

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language can be defined as a voluntary vocal system of human communication though there are many other modes of communication like auditory-vocal, visual, tactile, olfactory and gustatory. It is the complex and versatile mode used for human communication. It is dynamic and open system of communication which enables humans to communicate information, experiences, feelings, ideas, thoughts, emotions, etc. Linguists and scholars have defined language differently. According to Chomsky (1957 : 13) "Language is a set of sentences each finite in length and constructed out of finite set of elements". Thus, we can conclude that language is an arbitrary vocal system of human communication.

A number of languages are spoken in the world. More than 6000 languages are believed to be used in the present world. Since all the languages serve the communicative purposes, all of them are equally important for their communicative values.

Some languages are rich in terms of script, literature, use and development. Some other languages do not have scripts but they are still used in day-to-day communication. Some languages are in danger of extinction as the native speakers of these languages have to learn other languages for educational, administrative, business and other purposes. Some language, therefore, play more dominant role in a particular situation.

English has been a global languages in the present context. It serves the function of lingua franca throughout the world. It is widely used in international books, newspapers, business, academic conferences, sports, literature, science and technology, religion, politics, diplomacy, etc. The knowledge of English have been a must to acquire the world's vast knowledge in the present context. The civilization and culture of the western world has been transmitted through English. Consequently, it has been a good vehicle for the transmission of culture and civilization. On the other hand, people from different linguistic background enjoy using English as a lingua franca (link language) for communicative purposes. English is equally important from educational point of view in our context since it is being taught from class one to bachelor level as a compulsory subject. It has been included in our education system since Durbar school was established. A number of books, newspapers, magazines, journals etc are published in English. We, therefore, cannot avoid the role of English in different fields of life in the present globalizing world.

Though Nepal is a small country, it has distinctive variations in terms of language, culture, ethnicity, race and religion. It can be the rich area for linguistic research because of its linguistic plurality. The Population Census of 2001 has identified 92 distinct languages. However, a number of other languages have been termed as unknown languages because of the lack of adequate knowledge and research. This multilingual setting has made Nepal distinct in the field of linguistics. Consequently, it has been as one of the fascinating areas for linguistic research. "The 2001 Population Census has identified 92 distinct languages spoken as mother tongues. Besides, a number of languages have been reported as unknown which need to be precisely

identified on the basis of field observation and its analysis' (Yadav, 2003 : 137). Besides, most of ethnic languages spoken in Nepal do not have written script. So, they exist in spoken forms only. Nepal is rich in the field of linguistics because of its multilingual setting. Opportunities for all ethnic languages should be provided to conserve the languages which are facing the threat of extinction. Because of its linguistic plurality, Nepal can be developed as the center for linguistic research in the world. Furthermore, careful planning is essential to conserve and develop all the ethnic languages so that we can identify our linguistic diversities in the whole world.

The languages and their dialects spoken in Nepal have genetic affiliation to four language families normally Indo-Aryan, Tibeto-Burman, Austro-Asiatic and Dravidian. Among these languages, Nepali has been designated as the official language of Nepal in the Interim Constitution of 2007. The Nepali language has played dominant role in the life of the country because of its wide use in public communication, administration, business, education and so on. According to the latest Population Census, 48.61 percentage of people speak Nepali as their mother tongue. Moreover, most of the Nepalese who speak different mother tongues use Nepali as lingua-franca (link-language). Nepali is used as the medium of formal education. So, all Nepali students have to learn it although they do not use it as their mother tongue. It is also used by the government and organizations of Nepal.

'Nepali' falls under Indo-Aryan language family which is the largest family in terms of the number of languages it has. Nearly 80 percentage of native language users of Nepal belong to this subgroup. 'English' also falls under this subgroup.

1.1.1 Deixis

The word 'deixis' is derived from Greek which means pointing via language. Charles Peirce introduced 'deixis' for the first time (Levinson, 1995 : 54). He used the term 'indexical signs' to refer to deictic expressions and argued that they determine an existential relation between sign and referent. The relation between language and context is observed in the phenomenon of deixis. There are some words in English that can not be interpreted at all unless the physical context especially the physical context of the speaker is known. These are words like *here, there, this, that, now, then, yesterday* as well as most pronouns such as *I, you, him, her, them*. Thus, deictical expressions are bits of the language which depend upon the immediate physical context in which they are used. These are the expressions of language which can be only understood in terms of the speaker's intended meaning.

In Levinson's word (1995 : 54), "deixis concerns with the ways in which language encode or grammaticalize features of the context of utterance and speech event and thus also concerns ways in which the interpretation of utterances depends on the analysis of the context of utterances". In other words, the term deixis refers to language structures which can reflect the context or circumstance in which they are used. The relationship between language structures and context is reflected through deixis. For example, the use of demonstratives, first and second person pronouns, tense specific time and place adverbs like *here, there* as well as other grammatical features which concern directly with the circumstances of the utterance. Likewise, Crystal (2003 : 127) defines deixis as 'a term used in linguistic theory to subsume those features directly to the personal, temporal, locational characteristics of situation within which an utterance takes place, whose meaning is thus

relative to that situation, e.g. *now, then, here, there, I, you* are deictics (deitic or exophoric words). The term is also used for words which refer to backwards and forwards in discourse (Anaphora and cataphora, e.g. *that, the following, the former*)'. Similarly, deixis is 'a term for a word or phrase which directly relates on utterance to time, place or person(s)' (Richards et al. 1999 : 100). 'Deixis' can be defined as any expressions that are used to point to person, place, time or discourse unit. Deixis refers to 'a particular way in which the interpretation of certain linguistic expressions ('deictics' or 'indexical's) is dependent on the context in which they are produced or interpreted (Asher, 1994 : 853). According to Levinson (1995 : 55) 'Deixis belongs within the domain of pragmatics because it directly concerns the relationship between the structures of language and the context in which they are used'. Thus, deixis can be considered to be the bridge between linguistics, semantics and pragmatics because it can exhibit their interrelationship in terms of personal, locational and linguistic context. Since deictic expressions concern with the actual context of the utterance, they are mostly used in face to face interaction. To sum up the above views 'deixis' refers to the language structures which directly reflect the context or circumstances in which they are used.

