language expressions in social contexts. According to Levinson (2003, p. 61), "Pragmatics is the study of those principles that will account for why a certain set of sentences (or utterances) are anomalous or not possible (i.e. ordinary) utterances." Similarly, Crystal (1997, p. 301) defines pragmatics as:

> The study of language from the point of view of users, especially of the choices they make the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.

This denotes that pragmatics studies the language from user view point and its effect on the other participants. In this regard, Yule (2000, p. 3) says:

> Pragmatics is concerned with the study of meaning as communicated by A speaker (or writer) and interpreted by listener (or reader). It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Pragmatics is the study of the speakers meaning.

On the basis of the definition cited above, pragmatics is concerned with the speaker's meaning rather than what the words or phrases in those utterances mean. To be more clear, pragmatics studies the language from the point of view of usage.Richards et al. (1999) define:

> Pragmatics is the study of the use of language in communication, particularly the relation between sentences and context in which they are used. Pragmatics includes the study of:
>
> a) How the interpretation and use of utterances depends on knowledge of the real world.
>
> b) How speakers use and understand speech act.

c) How the structure of sentences is influenced by the relationship between the speaker and the hearer.

Pragmatics is sometimes contrasted with semantics, which deals with meaning without reference to the users and communicative functions of sentences.Rose and Kasper (2001, p. 2) write:

> Pragmatics is defined as the study of communicative action in its socio-cultural context. Communicative action includes not only using speech acts (such as apologizing, complaining, complimenting, requesting, etc.), but also engaging in different types of discourse and participating in speech events of varying length and complexity.

Pragmatics is concerned with the study of meaning as communicative by a speaker (or writer) and interpreted by a listener (or reader). It has more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. It is the study of speaker meaning, for example, when a man comes home from his office, he finds that his son is watching TV and towel is lying on the floor. He says angrily, 'what is this?' The boy picks the towel and puts in the proper place. Here placing the towel in the proper place is pragmatic meaning rather semantic meaning which may include 'this is a towel.'

Pragmatics is the study of language from a functional perspective, that is, it attempts to explain facts of linguistic structure by reference to non-linguistic pressure and causes. It is the study of those relations between language and context that are grammaticalized or encoded in the structure of a language.

2.1.5 Deixis

Deixis is the technical term used in the field of pragmatics. The term deixis was derived from Greek word 'deiktikos' which means pointing or indicating. The term 'deixis' was first introduced by Charles Pierce using the term 'indexical signs' to refer to deictic expressions. Deictic expressions refer to the elements

of a discourse (or language) that point the reader (or listener) to particular entity of the word such as person, place, time, society, etc.

Deictic expressions identify objects, persons and events in terms of their relation to the speaker in space and time. The notion of deixis belongs within the domain of pragmatics, for it directly concerns with the relationship between the elements of a language and the contexts in which they are used. Deixis links context with language.

In this respect, Cutting (2008, p. 7) says:

> There are words that actually 'point to' the entity they refer to. This is known as deixis. Deixis can take its meaning from the context outside or inside the text. The use of expressions to point to a person, for example, I, You, He, She etc. is the person deixis, and so on.

According to Nunan (1992, p. 118), "Deixis is the elements of discourse that 'point' the reader or listener to particular points in space or time."Likewise, Levinson (2003, p. 54) says:

> The single most obvious way in which the relationship between language and context is reflected in the structures of languages themselves, is through the phenomenon of 'deixis'. The term is borrowed from the Greek word for pointing or indicating, and has as prototypical or focal exemplars the use of demonstratives, first and second person pronoun, tense, specific time and place adverbs like 'now' and 'here', and variety of other grammatical features tied directly to the circumstances of utterance.

Above definitions pinpoint that deixis directs the reader or listener to certain points. It establishes the relationship between language and context.

For Crystal (2008, p. 133):

Deixis is a term used in linguistic theory to subsume those features of language which refer directly to the personal, temporal or locational characteristics of the situation within which an utterance takes place, whose meaning is thus relative to that situation; e.g. now/then, here/there, I/you, etc.

To conclude the above views, deixis refers to the relationship of language structure with immediate context. It is mostly used for face to face interaction in terms of person, location and time. It also shows the interpretation of physical context in which deictical expressions are used. For example, this, that, here, there, now, then, yesterday etc. Traditionally deixis is classified in terms of Person, Place and Time deixis. We should now add other two types of deixis: Social and Discourse deixis.

2.1.5.1 Person Deixis

Person deixis refers to word, a deictic expressions used to indicate two different persons. The first person pronouns such as I, my, me, we, etc. are used to point to the speaker or writer. The second person pronouns such as you, your, etc. are used to express the speaker's reference to the hearer(s) excluding the addressor and addressee. The proximal person deixis is realized by the first and second person pronouns, and the distal person pronoun is realized by the third person pronouns. The deictic center of person deixis is the speaker, as the speaker changes, so does the center.

According to Levinson (2003, p. 62):

Person deixis concerns the encoding of the role of participants in the speech event in which the utterance in question is delivered: the category 'first person' is the grammticalization of the speaker's reference to himself, 'second person' the encoding of the speaker's reference to one or more addressees, and 'third person' the encoding of reference to

persons and entities which are neither speakers nor addressees of the utterance of question.

In conclusion, person deixis refers to the word to indicate the speaker and addressee, the two basic and important participants but we need to distinguish speaker from the source and addressee from the target along with other phenomena such as spokesman, bystanders, etc.

