EFL Students' Performance on the Deictic Use of Person Deictics . A Case Study of the Faculty of Education – Hantoub, University of Gezira, Sudan(October,2018)

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المستخلص :

إجادة الإشاريات الشخصية ضرورية للتخاطب الناجح. لذلك هدفت الدراسة إلى عكس مدى قدرة طلاب اللغة الإنجليزية على الإستخدام الإشاري للإشاريات الشخصية في التخاطب الشفوي. تم توزيع إختبار بصورة عشوائية على (٥٠)طالبة جامعية تخصص لغة إنجليزية، الفصل الدراسي السابع. وصفت هذه الدراسة أداء الطالبات على حسب مقدرتهن على إستعمال: 'نحن، لمخاطبة شخص ما، الضمائر الإنعكاسية التوكيدية لتأكيد الفاعل و 'بواسطة+ضمير إنعكاسي، لتوكيد 'من دون مساعدة، و إستعمال ضمائر الملكية المستقلة كتتمة حرفية. أظهرت الدراسة الآتي: كل الطالبات تقريبا(٩٨%) كن غير قادرات على إستخدام 'نحن،لمخاطبة شخص ما وقد عُزي هذا بصورة رئيسية إلى عدم معرفة أن 'نحن، هو خيار ممكن. أغلب الطالبات(٧٠%) لم يستطعن التمييز من ناحية المعنى بين الإستعمالين التوكيديين للضمائر الإنعكاسية: أغلب الإجابات الخاطئة عُزيت لعدم معرفة نوع التوكيد الذي يتضمنه كل إستخدام. أغلب الطالبات (٨٠%) كن غير قادرات على إستخدام ضمائر الملكية كتتمة حرفية. وقد عُزي هذا إلى التعميم الخاطئ ل 'ضمير ملكية+إسم، وعدم معرفة لا محدودية المعنى الذي تعكسه هذه الضمائر عندما تستخدم بعد إسم.

Abstract :

Mastering person deictics is essential for successful communication. This study, therefore, aimed to reflect the extent to which students majoring in English could use person deictics deictically in oral communication. A test was administered to (50)university students (chosen randomly) majoring in English in the seventh semester. This study described the students' performance in terms of their ability to use 'we' for addressing

someone, emphatic reflexive pronouns(emphasizing a performer) and 'by+ emphatic reflexive'(stressing without help) and independent possessive pronouns as prepositional complement.. The study has shown the following:Nearly all of the students (98%) were unable to use 'we' for addressing someone. This was mainly due to the ignorance that 'we' is a possible choice. Most of the students (70%) could not differentiate between the two emphatic uses of reflexive pronouns semantically; most of the incorrect responses were due to the unawareness of the type of emphasis that each use implies. The majority(80%) were unable to use independent possessive pronouns as prepositional complement. This was mainly attributed to the overgeneralization of 'possessive pronoun+noun' and unawareness of the indefinite meaning of these pronouns when used in post genitive constructions.

Key words: personal, reflexive and possessive pronouns

1. Introduction

Communication is of absolutely central importance to human life. It is indeed the process whereby, for example, social relationships are maintained, human experiences are expressed and the process of asking for and giving information is established via language. Therefore, the goal of foreign language teaching is to develop foreign language learners' communicative ability. Perkins (1992) indicates that deixis is a universal linguistic phenomenon which is connected with an important field of language study especially for second language learners. This language phenomenon as Buhler(1934) cf. Chilton (2014:8) demonstrates, is one of the fundamental aspects of human language. Barron(2003:264), Bazzanella(2010:28) and Karen(2014:93), consider deixis as a key topic that is crucial to the understanding of oral communication. Hence, deictic expressions whereby deixis is realized linguistically is crucial to the understanding of oral communication. According to Palmer(1981:60), deictic expressions reflect how the contextual features of a communicative

situation determine the choice of language used in that situation. It is worth mentioning that Bazzanella (2010:30) illustrates that one of the contextual features of oral communication is connected with the participants. In addition, Huang(2012:152) and Lyons(1995:307), show that deictic expressions are classified into deictics and non-deictics in terms of whether the meaning of the item is completely or partly deictic, respectively. Owing to this, this research paper aimed to reflect the students' performance on the deictic use of person deictics- the thing which can pinpoint areas where the students need to master. The performance of the students is reflected in terms of three uses of deictics which are expressed in the following questions:

(1) Are the students able to use addressee-inclusive and speaker-exclusive 'we'?