Traditionally, deixis is classified in terms of person, place and time deixis. Different scholars and linguists have classified it in terms of person, place, time, social and discoursal deixis. They are as follows :

1.1.1.1 Person Deixis

Any deictic expressions used to refer to a person is an example of person deixis. Most basic deictic notions are reflected by means of traditional category of person, e.g. in pronoun and verb. First person encodes the participation of the speaker and temporal and spatial deixis are organized speaking. 'The traditional paradigm of first, second or third persons is captured by the two semantic features of the speaker inclusion (S) and addressee inclusion (A). first person (+S), second person (+A) and third person (-S), (-A) and thus, third person is encoding of reference to persons and entities which are neither speakers nor addressee' (Levinson, 1995 : 68). Thus, 'pronominal systems are clear manifestations of persons which exhibit three way distinction's (Ingram 1978 as cited in Levinson, 1995 : 69). But some pronominal systems exhibit as many as fifteen basic pronouns (ignoring honorific alternates) by super imposing distinctions based on plurality (dual, trial and plural) gender and so on. Moreover, in many languages, there are two first person plural pronouns corresponding to 'we-inclusive of-addressee' and 'we-exclusive of addressee'. In some languages, many other features are often encoded in person system whether in pronominal paradigms or predicate agreements including gender or honorific distinctions.

1.1.1.2 Time Deixis

Time deixis refers to the words or expressions used to point to the time. '... the deictic center is normally taken to be the speaker's location at the time of speaking' (Fillmore, 1975 as cited in Asher, 1994 : 855). Hence, words which are used to point to the time come under time deixis. In this way, now means the span of time including the moment of utterance and 'tomorrow' means

dieurnal or nocturnal span including the time of speaking and ten years ago by counting backwards from the year including the speaking time. Time adverbs : *now, today, tomorrow, yesterday* etc are used as time deixis. Most languages exhibit a complex interaction between system of time measurement calendrical units or deictic anchorage e.g. through demonstratives. In written or recorded use of language, one may need to distinguish the moment of utterance (coding time) and the moment of reception (receiving time). On the other hand, canonical situation of utterance with the assumption of unmarked deictic centre RT (receiving time) can be assumed to be identical to CT (coding time). There are a number of aspects of pure time deixis where there is no interaction with non-deictic methods of time reckoning. These include deictic time adverbs like English : *now, then, soon, recently* and *soon*. Though tense is an obligatory deictic category for nearly all sentences in English and many other languages firmly anchoring interpretation to the context, there are many languages like Chinese or Malaya that have no terms. Languages differ in how many such deictic names of the days there are; the Amerindian language, 'Chinantec' has four named days either side of today, Japanese name three back days and two ahead, Hindi has the same word for yesterday and tomorrow.

1.1.1.3 Place Deixis (Space Deixis)

Place deixis refers to linguistic expression used to point to a place within or around which utterance is produced or interpreted. "Deictic adverbs like *here, there* are the most direct examples like spatial deixis" (Asher, 1994 : 856). Thus, place deixis refers to any expression used to point to a location of the speaker, for example, *here, there, yonder* are examples of place deixis. 'Here' refers to the region including the speaker and 'there' a distal region more

remote from the speaker. Thus, this suggests that there is a proximal and distal distinction between (the region concentric to the speaker).

There are two ways of referring to the objects (i) by describing or naming them or (ii) by locating them. The proximal distal dimension varies from language to language. 'Most languages grammaticalize at least a distinction between proximal (or close to the speaker : this) and distal (non-proximal or close to the addressee : that), but many make much more elaborate distinction. For example, in the Rai languages of Nepal the distinction is made as close to the speaker, close to the addressee, far from both speaker and addressee' (Rai, 2001 : 61).

'The proximal-distal dimension varies from language to language. 'Tlingit', a north western American language has four demonstratives '*this one right here*', *this one near by* '*that one there*' and *that one way over there* and Malagasy has a six way contrast on the same dimension' (Asher, 1994 : 856).

1.1.1.4 Social Deixis

Social deixis refers to linguistic expressions which are concerned with establishing or maintaining social relationship within the social situation in which the utterance takes place. Social deixis is 'that aspect of sentences which reflect or establish or are determined by certain realities of the social situation in which the speech act occurs' (Fillmore; 1975: 76 as cited in Levinson, 1995). Honorifics are frequently encountered in the language of the world drawing the recurrent metaphor of plurality, height, distance and so on. They are often considered as an aspect of person deixis but are organized around the deictic centre like space and time deixis. Honorifics involve a separate dimension of social deixis. Honorifics encode the speaker's social

relationship to another party, frequently but not always the addressee on a dimension of rank. Social relationship refers to the participants' roles, their social status and so on. There are terms and structures in every language that encode the social identities of participants, or the social relationship between them, or between one of them and persons and entities referred to.

1.1.1.5 Discourse Deixis

Discourse deixis are those linguistic structures which are used to point to a certain portion of discourse. 'In a written or spoken discourse there is frequently occasion to refer to the earlier or fourth coming segments of the discourse (as in the next/previous paragraph or have you heard this joke?)' (Asher 1994: 856). Similarly, Levinson, (1995 : 85) says 'Discourse or text deixis concerns the use of expressions within some utterance to refer to some portion of the discourse that contains that utterances itself'. Thus, we can conclude that discourse or text deixis concerns with the encoding of reference to portion of the unfolding discourse in which the utterance takes place. Reference to parts of a discourse which can only be interpreted by knowing where the current coding or receiving point is clearly deictic in character. Discourse or text deixis also uses time deixis such as last week, next Saturday, in the first paragraph because they indicate certain portion of the conversation. A part from it, place deictic words, e.g. this, that are also used as discourse deixis.