A list of a person deixis in English can be as follows:

Person	Case	Number					
		Singular			Plural		
1st Person	Subjective	I			We		
	Objective	Me			Us		
	Genetic	My/Mine			Our/Ours		
2nd Person	Subjective	You			You		
	Objective	You			You		
	Genetic	Your/Yours			Your/Yours		
3rd Person	Subjective Objective Genetic	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
		He	She	It	They	They	They
		Him	Her	It	Them	Them	Them
		His	Her	Its	Their	Their	Their

(Levinson,2010, p.72)

2.1.5.2 Place Deixis

Place deixis is also known as spatial deixis. Place deixis refers to the expressions that point to a location. Such as this, that, here, there, these, those. Cutting (2008, p. 7) defines place deixis as "the words used to point to a location or a place where an entity is in the context." The demonstrative adverbs here and there, the demonstrative pronouns this and that, and the demonstrative adjectives these and those are the examples of place deixis. It can be proximal (close to speaker) and distal (non-proximal, sometimes close to addressee).Lyons (1977, p. 648) says:

Place deixis concerns the encoding of spatial locations relative to the location of the participants in the speech events. The importance of locational specifications in general can be gauged from the fact that there seem to be two basic ways of referring to objects by describing or naming them on the one hand, and by locating them on the other, (as cited in Levinson 2003, p. 79).

Likewise, Asher (1994, p. 854) describes that spatial deixis is frequently encoded in verbal roots or affixes with a typical basic distinction between motion towards speaker and motion away from the speakers.

Place deictic terms used in English language are listed below:

This	That	Here	There	Up	On	Down
Across	Left	Right	Along	Far	Near	On the top
At the bottom	Under	Over	Outside	Inside	Below	Above
Towards	Next to	In front of	Back	Opposite	Beside	

(Levinson, 2010, p. 83)

2.1.5.3 Time Deixis

Time deixis is also known as temporal deixis. It refers to the expressions that point to a time from the context of the speakers. The use of expressions to point time as in now, then, tonight, yesterday etc.For example, 'now' points to the time as which the speaker is producing the utterance.

According to Levinson (2003, p. 62), "Time deixis concerns the encoding of temporal points and spans relative to the time at which an utterance was spoken (or a written message inscribed)." He further says that time deixis encodes that time onco-ordinates anchored to the time of utterances. It is commonly grammaticalized in deictic adverbs of time (like English now and then, yesterday and this year).

The deictic center of the time deixis is the time at which the utterance is produced. This is also called coding time (CT) which is essential for the proper interpretation of the deictic expression within an utterance, the receiving time (RT) and coding time, i.e. CT are identical but it is not the case for writing and recording.

Time deictic terms in English are listed below:

Present	Past	Future
Now	In the past	Soon
Nowadays	Ago	Next time
These days	Those days	Tonight
At present	Last day/month/year	This morning/evening
Right now	The year before	Next day/year/month
This time	That day	That day after tomorrow
Some times	Previous day	The third day from today
Still	Yesterday	The coming Days
Already, recently, just	Last night	

(Levinson, 2010, p. 75)

2.1.5.4 Social Deixis

Social deixis expresses the encoded social information in the speech such as social status of communicators and involvement of social situation. Social deixis is centrally concerned with the relationship between the participants of a discourse. There are forms in many languages reserved for certain groups or institutions. Your Honour, Mr. President, Your Excellency, My Lord, etc. in English language can be used to address only to certain authorized recipients such as the president, the ambassador, the judge and so on.

According to Levinson (2003, p. 63), "Social deixis concerns the encoding of social distinctions that are relative to participant-roles, particularly aspects of social relationship holding between speaker and addressee(s) or speaker and some referent."

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Yule (1996, p. 10) says:

> In many languages the deictic categories of speaker, addressee, and
>
> other(s) are elaborated with the makers of relative social status. The
>
> markers of the status can be the use of honorific or non-honorific forms,
>
> polite or less polite forms, one but not another pronoun, and so on. The
>
> expressions which are used to indicate high status are described as
>
> honorifics, or polite forms. These are also known as social deixis.

To conclude the above extracts, social deixis is concerned with the social status
and rank of the people. For encoding the status the speaker uses appropriate
forms of address, honorifics, proper pronouns and so on.

2.1.5.5 Discourse Deixis

Discourse deixis, also called text deixis, concerns the use of expressions within
some utterance to refer to some person of the discourse that contains that
utterance (including the utterance itself). According to Levinson (2003, p. 62),
"Discourse deixis has to do with the encoding of reference to portion of the
unfolding discourse in which the utterance is located."

Discourse deixis shows the relationship between an utterance and the prior
discourse. Discourse deictic expressions include the time deictic words and
place deictic words. Time deictic words can be used to refers to portion of the
discourse e.g. last week, next Sunday, etc. and place deictic terms reused
especially the demonstrative 'this' and 'that'. Thus, 'this' can be used for refer to
a fourth coming portions of the discourse and 'that' to a preceding portion.

2.1.6 Contrastive Analysis and Importance on Language Teaching

Contrastive analysis is a branch of applied linguistics which compares two or
more languages in terms of their linguistic system to find out similarities and
differences between them. CA was developed in the late 1940s and 1960s by
C.C. Fries and Robert Lado. The theoretical foundations of CA wereformulated
by Lado in his book 'Linguistics Across Culture' in 1957.

It is concerned with comparing the linguistic system of two or more languages in order to find out similarities and differences between or among them, and then to predict the areas of difficulties in learning. CA is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learnt and what does not need to be learnt in an L_2 situation.

CA emerged from the ground of psychological theory of behaviorism because if one is to talk about replacing a set of habits with another set of habit, valid descriptions are needed comparing the rules of the two languages. Such comparison shows the differences and similarities between two languages and that in turn shows the case of facilitation and interference.

Richards et al. (1999, p. 83) define, "The comparison of the linguistic system of two languages, for example, sound system of the grammatical system." Likewise, Crystal (2003, p. 107) defines it as "A term used in linguistics for a difference between units especially one which serve to distinguish meaning in language."

Gass and Selinker (2008, p. 96) say, "CA is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not to be learned in a second language situation."

Some assumptions of CA as predicted by Gass and Selinker (2008) are enlisted below:

a) CA is based on a theory of language that claims that language is habit and that language learning involves the establishment of a new set of habits.

b) The major source of error in the production and/or reception of a second language is the native language.

c) One can account for errors by considering differences between the L_1 and L_2; the greater the differences, the more errors will occur.

d) What one has to do in learning a second language is learn the differences. Similarities can be safely ignored as no new learning is involved. In other words, what is dissimilar between two languages is what must be learned.

e) Difficulty and ease in learning is determined respectively by differences and similarities between the two languages in contrast.