(2) Can the students differentiate semantically between emphatic reflexive pronouns(stressing a performer) and 'by+ emphatic reflexive'(meaning without help)?

(3) Can the students use independent possessive pronouns as prepositional complement?

To achieve the objective of the study, a test was administered to (50) EFL university students in the semi-final semester. They were chosen randomly from University of Gezira, Faculty of Education – Hantoub, Department of English, Batch (38). Then the data was analyzed manually and expressed in percentage.

2. Literature Review

This section is intended to give an outline of English person deictics and some of the previous studies which were conducted in the same field.

2.1 Concept of Deictic Expressions

Deictic expressions are interpreted depending on the speakers' context. This means, the meaning of deictic expressions, varies according to the situation in which they are used: deictic expressions are manifestation of the physical features around

which the speech events are centered (Bazzanella (2010:30)). For instance, Frawley (2003:423), shows that expressions such as *"I'm thirty-three."* is only correct if it is used by certain speakers at certain times. Moreover, Fillmore(1975:38), highlights that the appropriate use of deictic expressions is crucial to the understanding of the deictic expressions like 'we' in *"May we come in?"*. This means that deictics (containing only deictic information) as part of deictic expressions cannot be fully understood without reference to the aspects of the immediate situation of the speech (Wieczorek,2013). In other words, these expressions draw attention to the fact that language is acquired and used by people in real situations (Wales.1986:401). Hence, mastering these items is crucial to learning oral communication.

As Grenoble (1998:35), Brown(1996) and Huang (2014) demonstrate, basic deixis is of three kinds: person, time and space. Moreover, Fillmore (1998:35), states that deictic expressions can be classified into two types according to whether the item is completely or partly deictic. This categorization, as Mclntyre (2006) and Allot (2010) explain, reflects that there are deictic expressions which are essentially deictic; others are not but can be used deictically. For instance, unlike first and second person pronouns, third person pronouns when used deictically encode both deictic and non-deictic information and thus they are considered nondeictic (Lyons(1995)). As the title of this paper reveals, this study is concerned only with the deictic uses of person deictics.

2.2 Person Deictics

Person deictic expressions are described as either deictics or nondeictics depending on whether the pronoun expresses only deictic information. To illustrate, Levinson (1983:62), Yule (1996:10) and Brinton(2000:111) demonstrate that first ,second and third person pronouns are the linguistic devices whereby person deixis operates. Indeed, the role of the participants in oral communication continuously shifts from one person to another

according to conversational turn-taking (Bazzanella (2010:31)). It is worth noting that, Verdonk (2002:35), specifies the first and second person pronouns with the term 'person deictics' defining them as the terms people use to refer to themselves and talk to each other: he considers third person pronouns nondeictics. Diessel(1999), Marmaridou (2000), Siewierska (2004) and Culpeper (2014) also stress that person deictics are realized by the first and second forms of pronouns. In adddition, Huddleston (1984:282) claims that not only the two forms of the personal pronouns are deictics but also their reflexive and possessive counterparts.

To sum up, the following table introduces the various forms of the person deictics:

Table(2.2.1) Various Forms of the Person Deictics

	Personal pronouns		Reflexive pronouns	Possessive pronouns	
	Subjective case	Objective case		Determinative function	Independent function
1st person					
Singular	I	Me	Myself	My	Mine
Plural	We	Us	Ourselves	Our	Ours
2nd person					
Singular	You	You	Yourself	Your	Yours
Plural	You	You	Yourselves	Your	Yours

Source: Quirk et al. (1985:346)

2.2.1. Personal Pronouns

The forms of personal pronouns are of two categories, subjective and objective, each of which stands on its own but has its own syntactic functions. Akmajian et al. (2001:171), for instance, introduce some examples concerning the syntactic uses of the deictic personal pronouns:

Table(2.2.1.1) Examples of syntactic Uses of Deictic Personal Pronouns

Subject of a sentence	Object of a verb	Object of preposition
I love movies	They like **me**.	She spoke to **me**.
We enjoy cars	You follow **us**	It ran from **us**.
You left early	I found **you**	I work for **you**.