1.1.2 Contrastive Analysis

Contrastive analysis is concerned with comparing the linguistic systems of two or more languages in order to find out similarities and differences

between or among them. 'Contrastive analysis (CA) which is also called 'contrastive linguistics' means a systematic comparison of linguistic system of two or more languages' (Asher, 1994 : 737). Likewise, Richards et al. (1999 : 83) define it as 'the comparison of the linguistic system of two languages, for example, sound system or the grammatical system.' In the same way, Crystal (2003 : 107) defines it as 'a term used in linguistics for a difference between units, especially one which serves to distinguish meaning in language (It is contrastive). Such differences are also referred to as DISTINCTIVE, FUNCTIONAL or SIGNIFICANT'. The above definitions contrastive analysis show that it is 'the systematic comparison of two or more languages so that the difficulties of learning a second language can be diagnosed and solved by adopting appropriate techniques. Contrastive analysis was developed and practised in the 1950s and 1960s by C.C. Fries and Robert Lado as an application of structural Linguistics in language teaching. Comparison can be done between two languages and between two dialects which are called interlingual and intralingual comparison respectively. Such a comparison can be done on different levels of language such as phonological, morphological, syntactic and discourse levels as well although it was more successful in phonology than in other areas of language.

According to Richards et al. (1999 : 83) contrastive analysis is based on the following assumptions :

- a) the main difficulties in learning a new language are caused by interference from the first language.
- b) these difficulties can be predicted by contrastive analysis.
- c) teaching materials can make use of contrastive analysis to reduce the effects of interference.

Thus, contrastive analysis hypothesis maintains that difference between past learning and present learning causes difficulty whereas similarity between them causes ease in learning an L₂ and while learning an L₂ difficulty leads to erroneous performance but ease in learning leads errorless performance. But S. Pit Corder (1987) does not agree with this view. He maintains that difficulty is a psycho-linguistics matter and difference is linguistic. He further says that any feature of the target language which differs from that of the mother tongue is not difficult to learn because a totally new sound may be easier for the learners than one that apparently seems to be similar but is used in different environment. CA theory has two main functions namely primary and secondary functions. The primary function is the predictive function and the secondary function is the explanation of the sources of errors committed by the second language learners. Contrastive analysis has two aspects : linguistic aspect and psychological aspect. Linguistic aspect deals with the theory to find some features quite easy and some other extremely difficult. Psychological aspect deals with the theory to predict the possible errors made by second language learners. Linguistic component of CA theory is based on the following aspects. (a) language learning is a matter of habit formation, (b) the mind of an L₁ learner is tabula rasa whereas that of an L₂ learner is full of L₁ habits (c) languages are comparable.

Psychological component of CA theory is also called transfer theory which maintain that past learning affects present learning. If past learning facilitates present learning, it is called positive transfer and if past learning hinders present learning it is called negative transfer.

Thus, CA can be used for various purposes. It helps the language teachers to identify difficult and different areas for the second language learners. It is also

concerned with explaining the sources of errors in the learner's performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for the learners. By keeping the result obtained from CA in mind, a language teacher can adopt suitable methods and materials accordingly. Furthermore, it is equally significant for language trainers so that they can train language teachers to help them to make their L₂ teaching more effective for the intended group. It is significant for curriculum designers and text book writers so that they can select and organize language items by keeping differences and difficulties of the target language for the learners in mind, and perform their task accordingly.

1.2 Review of the Related Literature

Several researches have been conducted on linguistic comparative studies which concern with different linguistic fields of English and various dialects or languages spoken in Nepal. Though some theses are available on pronominal and adverbials of English and other dialects and languages spoken in Nepal, no research is available on deixis. So, researches done or conducted on pronominal and adverbials are the only available related literature for the present study. The related researcher consulted during the present research have been summarized as follows :

Phyak (2004) carried out a research on 'English and Limbu pronominal'. His main objective was to compare and contrast Limbu and English pronominal and he has concluded that English and Limbu pronominal systems are different. Limbu has more complex pronominal system than that of English. Moreover, his study shows that Limbu personal and possessive pronouns are categorized under three number, singular dual and plural but English has only

two numbers : singular and plural. Though this study deals with pronominal of both of these languages it does not address any deictic pronominal of these language at all. Likewise, Lama (2005) conducted a research on 'English and Tamang Pronominal'. His main objective was to compare and contrast pronominal systems of both of these languages. He concluded that Tamang has the existence of inclusive and exclusive first person plural pronoun which does not exist in English. His study also shows that Tamang has second person honorific and non-honorific personal pronouns which English lacks. Thus, his study shows that Tamang pronominal system is richer than English in terms of honorifics and the speaker's inclusion. But his research does not mention deictic pronominal expressions in both of these languages.

Similarly, Chaudhary (2005) conducted a research on 'Pronominal of the Tharu and English languages'. His main objectives were to identify similarities and differences between pronominal in the English and Tharu languages. His study concludes that both the languages have similar pronouns but Tharu has more alternative pronominal than English. Moreover, English has separate pronominal for masculine and feminine gender but Tharu lacks it. Though he has mentioned that Tharu pronominal are categorized on the basis of proximal (close to the speaker) - distal (close to the addressee) dimension as in English, he has not talked about all deictical pronominal of both of these languages.

Bhat (2005) conducted a research on 'Pronominal in the English and Raji languages'. The main objectives of his study were to determine Raji pronominal and to find out similarities and differences between English and Raji pronominal. He concluded that the Raji language is richer than English in pronominal. He has further mentioned that Raji pronominal have affixation

which does not exist in English. But he has not addressed any deictic pronouns in his research work.