CA helps to find out the similarities and differences between the languages. If there are more similarities, there is more chance of learning L_2 but if there are more differences, there may be less learning or we can say that similarities facilitates the learning and differences hinders the learning.CA has two functions. They are:

a) **Predictive function**

This function of CA is also called predictive function as its function is to predict errors that are likely to be committed by L_2 learners. So, CA functions as a predictive device. CA can predict four things; cause of problem, difficulty, errors and the tenacity of certain errors.

Predictive function is the claim that L_2 learning problems can be predicted on the basis of linguistic differences between L_1 and L_2. So, it is also known as priori view or strong view.

b) **Diagnostic/Explanatory Function**

This function of CA is to account for actual error committed by L_2 learners. This function is also known as strong view. It explains the source of errors in one's performance. Mainly the source as explained by CA is posteriori to error analysis. Posteriori view of SLA claims that some observed L_2 learning problems can be explained on the basis of linguistic differences between L_1 and L_2. There are two views on CA regarding the question of its function. They are strong and weak version of CA. Strong version asserts that CA can both predict and explain the errors. Thus, it involves both primary and secondary functions of CA. On the other hand, weak version

makes a more realistic claim that CA is unlikely to predict the errors. It simply explains the reason or causes of the errors committed by the L_2 learners.

CA compares learners'two languages, i.e. mother tongue and target language to find out similarities and differences and then predicts the areas of ease and difficulty. So, CA can be very helpful for the language teachers to identify which areas are more difficult for the learners and also explain the sources of errors in their performance.

2.2 Review of the Related Empirical Literature

Several researches have been carried out on different linguistic fields. A large number of research studies in the Department of English education have been carried out on Deixis and some of them are reviewed briefly in the following:

Acharya (2005) carried out a research on 'Person and Time Deixis in English and Nepali Language'. The main objectives of his study were to determine Nepali person and time deixis and to compare and contrast Nepali person and time deixis with that of English. He used both primary and secondary data to conduct the study. The primary data was collected from native speakers of Nepali who were selected by judgmental sampling procedure. The questions were adopted as a research tool to elicit primary data from both literate and illiterate informants. He found out that Nepali person deictic pronouns are more in number than those of English in terms of honorific distinction, number, and case, gender and Nepali deictic personal pronouns have suffixation in plural number unlike English. The study showed that English has some tense specific time deixis which lacks in case of Nepali. Nepali time deixis is richer than that of English in terms of the names of days and year.

Bohara (2010) conducted a research on 'Deixis System in English and the Bajhangi Dialect of Nepal.' His main objective was to compare English and Bajhangi person, time and place deictic expressions. He selected 80 respondents from Lekgaun and Sainpasela VDC of Bajhang district. He used

snowball sampling procedure and interview as a research tool. He found out that Bajhangi is richer than English in terms of person deictic terms.

Chaudhary (2010) conducted a research entitled 'Deixis in Tharu, Nepali and English.' His main objective was to find out the person and time deixis of Tharu language. He consulted 120 Tharu native speakers of Bara district. He used judgmental non-random sampling procedure and used a set of questionnaire and interview as a research tool. He found that Tharu language has a larger number of person deictic expressions and present time deictic expressions in comparison to English.

Rastogi (2010) carried out a research on 'Place and Time Deixis in Bhojpuri and English.' His main objective of the study was to compare and contrast Bhojpuri and English languages. He selected 120 native speakers of Bhojpuri language from Birgunj sub-metropolitan city of Parsa district. He used judgmental non-random sampling procedure. He used questionnaire and interview as a research tools. He found out that Bhojpuri place deixis have honorific deictic terms with verbs but not in English and Bhojpuri language has honorific forms of verbs for place and time deixis whereas English lacks it.

Shah (2010) did a research on 'Deixis in Maithali and English Languages.' The main objective of his study was to find out Maithali person, place and time deixis. He consulted with 80 Maithali native speakers from Ashanpur and Lalpur VDC in Siraha district. He found that Maithali language has more person deictic expressions than English.

Thapa (2010) carried out a research study on 'Person Deixis in English and Magar Languages.' The main objective of her study was to find out similarities and differences of person deixis in Magar and English language. She selected 80 Magar native speakers from Rupandehi district. She used judgmental sampling procedure. She used questionnaire and interview as research tools for data collection. She found out that Magar language has more number of pronouns in comparison to English.

Chand (2011) carried out research on 'Deixis System in Baitadeli and English.' His main objective was to find out Baitadeli person, place and time deictic expressions. He selected 120 native speakers of Baitadeli dialect of Nepali language. He used judgmental non-random sampling procedure and used set of questionnaire and interview as a research tools. He found that Baitadeli dialect has larger number of person deictic expressions in comparison to English.

Although the research works mentioned above are related to deixis, no research has been carried out on 'Place and Time Deixis in English and Nepali.' So, my research work is different from the others.

2.3 Implications of the Review of the Study

Related literature is reviewed for various purposes such as: to bring clarity, focus on research problem, improve methodology and contextualize the findings. Regarding the implications of review of the related literature, Kumar (2009, p. 30) states the following:

a) It provides a theoretical background to your study.
b) It helps you to refine your research methodology.
c) Through the literature review you are able to show how your findings have contributed to existing body of knowledge in your profession.
d) It enables you to contextualize your findings.