Source: (Chalker et al.(1998:311(((('object of preposition' is an alternative to 'prepositional complement' (Chalker et al. (1998:311))

Moreover, Martinet et al. (1986:39), explain that in comparisons when the second clause consists only of than/as +I/we/you+ verb and there is no change of tense, the verb can be omitted as in "I'm not as old as you (are).", *"He has more time than I/we (have)"*; not in *"He knows more than I did at his age."*. Martinet et al (1986:39), in addition, elaborate on the fact that when the comparisons (than/as) made with adverbs, the verb is normally used with 'I' and 'we' as in *"They work harder than we do / harder than us."* and *"You can't type as fast as I can / as fast as me."*; *"Why don't you cycle to work like we do?"*('like' is often used informally instead of 'as').

It is worth noting that the use of the first-person plural pronoun extends to more than being referring to a group of speakers. Marmaridou (2010:102), for instance, distinguishes three uses of 'we': addressee-inclusive' we' which is used by the speaker to identify himself/herself and the addressee(s) as in *"Why don't we take a break?"* (used for making a suggestion), addressee-exclusive which includes the speaker and third parties but not the addressee as in *"We are going on strike next week"* (addressed to a non-participant) and *"We would like to set up a nursery school within the premises"*(said by a staff representative) and the addressee-inclusive and speaker-exclusive 'we' as in *"Now we are going to brush our teeth"* (a mother speaking to her child) and *"Let's have a look at the project, shall we?"* (a teacher addressing his/her students). Downing(2015:370), in addition, gives *"Shall we sit*

together over there?" as an example of the first use. Above that, Berry(2015:19) and Downing(2015:370), exemplify the addressee-exclusive 'we' by *"Where did you spend your holiday? We went to the seaside"* and " We wanted to ask you a favour", respectively. Furthermore, Quirk et al.(1985:350), explain that the third use of 'we', the addressee-inclusive and speaker-exclusive, can be used as an expression with humorous, ironic or condescending effect: *"Good morning, Alma, how are we today?"* and *"What's this? Are we wearing an expensive new shirt this morning?"*. In addition, Quirk et al. (1985:351), add: collective 'we' (referring to a plurality of speakers of the utterance), the informally used 'us' for 'me' and 'we' for a third-person. To illustrate the first use, Huddleston(1984:288), gives the examples: *"We want the Queen"* (chanted by a crowd). Regarding the informal use of 'us' and 'we' instead of 'me' and a third-person pronoun, Quirk et al.(1985:288), introduce *" Lend us a fiver"* and *"We're in a bad mood today."* ('we' is used by a secretary telling another about their boss). It is worth noting that, Berry (2015:19), introduces the so-called' all-inclusive *we*' which extends to all people in a certain community whether they are listening or not: *"We must all be prepared to make sacrifices"* (spoken by a politician). In addition, Bache (2000:198), explains the use of the authoritatively used 'we' indicating that it is used by a speaker to refer to himself/herself, for instance, the royal *we* in *"We are not amused"* (used by a Queen) and the editorial *we* in *"We therefore propose…"* (used, e.g. by an author or public speaker).

2.2.2 Reflexive Pronouns

The term 'reflexive' reveals that the pronoun reflects the meaning of another NP in the clause (Crystal(1995:210); Huddleston(1988:99)). Accordingly, Culicover (2009:405) and Kroeger (2005:137), consider reflexive pronouns anaphoric elements explaining that a reflexive pronoun gets its reference from another NP (i.e. antecedent) in the same clause. Kroeger