In the same way, Yadav (2007) carried out a research entitled 'Pronominal in the Maithili and English languages'. The main purpose of his study was to determine pronominal in Maithili and to compare and contrast Maithili pronominal with those of English. He has found out that Maithali pronominal system is richer than that of English and Maithali has the existence of honorific, mid-honorific and non-honorific alternates that does not exist in English. English has the distinct singular third person pronouns for male and female which does not exist in Maithali. Although he has mentioned that Maithali pronouns are categorized on proximal/distal criteria as in English but his research does not deal with deictics of both of the languages.

This study deals with person and time deixis of English and Nepali. This study is quite different from others because none of the studies has addressed deictical expressions in terms of person and time. This has been a single study to address deictical phenomena in the Department. So, this seems to be new study.

1.3 Objectives of the Study

The study had the following objectives :

- i) To determine Nepali person and time deixis.
- ii) To compare and contrast Nepali person and time deixis with that of English.
- iii) To point out some pedagogical implications.

1.4 Significance of the Study

Language is closely related to the context. The linguistic utterance without its context cannot give its actual meaning or may give different meaning. Actually, deixis deals with the language which directly refers to the context or situation within or around which communication takes place. So, the present study is important to the applied linguists as it deals with contextual aspect of language. As it is concerned with pragmatic aspects of language it is equally significant to sociolinguists and pragmatists.

This study will be valuable for the Department itself as there is no research in deixis. The present research will also be significant to sociologist as it deals with social phenomena within which a language is used. Moreover, it will be beneficial to language trainers, syllabus designers, textbook writers, teachers and students as they can adopt contextual (pragmatic) aspects of the both of those languages while giving training and designing syllabus for Nepali learners of English as well as English learners of Nepali. On the other hand, the present research will also be important for general readers who are interested in deictical expressions in terms of person and time of English and Nepali.

1.5 Definition of the Specific Terms

First language : A person's mother tongue or the language one acquires first

Second language : A language which is not a native language but is used as a medium of communication (eg. In education and in government).

- Multilingual : A 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.
- Noun : It refers to a naming word.
- Pronoun : It refers to a word for replacing a noun.
- Endangered Language: A language that is used by a small number of adult speakers and is no longer used by their children.
- Deixis : A linguistic unit such as word or phrase which directly relates to a time, place or person(s).
- Gender : A grammatical category reflecting the difference in sex e.g. masculine, feminine, neuter etc.
- Coding time : It refers to the time of utterance.
- Receiving time : It refers to the time of reception.
- Honorifics : Politeness formulas in a particular language which may be specific affixes, words or sentence structures.

- Lingua Franca : A language this is used for communication between different groups of people, each speaking a different language.
- Case : A grammatical category that shows the function of noun or noun phrase in a sentence.
- Discourse : The use of language in speech and writing in order to produce meaning.
- Demonstrative : Language item which refers to something in terms of whether it is near to or distant from the speaker.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to conduct the study.

2.1 Sources of Data

The researcher used both primary and secondary sources of data which have been presented below :

2.1.1 Primary Source of Data

The native speakers of Nepali were the primary sources of data for this study.

2.1.2 Secondary Source of Data

The researcher consulted and studied various books, theses, journals, documents, dictionaries encyclopedia's etc. for the secondary information. The major secondary resources were Asher (1994), Levinson (1995) and Yule (1997).

2.2 Sampling Procedure

The sample size of the study consisted of 85 native speakers of Nepali from Okhaldhung district. The researcher used judgmental sampling procedure to select the informants.

2.3 Research Tool

The researcher used a interview questions as the research tools. He used thirty eight questions in English and clarified them to the informants in Nepali. Then he asked them to translate the sentences in Nepali. Two types of questions which were based on person and time deixis were used the questionnaire. The informants had to translate the given sentences into Nepali in the first type whereas they had to give Nepali equivalent for the deictic terms given in English in the second one.

2.4 Process of Data Collection

The researcher prepared a set of questionnaire which was used for interview. Then, he met the informants and made good rapport with them. He then clarified objectives and significance of the study to the informants. He took oral interview to the uneducated informants and noted down their responses. He asked the educated informants to write their responses and fill the questionnaire. Finally, the researcher thanked all the informants for their co-operation. English deictic expressions were collected from secondary sources. They were Levinson (1995) Asher (1994), Yule (1997).

2.5 Limitations of the Study

- a) The study was limited to person and time deixis only.
- b) It was based on the data elicited data from 85 native speakers of Nepali.
- c) English deictic expressions were collected through secondary sources.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The data obtained from informants were analyzed and interpreted descriptively using tables, charts and illustration and simple statistical tools.

3.1 Person Deixis in English and Nepali

Person deixis are used to refer to person(s). for example *ma, h mi hāmiharu, tā, timi, tapai, hajur, ti, yi* etc. are some examples of person deixis in Nepali. Basically the first, second and third person pronominal are used as person deixis in Nepali. Personal pronouns denote speakers (+S), addressee (+A) and person and entities besides speaker and addressee (-s), (-A). Deictic personal pronouns are marked for case, number and gender. The following table shows first person deixis in Nepali.

Table - 1
Deictic First Person Nepali Pronouns

Number	Case		
	Subjective	Objective	Genitive
Singular	mā, māile	mala	mero, mera, meri
Plural	hām , hām haru	hāmila ha:miharula:	hāmro, hāmra, hāmri, hāmiharuko

The above table shows that Nepali first person deictical pronominal are marked for number, cases, and gender. They take suffix 'haru' in plural. The following table clarifies deictic second person pronominal of Nepali.

Table - 2
Deictic Second Person Pronouns of Nepali

Number Case	Singular				Plural			
	Non-honorific	Mid honorific	High honorific	Higher honorific	Non-honorific	Mid honorific	High honorific	Higher honorific
Subjective	t	tim	tapa	hajur, yah	timiharu	timiharu	tapaî-haru	hajur- haru, yah haru
Objective	t la	timila	tapa - la	hajurlâi, yah lâi	timiharu- la	timiharu- la	tapaî- harulai	hajurha- rulai, yah haru- lai
Genitive	tero	timro	tapaiko	hajurko, yah :ko	timiharu- ko, timrâ	timha-ruko	tapa - haruko	hajur- haruko

The above table clarifies that second person deictic pronominal in Nepali have honorific distinctions i.e. they have distinct forms to mark non-honorific, mid-honorific, high-honorific etc. Moreover, third person deictic pronominal are marked for numbers and cases as well.