From the above discussion, I found that many research studies have been done in the field of pragmatics. After reviewing these works, I have got lots of ideas regarding the deixis. Bhajhangi dialect is richer than English in terms of person deictic expressions according to Bohora (2010). He used snowball sampling procedure and interview as a research tool. Likewise, Acharya (2008) carried out a research on person and time deixis in English and Nepali language. His main objectives were to determine Nepali person and time deixis and to compare and contrast Nepali person and time deixis with that of English. He used judgmental sampling procedure. He used questionnaire as a research tool to elicit primary data from the informants. He found out that Nepali person
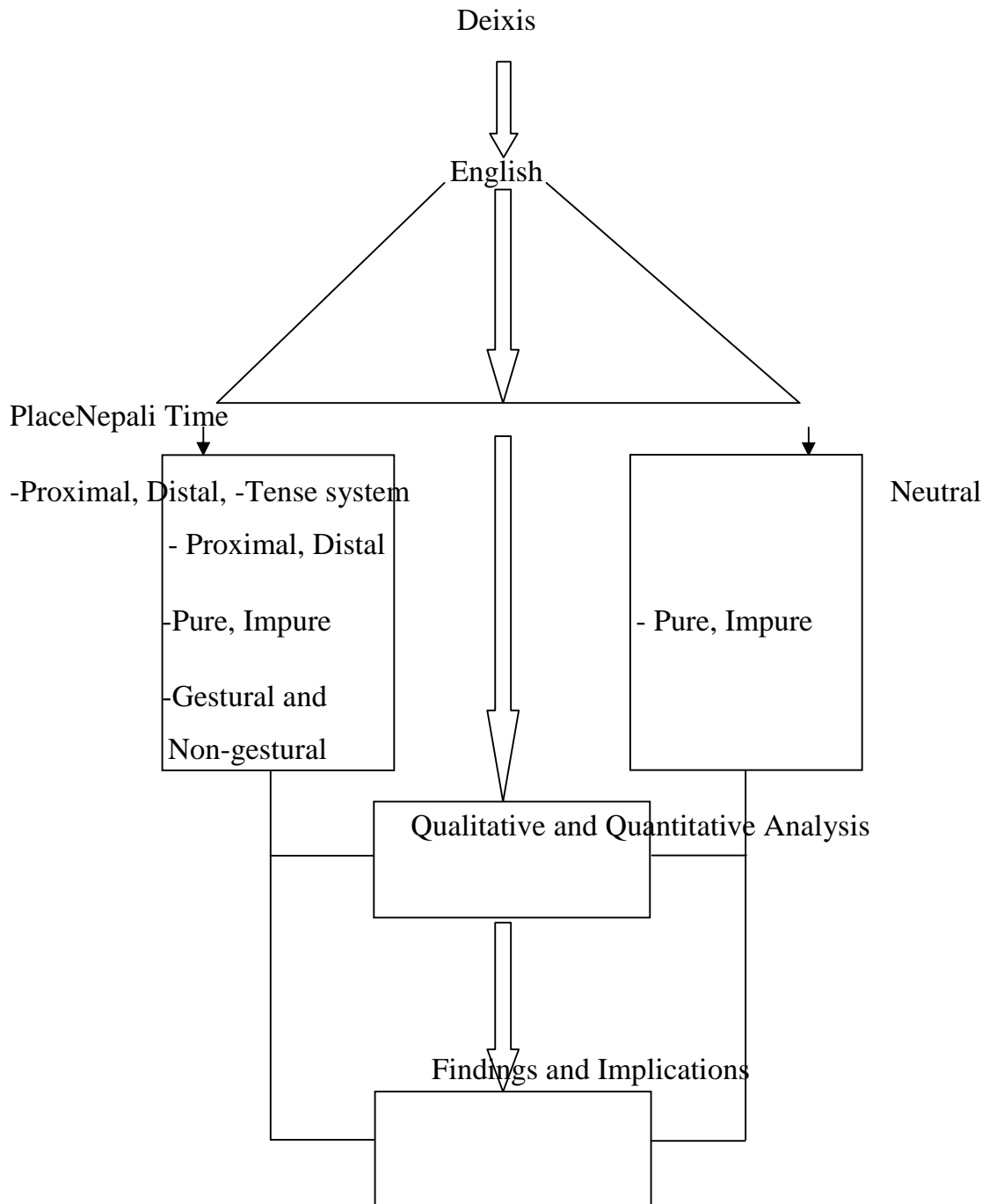
deictic pronouns are more in number than those of English in terms of honorific distinction, number and case, gender and Nepali deictic personal pronouns have suffixation in plural number unlike English. Nepali time deixis is richer than that of English in terms of the names of days and year.

I have reviewed seven researches and their objectives are to find out deixis, to compare and contrast English with their ethnic language, and to suggest some pedagogical implications. Therefore, after reviewing these research works, I got ideas on the process of survey research design. Likewise, most of them have used questionnaire and interview as a tool for data collection.

From the above mentioned review of related literature, I got in depth that an English teacher needs to understand the problem of student while learning deixis in English. Being a researcher, I also consulted many available literatures which helped me in many ways as mentioned above so my study becomes valid and consistent.

2.4 Conceptual Framework

The study onPlace and Time Deixis in English and Nepali Language was based on following conceptual framework.

Deixis

English

PlaceNepali Time

-Proximal, Distal, -Tense system

- Proximal, Distal

-Pure, Impure

-Gestural and Non-gestural

Neutral

- Pure, Impure

Qualitative and Quantitative Analysis

Findings and Implications

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Research Design

Research is a way of finding out answers to our questions. It is an intensive study of something to discover new facts. Generally, it is a movement from known facts to unknown facts. Research is the ways which takes us in the depth of reality and the so-called established norms are verified with the scientific observational study. It is not an easy job because of its complexity for the discovery which is possible only after the intensive study. Thus, research is the scientific eye to see the fact by experiment and which is solely objective and systematic in which the data will be tested as a pure science does.For this studyI chose 'Survey Research.'

The word 'survey' is derived from the words 'sur'or 'sor' and 'veeir' or 'veoir' which means 'over' and 'seeing' respectively. Thus, literal meaning of the survey is to take a look over something from a high place. However, in scientific investigations (i.e. research) the word survey is used as a technique of investigation by direct observation of a phenomenon or collection of information through interviews.

A survey incorporates a large heterogeneous group of population. The sampling is essential for investigation. Mostly, it is used in educational research. Survey research is always done in natural setting. It is mainly carried out to find out people's attitudes, opinions and the specified behaviour on certain issues, phenomenon, event/situations. This covers the study of large scale research like census to small scale study like classroom study. Survey data are collected through questionnaires, opinionnairs or interviews, test scores, attendance rates, results of publication exams, attitude scales etc. survey can be explanatory and descriptive or analytic. It is cross-sectional study. Surveys are useful for gathering faculty information,data on attitudes and preferences, beliefs and predictions, behaviours and experiences of both past and present.