(2005:137), states that a common feature of reflexive pronouns is that a reflexive pronoun and its antecedent must occur in the same clause. Moreover, Akmajian et al. (1975:160), Peitsara (1997:4) and Robert et al.(2001:42), point up that reflexive pronouns must agree with their antecedents in person, number and gender. Akmajian et al. (1975:160), exemplify these common features by: *"I hurt myself.", "You hurt yourself."* and *"We hurt ourselves.".* Azar(2006:260) also gives *"Don and I found ourselves wandering through the building looking for the right classroom".*

Uses of Reflexive Pronouns

Reflexive pronouns are classified semantically into basic and emphatic depending on whether the pronoun has emphatic function. Syntactically, basic reflexives are essential elements while emphatic reflexives are not. This is due to the fact that a basic reflexive has a different syntactic function from that of its antecedent; emphatic reflexives and their antecedents are syntactically the same. To illustrate the uses of these reflexive pronouns, Quirk et al. (1985:356), assert that there are two main uses of reflexive pronouns, namely, basic (or nonemphatic) and emphatic. Siemund (2000:9), gives further details explaining that in the basic use the reflexive pronoun and its antecedent are coreferential because they indicate two arguments having the same referent, and therefore they are grammatically essential; in the emphatic use the reflexive pronouns are considered adjuncts i.e. taking them away affect the meaning but the sentence is grammatically correct.

(1)Basic Uses of Reflexive Pronouns

Basic reflexive pronouns are classified into obligatory and optional in terms of whether objective personal pronoun can be a substitute for the reflexive pronoun. Quirk et al (1985:357), provide more illustration explaining that obligatory reflexive pronouns refer to necessarily used ones and those which can be

omitted, while optional ones are those which can be replaced by objective personal pronouns.

 (a)**Obligatory Use of Reflexive Pronouns**

   Leech et al. (1975:691) and Quirk et al. (1985:356) explain that in the obligatory use, the reflexive pronouns have three syntactic functions: object, subject complement and prepositional complement. To explain the objective function, Yule (2015:100) provides *"Be careful or you'll hurt yourself."* and *"I'm afraid I might cut myself.".* Moreover, Hornby (2010:1736) introduces *"I washed...before going out."*(omitted 'myself'). As regards the reflexive pronouns functioning as subject complement, Quirk et al. (1985: 356), introduce *"He is not himself today.".* When functioning as prepositional complement, the antecedents of these pronouns can be object as in *"I love you for yourself, not for your money."* (Robert et al. (2001:42)); or subject as in *"You and Paul lost control of yourselves at the party last night."*(Madin(1992:260)).

 (b)**Optional Use of Reflexive Pronouns**

   This use is explained by Quirk et al. (1985:359), who show that the reflexive pronouns used optionally can replace the personal pronouns in particular constructions for emphasis. According to Quirk et al. (1985:360), this can occur in coordinated NPs in which the reflexive can function as subject or object as in *"My sister and I/myself went sailing yesterday"* and *"They have invited Margaret and me/myself to dinner.",* respectively. Berry (2015:22), also supports the optional use of the reflexives in coordinated NPs: *"The speakers this morning are: myself/me, Dan and June.".* Another construction in which optional reflexive pronouns can occur is after the prepositions: but (for), like, than, as (for), except (for) (Quirk et al.(1985:360)). This can be explained by: *"For someone like me/myself, this is a big surprise."* , *"Except for us/ourselves, the whole village was asleep.",* and *"Anyone but you/yourself/you yourself would have noticed the change."* (Quirk

et al. (1985:359)). Cowan(2008 :273), also provides *"This must be a big thrill for someone like you/yourself."*. It is worth noting that, Quirk et al.(1985: 359), draw attention to the fact that reflexive pronouns can also be used with prepositions indicating locality as alternatives to object personal pronouns to supply emphasis as in *"Mason stepped back, gently closed the door behind him/himself."*. However, Martinet et al. (1986:79) and Yule(2015:100), show that object pronouns(not reflexive) are used after such prepositions: *"Did you take your dog with you?" and " You should take an umbrella with you."*, respectively. According to Swan (2005:476), objective personal pronouns are often used in such constructions if the meaning is clear without using a reflexive as in *"Close the door after you."*. leech et al.(1975:691), also agree on this use: *"Have you any money on you?"*.