The third person deictic pronominal are presented in the table below:

Table - 3
Third Person Deictic Pronouns in Nepali

Number Case	Singular				Plural		
	Gender	Non-honorific	Mid honorific	High honorific	Non-honorific	Mid honorific	High honorific
Subjective	masculine	yo, tyo,	yi, ti un , ti	uhā	uniharuru	uniharuru	uhāharuru
	feminine		un , tin , t	uhā	tiniharuru uniharuru	ti, uni-haru, tiniharuru	uhāharuru
Objective	masculine	usla	unla	uhālai	uniharuru	uniha- ruru	uhāha- ruru
	neuter	yaslai,	-	-	uniharuru	-	-
	neuter	tyasla	-	-	tiniharuru	-	-
Genitive	masculine	usko	unko	uhāko	uniharuru	uniha- ruru	uhāharuru
	feminine	usko	unko	uhāko	uniharuru	uniha- ruru	uhāharuru

The above table reflects that the third person deictic pronouns in Nepali are marked for numbers, cases, and honorific distinctions i.e. they have different forms in different number and cases. Similarly, they have distinct forms based on honorific distinctions.

The following table shows person deixis in English:

Table - 4
Person Deixis in English

Person	Case	Number	
		Singular	Plural
1 st Person	Subjective	I	we
	Objective	me	us
	Genitive	my/mine	our/s
2 nd Person	Subjective	You	you
	Objective	You	you
	Genitive	your/yours	your/yours

3 rd Person	Subjective	masculine : he	they
	Objective	masculine : him	them
	Genitive	masculine : his	their/s
	Subjective	feminine : she	they
	Objective	feminine : her	them
	Genitive	feminine : her/hers	their/theirs
	Subjective	nature : it	they
	Objective	nature : it	them
	Genitive	nature : its	their/theirs

The above table shows that the first and third persons deictic pronominal in English are marked for number and cases. But second person deictic pronouns 'you' has the same form in both singular and plural numbers and subjective and objective cases. On the other hand, the third person deictical pronouns are marked for number, cases, and gender. The following table shows the deictic first person pronouns in Nepali.

3.1.1 Similarities and Differences in Person Deixis

The above tables clarify that both English and Nepali deictical personal pronouns belong to two types of numbers : singular and plural. For example,

d ktar ho. (Singular)

He doctor is. (word for-word translation)

He is a doctor. (Singular)

uninaru d ktar h n. (Plural)

They doctor are. (word for-word translation)

They are doctors. (Plural)

First person plural pronoun 'we' is similar in both English and Nepali in terms of the exclusion or inclusion of the addressee, e.g.

Timile ham la I bhetenau (Exclusive)

You us did not meet.

You did not meet us.

Hāmi Nepali ha .

We Nepali are.

We are Nepali. (Inclusive)

Nepali deictical pronominal take the suffix '*haru*' in plural whereas English deictical pronominal have separate plural forms, e.g.

English example :

He eats rice. (Singular)

They eat rice. (Plural)

I am a student. (Singular)

We are students. (Plural)

Nepali examples :

hb t khancha. (Singular)

He rice eats.

uniharu bhat khanchan. (Plural)

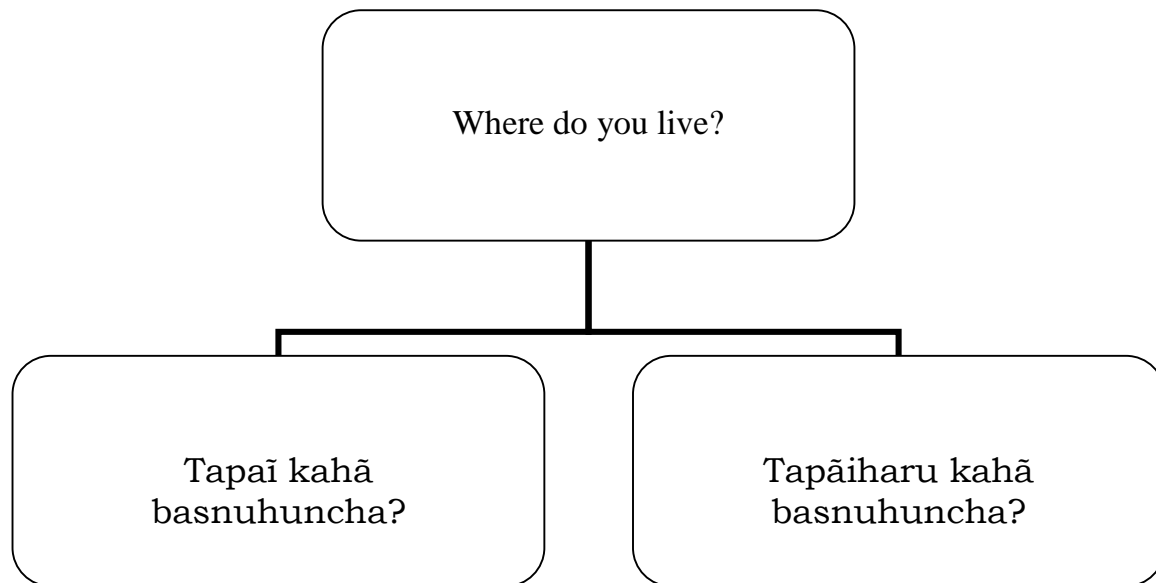
Nepali bolcha.

uniharu Nepali bolchan. etc.

English second person deictical pronoun 'you' has the same form in both singular and plural numbers but Nepali second person pronouns have distinct forms in singular and plural, e.g.