According to Nunan (1992, p.140), there are eight steps of survey research. They are as follow:

Step-I Define Objective

Step-II Identify Target Population

Step-III Literature Review

Step-IV Determine Sample

Step-V Identify Survey Instruments

Step-VI Design Survey Procedure

Step-VII Identify Analytical Procedure

Step-VIII Determine Reporting Procedure

For the purpose of this research, the followings are the reason of adopting the survey design:

    a. This study design came to be very useful to study the place and time deixis in English and Nepali language.

    b. It requires wide coverage which made the research reliable.

    c. The sample population was selected from the wide range of population so the findings were generalized to the whole population.

    d. Data were collected using questionnaire so that the information could be gathered from a large number of populations.

    e. This helped to expand the theoretical knowledge on place and time deixis in English and Nepali language.

    f. This study design worked as an effective tool to forward some suggestions for the improvements of the respective research area.

3.2. Population and Sample

The sample population for the study was altogether 60 Nepali speakers of Kathmandu valley. The sample was selected by using the snowball sampling method. It is the process of selecting a sample using networks. The sample size was not pre-determined. A few individuals in a group or organization were selected from them. And, they were asked to identify other people in the group.English place and time deixis were taken from Yule (1996) and Levinson (2010).

3.3 Sampling Procedure

I selected 60 Nepali speakers from Kathmandu valley. I selected educated informants with academic qualification above S.L.C (School Leaving Certificate). I adopted snowball sampling procedure to sample the population.

3.4 Data Collection Tools

I developed questionnaire as the research tool in order to elicit the data on Place and Time deixis from the Nepali language speakers of Kathmandu valley. Questionnaire was distributed tothe informants.

3.5 Data Collection Procedures

The following procedures were followed for collecting the primary data.

a) I prepared questionnaire schedule.

b) After that, I went to the field and build rapport with concerned people.

c) Then, I told them the objectives of my study.

d) I distributed the questionnaire to the informants.

e) The process was repeated until the required information was attained.

3.6 Data Analysis and Interpretation Procedures

For my study, there were altogether 60 respondents from Kathmandu valley. I selected educated informants for my study. Those having academic qualification above S.L.C. (School Leaving Certificate) are assumed to be educated. The sample was selected by using the snowball sampling methods.

Questionnaire was the research tool. I presented the data descriptively, analytically and comparatively.

CHAPTER FOUR

RESULTS AND DISCUSSION

After collecting the data using the snowball sampling method; I came to the section of analysis and interpretation of the collected data from the primary sources. The main objective of this study was to find out 'place and time deixis of Nepali and English language.' The data collected from the informants was based on the set of questionnaire which was prepared for the Nepali speakers of the Kathmandu valley.

4.1 Results

After collecting the data from the informants, the data was analyzed thoroughly and different results achieved. Which are presentedbelow:

a) Place Deixis

Place deixis is also known as spatial deixis. Place deixis is the words used to point to a location or a place where an entity is in the context: the demonstrative adverbs 'there', 'here', the demonstrative adjectives and pronouns this, that, these, those are the examples of place deixis. From the compared and contrastive analysis of data, I have found results of place deixis of English and Nepali language as follows:

⟩ The major Nepali place deictic expressions are: *Yo, Tyo, Mathi, Tala, Sangsangai, Dayan, Bayan, Yahan, Tyahan, Pachhadi, Najik, Tadha,Agadi,Chheuma etc.*

⟩ Nepali place deictic expressions can be classified as proximal distal,and neutral on the basis of time, pure and impure on the basis of marker, and gestural andnon-gestural on the basis of context.

⟩ English is richer than Nepali regarding place deictic expression because different English Place deictic expressions have a single equivalent term in the Nepali language.

⟩ Nepali language follows the structure place deixis + verb,whereas English language follows verb + place deixis structure.

b) TimeDeixis

Time deixis is also known as temporal deixis. It refers to the expressions that point to a time from the context of the speaker. The use of expressions to point a time as in now, then, tonight, yesterday, etc. The data had been analyzed and different results had been achieved which are presented as below:

- ʃ The time deictic expressions found in Nepali are: *Aja, Ajakal, Ajhai, Bharkharai, yatibela,Hijo, Parar, Tyasbela, Parsi,Biteko din, Bholi, Pohor, Kanekorsi, Bhare, Arkopatak, Kanekorsi etc.*
- ʃ Time deictic expressions in Nepali can be classified on the basis of tense system,proximal and distal distinction and pure and impure distinction.
- ʃ English has a large number of impure time deictic expressions whereas Nepali has less in number.
- ʃ Regarding the present time deixis, English is richer than Nepali because different terms in English are represented by the same term in Nepali.
- ʃ Time deictic adverbials are used immediately after subject in sentence structures in the Nepali language but in English time deictic adverbials always come at the end of the sentence.

4.2 Discussion

The data elicited from Nepali informants have been analyzed and interpreted in two categories: place and time deixis.

4.2.1Nepali Place Deixis

The Nepali speakers of Kathmandu valley were found to be using these place deictic expressions: *Yo, Tyo, Mathi, Tala, Sangsangai, Dayan, Bayan, Yahan, Tyahan, Pachhadi, Najik, Tadha, Agadi, Chheuma etc.*Nepali place deictic expressions have been presented in the following table.