English	Nepali
You are a teacher.	Timi shishak hau
You are teachers.	Timiharu shishak hau

The following table shows that Nepali deictic pronominal have affixation in plural which does not exist in English i.e. English has distinct form of deictic pronouns in plural.



English second and third person deictic pronominal do not have honorific distinction whereas Nepali second and third person pronouns have distinct forms in terms of honorific distinction. Honorific distinction in Nepali determines the use of verbs too. The example given below makes it clear.

English

You are writing.

Nepali

- a) Tã lekhdaihas. (Non-honorific)
- b) timi lekhdaihas. (Mid honorific)
- c) tapaî lekhdaihunehuncha (high-honorific)
- d) Hajur lekhdaihunehuncha (higher honorific)

English

He eats rice.

Nepali

- a) bhat khancha. (Non-honorific)
- b) uni bhat khanchan. (Mid honorific)
- c) uhã: bha:t khanehuncha. (high-honorific)

In objective case, Nepali person deixis take suffix *la* whereas English person deixis have distinct forms. For example :

English

I love her.

She helps me.

Nepali

Mã unla mãya garchu

malai sahayog garcha

In genitive case, Nepali person deixis take suffixes such as *ko*, *ro*, *no* etc. when they are followed by mass noun or singular countable noun in masculine gender; they take suffixes *ki*, *ri*, *ni* if they are followed by singular noun in feminine gender and they take suffixes *ka*, *ra*, *na* if they are followed by plural nouns. But English lacks such phenomena because English deictic personal pronominal have distinct forms in genitive case. For example :

This is my bag.

He is my son.

Yo mero jhol ho.

mer chor ho.

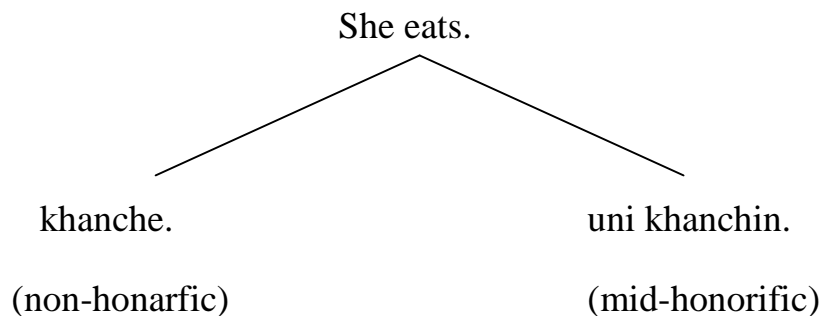
She is my daughter.	meri chori ho.
Ram is her son.	Ram unko chora ho.
They are my friends.	t mer s th hun.
She is my sister.	uni meri did hun.
These books are mine.	yi kitabharu mera h n.

Unlike in English, Nepali person deixis take suffix 'le' if they are followed by a transitive verb in the past tense which does not exist in English. For example :

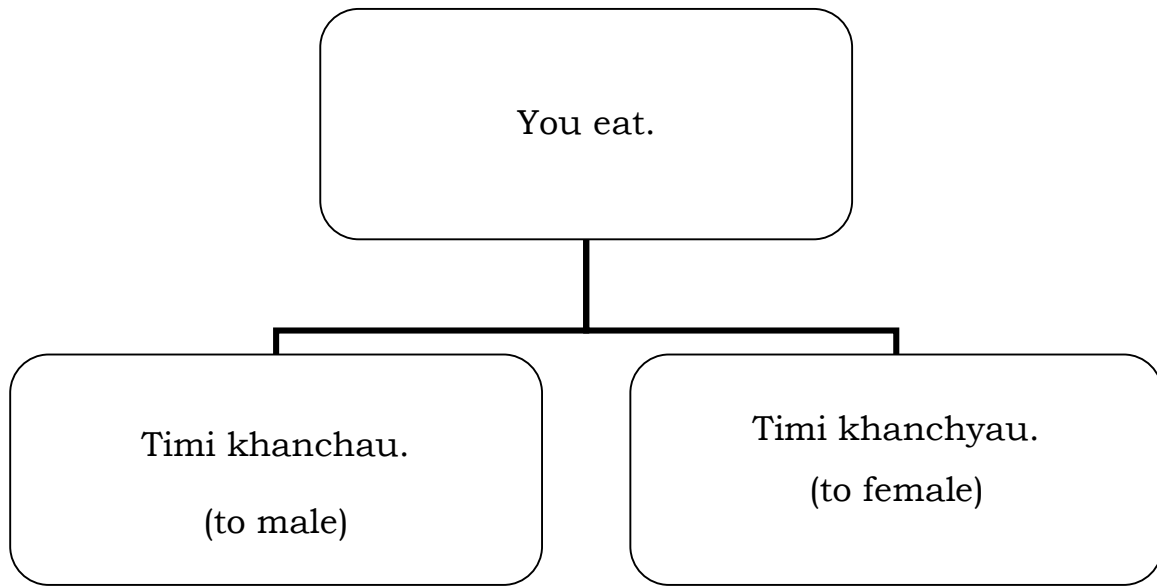
He ate rice
Usle bh t khayo.

She wrote letter.
usle citithi lekhi.

Nepali deictic third person pronoun of feminine gender take distinct verb with suffixes *che*, *chin*. whereas such a distinction is not found in English, eg.



Though deictic second person pronoun of Nepali 'tim ' is used to address both male and female addressee, it takes distinct verb to address male and female, e.g.

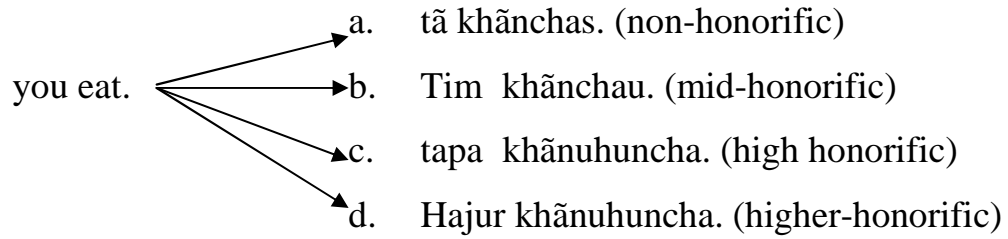


The following table shows comparison of English and Nepali deictic second person pronominal in terms of honorific distinction.

Table - 5
Comparison of English and Nepali Deictic Second Person
Pronouns in terms of Honorific Features

Features	English	Nepali
Non-honorific	-	+
Honorific	-	+
Mid-honorific	-	+
High- honorific	-	+
Higher honorific	-	+

The above table shows that unlike in English, deictic second person pronominal in Nepali have honorific distinctions. For example :

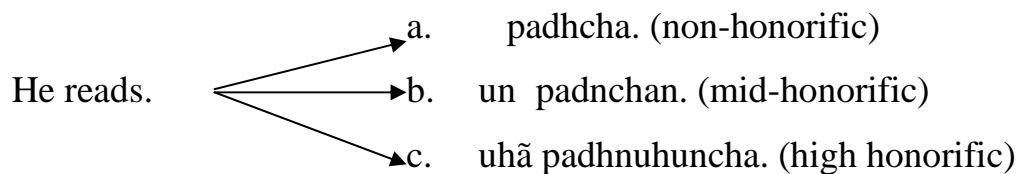
English**Nepali**

Similarly, the following table clarifies the distinction of deictic English and Nepali pronominal in terms of honorific features.

Table - 6
Comparison of Third Person Deictic Pronominal of English
and Nepali in Terms of honorific distinction

Features	English	Nepali
Non-honorific	-	+
Mid-honorific	-	+
High- honorific	-	+

The above table clarifies that third person deictic pronominal in Nepali have honorific distinction which lacks in case of English. For example :

English**Nepali**

3.2 Time Deixis in English and Nepali

Time deixis refers to any expression which points to the time within or around which the utterance takes place. Nepali is rich in time deixis as it has a number of deictical expressions referring to the time within or around which the utterance takes place. For example : *ja, bholi, parsi, nikorsi, k nekorsi, hijo, asti, pohor, parar, ghā , par ghā* etc. are time deixis frequently used in day-to-day communication in Nepali. The following table shows time deixis in Nepali and English.

Table - 7
Time Deixis in English and Nepali

Tenses	English	Nepali
Present	now	ahile
	today	ja
	nowadays	acel, jk l, jbholi
	these days	acel, jk l
	at present	ahile, bartam nm
	right now	ahile
	this time	yati bela, yas bela, yas patak, yati bera, yati khera
	some times	kahilek h
	still	ajhasama
	yet	ajhei
	already	phaile, bharkharei,
	just	bharkharei
	recently	halai, h ls lei
this time/ year/week/month	yaspali/yas hapt /yas mahinā	

Past	then	uhile, tysbela, tyatibela
	in the past	bigatmã, atitmã
	ago	pahile, uhile
	those days	pahile
	last year	pohor
	the year before last year	par r
	that day	tyas din
	previous day/week/year	biteko din/hapta/sal
	yesterday night	hijo rati
	last night	hijo rati
Future	next year	gha , do s l, a nesal
	the year after next	paragha
	tomorrow	bholi
	the day after tomorrow	pars
	the third day from today	Nikorsi
	the fourth day from today	kãnekorsi
	soon	chãdai, chitai
	next time	arko patak
	this afternoon/evening	bhare
	tonight	ja r t

Other Time Deixis		
	before	aghi
	immediately	tatk lei, turuntai
	after	pachi
	late	aber
	early	saberei
	shortly	turuntei, tatkalei
	at once	turuntei, tatkalei

The above table shows that Nepali has more time deixis in terms of the names of the days and year but longer linguistic devices are used in English instead i.e. English has less number of time deixis in terms of the names of days and year. Furthermore, English has more tense specific time deixis than in Nepali. Nepali has less tense specific time deixis so most of them are used in different tenses. In time deixis which refer to present tense are similar in both English and Nepali. But Nepali has more time deixis which refer to the present tense. The above table further suggests that Nepali has more number of time deixis which refer to past and future tenses. There are a few pure time deixis in English which refer to past and future tenses, so long linguistic explanation are used in English instead of pure time deixis in Nepali.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

Through the analysis and interpretation of the collected data, the major findings of the present research are presented below :

- a) Nepali has more person deixis which are: *ma, ham , ham haru tā, timiharū, tapa , tapāiharū, hajur, hajurharū, yahā, yāhāharū, , uniharū, uhā, uhāharū, t , tiniharū, yo, tyo, yi, ti, etc.*
- b) Some Nepali time deixis are some how similar to English time deixis which are: *ahile, pahile, yasp li, pohor, parar, gha , pra:ghau, ja, bholi, parsi, nikorsi, kanekorsi, bhrkhareī, aghi, pachi, chādei, chitei, saberei, jk l, achel, hijo j, gatahapta, gatamahin , bigatma, bartamanma, tatkalei, turuntei, yattikherei, asti, hijo, tyasbarsha, tyas mahin , aba, uhile, kahilekāhi, sadhe , baramb r etc.*
- c) Both English and Nepali deictic pronominal have two numbers: singular and plural.
- d) Third person singular deictic pronominal have number and gender distinction in both English and Nepali.
- e) Both the English and Nepali languages have similar time deixis except some cases but Nepali is richer in terms of the name of the days and year, for example, Nepali has the names for two

- f) back days and four ahead of today all of which are not available in English.
- g) English has some distinct tense specific deictic time adverbs that are not available in Nepali. So, tense specific deictic time adverbs of English are used in other tenses in Nepali.
- h) Nepali is richer than English in terms of the person deixis because Nepali deictic second and third person personal pronouns have honorific distinctions which is not found in English.
- i) Nepali deictic second person pronouns have different forms in terms of subjective and objective cases and singular and plural numbers and honorific distinction whereas English deictic second person pronoun 'you' has the same form in both subjective and objective cases and singular and plural number.
- j) Nepali deictic pronominal take suffix *lai* in objective case but English deictic pronominal (except 'you') have distinct forms in objective case.
- k) In genitive case, Nepali deictic personal pronouns take suffixes such as *ko, ro, no*, if they are found by singular countable noun in masculine gender or mass noun, they take suffixes such as *ka, ra, na* if they are followed by plural nouns and they take suffixes such as *ki, ri, ni* if they are followed by singular noun in feminine gender such a distinction is not found in genitive in English.