Table No. 1

Nepali Place Deictic Expressions

Yo	Tyo	Yahan	Tyahan
Mathi	Tala	Warapar	Sangsangai
Bayan	Dayan	Tadha	Najik
Mathi/Tuppoma	Tala/Pidhama	Bhitra	Bahira
Tira	Chheuma	Agadi	Pachhadi
Bimukh	Tyasbhanda	Muntira	Biparit

The table shows that Nepali place deictic expressions come under proximal, distal and neutral classes. The expressions which point to the object near speaker are proximal deixis, those which point to the object away from speaker are distal deixis and those which point to the object out of reach of speaker are called neutral deixis. For example,

a) *Yo*ghardherairamrochha. (Proximal)
b) *Tyo*lugahariyochha. (Distal)
c) Eutacharatimrogharko*mathi*udirahekochha. (Neutral)

The deictic expression made up of a single word is pure and the deictic expression made up of more than one word is an impure one. Althoughsome impure deictic expressions are foundbut most of the place deictic expressions are pure in Nepali language. For example,

a) Uni class *bhitra*chhin. (Pure)
b) Merogharbatoko*dayanpatti*chha. (Impure)

The table also shows that some place deictic expressions in the Nepali language can be used as gestural and non-gestural on the basis of the context. If the deictic expressions are used for visible location those can be expressed using gesture. But the expressions that are used for non-visible location cannot be expressed through gesture. For example,

a)*Ekchhin*tyahajau. (Gestural)
b) Merogharbatoko*dayanpatti*chha. (Non-gestural)

Nepali language follows the structure place deixis+verb. For example,

a) *Yahan*aau. (Place deixis+verb)

4.2.2 English Place Deixis

Table No. 2

English Place Deictic Expressions

Place deictic terms used in English language are listed below:

This	That	Here	There	Up	On	Down
Across	Left	Right	Along	Far	Near	On the top
At the bottom	Under	Over	Outside	Inside	Below	Above
Towards	Next to	In front of	Back	Opposite	Beside	

(Levinson, 2010, p. 83)

The table shows that English place deictic expressions come under proximal, distal and neutral classes. For example,

a) *This* house is very beautiful. (Proximal)
b) *That* dress is green. (Distal)
c) A bird is flying *above* your house. (Neutral)

The deictic expression made up of a single word is pure and the deictic expression made up of more than one word is an impure one. Although, some impure deictic expressions are found but most of the place deictic expressions are pure in English language. For example,

a) She is *inside* the classroom.(Pure)

b) My home is *in the right*of the way. (Impure)

The table also shows that some place deictic expressions in the English language can be used as gestural and non-gestural on the basis of the context. If the deictic expressions are used for visible location those can be expressed using gesture. But the expressions that are used for non-visible location cannot be expressed through gesture. For example,

a) Go over *there* for a while. (Gestural)

b) My house is *in the right* of the way. (Non-gestural)

English language follows verb+ place deixis structure. For example,

a) Come *here*. (verb + place deixis)

4.2.3 Comparison Between Nepali and English Place Deictic Expression

The Nepali and English place deictic expressions are compared in the following table:

Table No. 3

Nepali and English Place Deictic Expressions

English	Nepali
This	Yo
That	Tyo
Here	Yahan
There	Tyahan
Up	Mathi
Down	Tala
Across	Pari
Along	Sansangai
Left	Dayan
Right	Bayan
Far	Tadha
Near	Najik
On the top	Mathi/ Tuppoma
At the bottom	Tala/Pidhma
Under	Tala
Over	Mathi
Inside	Bhitra
Outside	Bahira
Above	Mathi
Below	Tala
Towards	Tira
Next to	Chheuma
In front of	Agadi

Back	Pachhadi
Opposite	Bimukh
Besides	Chheuma

The table given above presents Nepali and English place deictic expressions which shows the following similarities and differences between two:

4.2.3.1 Similarities

The table shows that Nepali and English both have pure and impure deictic expressions. For example,

a) Come *here.*

*Yahan*aau.(Pure)

b) The hotel is *in infront of* the airport.

Hotel airport *koagadi*chha.(Impure)

Place deictic expressions in both Nepali and English can be classified under three categories: proximal, distal and neutral.

a) *This* house is very beautiful.

*Yo*ghardherairamrochha. (Proximal)

b) *That* dress is green.

*Tyo*lugahariyochha.(Distal)

c) A bird is flying *above* your house.

Timrogharko*mathi*eutacharaudirahekochha. (Neutral)

Moreover, both Nepali and English have gestural and non-gestural place deictic expressions. For example,

a) Go over *there* for a while.

Ekchhin*tyaha*jau. (Gestural)

b) My house is *in the right* of the way.

Merogharbatoko*dayantira*chha. (Non-gestural)

4.2.3.2Differences

The data presented in the above table shows that different English place deictic expressions are realized by the same Nepali place deictic expression. For example,

a) Come here *up*.

Yahan*mathi*aau.

b) A bird is flying *above*your house.

Timrogharko*mathi*eutacharaudirahekochha.

c) There is a tall tree *over* my house.

Hamrogharako*mathi*eutaaglorukhchha.

The example above shows that English is richer than Nepali in terms of place deictic expressions but vice-versa is also true since the same place deictic expressions of English can be optionally denoted by a number of Nepali deictic expressions. But the terms in Nepali are mutually changeable. For example,

a) Come here *up*.

Yahan*mathi/yata*aau.

Here in the given example *mathi* and *yata*of Nepali place deictic terms are used for the same term in English *up*.

Nepali language follows the structure place deixis + verb, whereas English language follows verb + place deixis structure. For example,

a) *Yahan*aau. (place deixis + verb)

b) Come *here*. (verb + place deixis)

4.2.4Nepali Time Deixis

People speaking the Nepali language make the use of time deictic expressions such as*ahile, aja, yatibela, ajasamma, kahilekahi, pahile,bharkharai, pohor, parar, halsalai, hijo, bholi, arkopatak*etc.

Table No.4

40

Nepali Time Deictic Expressions

Ahile	Aja	Achel/Ajkal	Yatibela/Yasbela
Kahilekahi	Ajasamma	Ajhai	Bharkharai
Halai/Halsalai	Yashapta/Mahina/ Sal	Uhile/tyasbela/tyatibela	Bigatma/Atitma
Pahile	Pohor	Parar	Hijo
Asti	Bholi	Chadai	Ajarati
Arkopatak	Nikorsi	Parsi	Bhare

Nepali time deictic expressions have been found in terms of the name of days, weeks, months, years or some short time portion, i.e. showing shorter time duration. For example:

a) U *bholi*aaunechha. (Day)

b) Uni*arkomahina*janechhin. (Month)

c) Uni*pohorsal*marin. (Year)

d) U *chhittai*aaunechha. (Short time portion)

Most of the time deictic expressions are pure in the sense that they are made up of single word. Impure time deictic expressions are used rarely. For example,

a) Timi*ahile*kamgardaichhau. (Pure)

b) Maile*hijorati*mero mobile haraye. (Impure)

Some Nepalitime deictic expressions are used to refer to the point of time and period of time. For example,

a) Timi*ahile*kamgardaichhau. (Point of time)

b)*Pahile*ma football khelthe. (Durational)

Nepali time deictic expressions can also be classified under two classes: proximal and distal. This distinction is closely related to the tense based classification of time deictic expressions.The present tense is the proximal form and the past and the future is the distal form of time deixis.For example,

a) Ma *ahile*bolirahekochhaina. (Proximal)

b) Yo*gayekobarsa*vayako ho. (Distal)

Time deictic adverbials are used immediately after subject in sentence structure in the Nepali language. For example,

a) U *bholi*aaunechha.(Subject+time deictic adverbial)

4.2.5 English Time Deixis

Table No. 5

English Time Deictic Expressions

Time deictic terms in English are listed below:

Present	Past	Future
Now	In the past	Soon
Nowadays	Ago	Next time
These days	Those days	Tonight
At present	Last day/month/year	This morning/evening
Right now	The year before	Next day/year/month
This time	That day	That day after tomorrow
Some times	Previous day	The third day from today
Still	Yesterday	The coming Days
Already, recently, just	Last night	

(Levinson, 2010, p. 75)

English time deictic expressions have been found in terms of the name of days, weeks, months, years or some short time portion, i.e. showing shorter time duration. For example:

a) He will come *tomorrow*. (Day)
b) She will go *next month*. (Month)
c) She died *last year*. (Year)
d) He will come *soon*. (Short time portion)

Both pure and impure time deictic words are used in English. For example,

a) You are working *now*. (Pure)

b) I lost my mobile *last night.* (Impure)

Some English time deictic expressions are used to refer to the point of time and period of time. For example,

a) You are working *now*. (Point of time)

b) I used to play football *those days*. (Durational)

English time deictic expressions can also be classified under two classes: proximal and distal. This distinction is closely related to the tense based classification of time deictic expressions. For example,

a) I am not speaking *right now*. (Proximal)

b) This happened in the *last year*. (Distal)

English time deictic adverbials always come at the end of the sentence. For example,

a) He will come *tomorrow*. (Time deictic expressions at the end of the sentence)

Nepali and English time deictic expressions are compared as follows:

4.2.6 Comparison Between Nepali and English Time DeicticExpression

Nepali and English time deictic expressions are compared as follows:

Table No.6

Nepali and English Time Deictic Expressions

Tense	Nepali	English
	Ahile	Now
	Aja	Today
	Achel, Ajkal	Now a days
	Ahile, Bartamanma	These days
	Ahile	Right now
	Yetibela, Yasbela, Yaspatak,	This time

Present	Yatikhera	
	Kahilekahi	Sometimes
	Ajhasamma	Still
	Ajhai	Yet
	Paile, Bharkharai	Already
	Bharkharai	Just
	Halai/ Halsalai	Recently
	Yashapta/mahina/sal	This week/month/year
Past	Uhile, tyasbela, tyatibela	Then
	Atitma,bigatma	In the past
	Pahile/uhile	Ago
	Pahile	Those days
	Pohor	Last year
	Parar	The year before last year
	Tyas din	That day
	Biteko din/hapta/mahina/sal	Previous day/week/month/year
	Hijo	Yesterday
	Hijorati	Last night
	Asti	The day before yesterday
Future	Bholi	Tomorrow
	Chittai/chadai	Soon
	Arkopatak	Next time
	Ajarati	Tonight
	Bhare	This evening/afternoon
	Parsi	The day after tomorrow
	Nikorsi	The third day from today
	Kanekorsi	The fourth day from today
	Aghau/audosal/aunesal	Next year

The above table shows the following similarities and differences between Nepali and English time deictic expressions. They are as follows:

4.2.6.1 Similarities

Nepali and English time deictic expressions can be classified under the present, past and future tenses. This classification can be taken as a proximal and distal distinction. The present tense time deictic terms come under proximal and the past, future tense time deictic terms come under distal class. For example:

    a) I have to finish this work *today*.

       *Aja*maileyokamsaknuchha.(Present/proximal)

    b) We watched 'Hostel' Nepali movie *yesterday*.

Hamile*hijo* 'Hostel' Nepali film heryaun.(Past/Distal)

c) I will complete this work *tomorrow*.

Ma yokam*bholi*saknechhu. (Future/Distal)

Nepali and English time deictic terms can be used to refer to the point of time and period of time. For example:

    a) I am not speaking *right now*.

Ma *ahile*bolirahekochhaina.(Point of time)

    b) I used to play football *those days*.

Ma *pahile*football khelthe. (Period of time)

Pure and impure time deictic expressions have been found in Nepali and English language. For example,

  a) He came here *yesterday*.

U *hijo*aayo.(Pure)

  b) I will go to Canada *next year*.

Ma *audosal* Canada janechhu.(Impure)

4.2.6.2Differences

English has large number of impure time deictic expressions and lesser number of pure time deictic expressions than Nepali. For example,

a) I am not speaking *right now*.(Impure)

Ma *ahile*bolirahekochhaina.(Pure)

b) He died the *year beforelast year*. (Impure)

U *parar*maryo.(Pure)

Regarding present time deixis, English is richer than Nepali because different expressions in English are represented by the same expression in Nepali.For example,

a) You are working *right now*.

Timi*ahile*kamgardaichhau.

b) You are working *at present*.

Timi*ahile*kamgardaichhau.