- l) In Nepali, deictic personal pronouns denoting female take distinct feminine gender specific verbs. This phenomenon is not found in English.
- m) Unlike in English, some deictical pronouns used for denoting females take feminine gender specific verb in Nepali.
- n) Unlike in English, second and third person deictic pronominal in Nepali have honorific distinctions.
- o) English is richer than Nepali in terms of time deixis except the names of the days and year because English deictic time adverb just, still, yet, recently, already, immediately, shortly at once, soon, etc have no distinct equivalent in Nepali.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the data, some pedagogical implications along with some recommendations have been suggested below :

- a) Both English and Nepali deictic pronominal have two kinds of numbers. This similarity should be considered while teaching deictic pronominal to Nepali students.
- b) Both 'English and Nepali have exclusive - 'we' and 'inclusive' - we so, the teacher should consider that Nepali students can use both inclusive and exclusive 'we' easily.
- c) English has just single second person deictic pronominal 'you' used for all numbers, subjective and objective cases but Nepali

has distinct second person deictic pronominal in these cases; the teacher should clarify his students this fact to the students.

- d) Nepali deictic pronominal take suffix *haru* in plural number, *lai* in objective case and *ko, ka, ki, ro, ra, ri, no, na, ni* in genitive case but it has distinct forms pronominal forms. Students should be made aware about this fact while teaching English.
- e) Nepali second and third person deictic pronominal have various honorific forms, such phenomenon lacks in English. So, the teacher should clarify the students that deictic second person pronoun 'you' represents all second person deictic honorific alternates in Nepali and third person deictic pronominal he, she, they etc. represent all honorific alternative pronominal in English.
- f) In Nepali, deictic personal pronouns which are used to refer to females take feminine verb but it does not happen in English. Therefore, the teacher should consider and clarify this fact to the students while teaching Nepali students.
- g) Nepali deictic personal pronouns in subjective case followed by a transitive verb take the suffix *le* in past tense, so the teacher should make the students clear that English deictic personal pronouns without any suffix represent such suffixed Nepali deictic pronominal.
- h) Nepali deictic personal pronouns referring to feminine gender take distinct feminine gender adjectives which does not exist in English. The teacher should consider this fact in mind and clarify

it to the students learning English because gender does not affect the form of adjectives in English as in Nepali.

- i) Some English deictic time adverbs are used in specific tense the teacher, therefore, should keep this in mind and teach the accordingly. S/he should also explain that such deictic adverbs are tense specific in English which is not the case with English and Nepali time deixis are similar except some cases.
- j) Nepali time deixis is richer in terms of the name of the days and year. Instead of letting students memorize long and tedious definitions of some deictical time adverbs, the teacher can encourage the students to use pure Nepali deictical time adverbs such as Nikorsi, kanekorsi etc. to promote communication in the language classroom.
- k) While designing English syllabus for Nepali learners, syllabus designers and experts should consider the honorific and suffixal distinctions with Nepali deictic pronouns and develop instructional materials accordingly.
- l) Nepali learners of English get confused regarding the verbal inflection with feminine gender pronominal as in Nepali. A number of examples should be given in the target language while designing and developing curriculum for the Nepali learners of English. This should be taken into consideration while teaching English to Nepali students.
- m) Unlike in English, Nepali person deixis take suffixes in objective and genitive cases; they take suffix in plural number, too. The

teachers should consider this while teaching them to the English learners of Nepali. This should be also considered while designing syllabus for English learners of Nepali.

- n) The teacher teaching Nepali to English students should clarify that Nepali deictic personal pronouns are changed into plural by adding the suffix '*haru*' so that the learners can learn it more easily. To make it clear, s/he should give a number of examples.
- o) To teach honorific distinction in Nepali pronouns to English learners of Nepali, the teacher should explain that all possible honorific alternative second person deictic pronouns are represented by single 'you' in English. S/he should illustrate all possible contexts in which 'you' represents all Nepali honorific second person pronouns.

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Appendix - I

Interview Questions

This interview questionnaire has been prepared to elicit primary data for the study entitled '**Person and Time Deixis in English and Nepali**' under the guidance of Mr. Prem Bahadur Phyak, Lecturer, Department of English Education, T.U. Kirtipur. The researcher hopes that all of you co-operate with him in giving reliable informations which will be invaluable help to complete this research work.

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Appendix - II

Transliteration of Nepali alphabet into Roman Script

Nepali Alphabet	English Alphabet	Nepali Alphabet	English Alphabet
अ	a	झ	jh
आ		ञ	ñ
इ	i	त	t
ई		थ	th
उ	u	ड	d
ऊ		ढ	dh
ऋ	r	न	n
ए	e	प	p
ऐ	ei	फ	ph
ओ	o	ब	b
औ	au	भ	bh
अं	m	म	m
क	k	य	y
ख	kh	र	r
ग	g	ल	l
घ	gh	व	w/v
ङ		श	
च	c	ष	s
छ	ch	स	h
ज	j	ह	
ट		ठ	h

(Source: Turner, R.L: A Comparative and Etymological
Dictionary of the Nepali Language: 1931)