Time deictic adverbials are used immediately after subject in sentence structures in the Nepali language but in English time deictic adverbials always come at the end of the sentence. For example,

a) U *bholi*aaunechha. (Subject+time deictic adverbials)

b) He will come *tomorrow*. (Time deictic expressions at the end of the sentence)

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

The main objectives of this study were to find out place and time deixis of Nepali and English language and to suggest some pedagogical implications based on the findings. To fulfill these objectives, questionnaire was used as the research tool of the data collection. The data were collected from 60 Nepali speakers from Kathmandu valley. Based on the close analysis and interpretation of the collected data the following major findings are listed.

5.1 Summary

The title of the study is 'place and time deixis in English and Nepali language'. The population of this study was 60 Nepali speakers from Kathmandu valley. The sample population of the study was selected through snowball sampling method. In order to collect data, the researcher used questionnaire as the research tool to find out place and time deixis in English and Nepali language, to compare and contrast Nepali place and time deixis with that of English and to suggest some pedagogical implications. Nepali time deictic expression is richer than that of in Nepali as there are different terms to refer to the same term in Nepali language. Regarding the preset time deixis, English is richer than Nepali because different terms in English are represented by the same term in Nepali. Time deictic expressions in Nepali can be classified on the basis of tense system, proximal and distal, and pure and impure distinction. Likewise, Nepali place deictic expressions can be classified as proximal, distal and neutral on the basis of time, pure and impure on the basis of marker, and gestural and non-gestural on the basis of context.

5.2 Conclusion

From the analysis and interpretation of the data,what I come to the conclusion is that both the English and Nepali language place deixis have different kinds of deictic terms like proximal, distal and neutral classes, pure and impure, and gestural and non-gestural. This similarity should be considered while teaching

deictic expressions of English to Nepali language speaker students. Though English and Nepali time deictic expressions are somewhat similar, English is richer than Nepali as there are different terms to refer to the same term in the Nepali language. Therefore, the teacher should make the students aware of this fact with examples. While designing English syllabus for Nepali learners, syllabus designers and experts should consider about these problems of the students.

The major conclusions of my study are as follows:

⎞ The major Nepali place deictic expressions are: *Yo, Tyo, Mathi, Tala, Sangsangai, Dayan, Bayan, Yahan, Tyahan, Pachhadi, Najik, Cheuma, Tadha, Agadi, Chheuma etc.*

⎞ Nepali place deictic expressions can be classified as proximal distal, and neutral on the basis of time, pure and impure on the basis of marker, and gestural and non-gestural on the basis of context.

⎞ English is richer than Nepali regarding place deictic expression because different English Place deictic expressions have a single equivalent term in the Nepali language.

⎞ Nepali language follows the structure place deixis + verb, whereas English language follows verb + place deixis structure.

⎞ The time deictic expressions found in Nepali are: *Aja, Ajakal, Ajhai, Bharkharai, yatibela, Hijo, Parar, Tyasbela, Parsi, Biteko din, Bholi, Pohor, Kanekorsi, Bhare, Arkopatak, Kanekorsi etc.*

⎞ Time deictic expressions in Nepali can be classified on the basis of tense system, proximal and distal distinction and pure and impure distinction.

⎞ English has a large number of impure time deictic expressions where as Nepali has less in number.

⎞ Regarding the present time deixis, English is richer than Nepali because different terms in English are represented by the same term in Nepali.

Time deictic adverbials are used immediately after subject in sentence structures in the Nepali language but in English time deictic adverbials always come at the end of the sentence.

5.3 Implications

The possible implications for the various levels are suggested from the above mentioned conclusion and listed as follows:

5.3.1 Policy Level

This study will be beneficial to those people who are in the policy making level. While designing syllabus for Nepali learners, language planners, course or syllabus designers and textbook writers should consider about the similarities and differences between L_1 and L_2 or the L_1 (Nepali language) interference over the L_2 (English language). Students who are learning English language as a second language e.g. Nepali speaker, might get problems during learning 'place and time deixis.' So, the problems, similarities and differences should be clearly mentioned while designing syllabus and text book.

This is a comparative study between English and Nepali place and time deictic expressions. It also tried to find out place and time deixis of Nepali language. It can be the helpful material to those who are interested to conduct the research in place and time deictic expressions of different languages.

5.3.2 Practice Level

In practice level too, it is equally beneficial to those people who are interested to find out the similarities and differences between place and time deixis of their first language and English language.

) Both the English and Nepali languages place deixis have different kinds of deictic terms like proximal, distal and neutral classes, pure and impure, gestural and non-gestural. These similarities should be

considered while teaching deictic terms of English to Nepali language speakers.

⟩ English is richer than Nepali regarding place deictic expression because of different English Place deictic expressions has a single equivalent term in the Nepali language. So, such terms of English should be taught with special attention to the Nepali speaking students.

⟩ Nepali language follows the structure place deixis + verb, whereas English language follows verb + place deixis structure. Therefore, the teachers should make the students aware of this fact with examples.

⟩ Nepali and English time deictic expressions are somewhat similar, English is richer than Nepali as the different terms to refer to the same term in the Nepali language. Therefore, the teachers should make the students aware of this fact with example.

⟩ English has a large number of impure time deictic expressions where as Nepali has less in number. The teachers should take this fact into consideration.

⟩ Regarding the present time deixis, English is richer than Nepali because different terms in English are represented by the same term in Nepali. Therefore, the teachers should make the students aware of this fact with example.

⟩ Time deictic adverbials are used immediately after subject in sentence structures in the Nepali language but in English time deictic adverbials always come at the end of the sentence.Hence, learners should be made aware of this fact.

5.3.3 Implication for the Further Research

While conducting a research pupils get lots of problems due to the lack of adequate knowledge about how to conduct a research. Research is a hard job, it is an in-depth study or search of any particular topic, subject or investigation in order to understood it better and develop principles and theories about it.

This research will be secondary source to those people who are interested to carry out research on deixis, specifically; place and time deixis of different languages. So, it can be a helpful aid to the students. Similar study can be carried out on other fields of deixis, i.e. person, social, discourse, etc. This study was limited to Nepali speakers. So, similar study should be conducted on different languages. As we know that there are all together 123 languages according to the Population Census Report of Nepal 2011. And I request to students, teachers as well as concerned authorities to consider about above mentioned recommendations.