(2)Emphatic Use of Reflexive Pronouns

As their name reveals, these pronouns are used for emphasis. This means, such pronouns are semantically but not syntactically important. According to Martinet et al.(1986:80), these emphatic pronouns can be used to emphasize a subject or an NP other than a subject. According to, Kroeger(2005:137), the most common use of these pronouns is to emphasize a subject. As Quirk et al.(1985:361), Martinet et al.(1986:80) and Wales(1996:191) demonstrate, when these pronouns are used to emphasize a subject, they can be placed in different positions; it is immediately used after the NP for emphasis if it is not a subject (Martinet et al (1986:80)).   For instance, Quirk et al.(1985:366) provide *"We couldn't come ourselves."* and *"We ourselves couldn't come."*. Moreover, Mora et al. (2002:17) introduce *"I saw the student do the experiment myself"* and *"I myself saw the student do the experiment."*. In addition, Kroeger(2004:88) and Berry(2015:22) present *"I gave that money to the Governor myself."* and *"I invented it myself."*, respectively. Cowan (2008:275) also supports this positional mobility explaining that when the antecedent is a

subject the emphatic form can be used immediately before or after the antecedent or at the end of the clause as in *" Of course, myself I would never do anything like that."*, *"Of course, I myself would never do anything like that."* and *"Of course, I would never do anything like that myself."*. As Quirk et al.(1985:356) demonstrate, 'myself' is commonly used in the front position in order to mean ' speaking personally' as in *"Myself, I feel quite happy about the plan."* ; and *"Myself, I wouldn't take any notice of her"*(p:361). However, Berry (2015:22), argues that the meaning 'speaking personally' can also be expressed by using 'myself' after 'I': *"I myself had a disturbing experience the other day"*. Furthermore, Quirk et al.(1985:361), show that these pronouns having subjects as antecedents can imply 'the performer and nobody else' ,i.e. they emphasize the performer of the action. To illustrate this meaning, Quirk et al (1985:361), and Berry(2015:22), provide *"I would prefer you to do the job yourself, rather than to leave it to Tony"*, and *"I invented it myself"*, respectively. As regards the use of 'by' before the emphatics, Martinet et al(1986:80), explain that in this use, the construction is used to emphasize 'without help' as in *"I did it by myself."*. Yule (2015:100), supports this use introducing *"I'll do it by myself."*. In addition, Murphy (2004:166) gives *"I like living on my own/by myself"* and *"Did you go on holiday on your own/by yourself? No, with a friend."* in which 'by+the emphatic' is used to emphasize 'alone'. Furthermore, Murphy (2007:137) uses *"Don't go out alone/by yourself?"* and *"I went to the cinema alone/by myself."*.

2.2.3 Possessive Pronouns

  The term 'possessive pronoun', as the name reveals, expresses possession. According to Aarts et al.(2014:3), the source of the name   'possessive pronouns' for the genitive forms of the personal pronouns is due the fact that the basic meaning of the genitive forms is 'possession'. Moreover, Lobner (2013:68) states that the meaning of these pronouns has <u>two</u> aspects in that it specifies two

referents: it indicates a referent and to which it belongs. Therefore, Altenberge et al. (2010:89) and Fontaine (2013:28), define possessive pronouns as those which indicate possession or association between two referents.

Classification of Possessive Pronouns

It is agreed that there are two categories of possessive pronouns: determinative and independent possessive pronouns. As Wales (1996:169), Leech et al. (2013:350), Altenberge et al. (2010:89) and Fontaine(2013:29) illustrate, possessive pronouns are classified into two types according to their syntactic function ,namely, as a determiner or a substitute for an NP. It is worth noting that, different terms are used to refer to these two types. For instance, Wales(1996:169) points out that for the possessive pronouns with determinative function, terms such as 'attributive', 'adjective', 'dependent' and 'determinative' are used; while 'predicative' and 'independent' are examples of those used for the pronouns functioning as NP. In addition, Altenberge et al. (2010:89) adopt 'nominal possessive pronouns' for the second type while Fontaine's(2013:29) and Aarts' et al(2014:3) use 'absolute possessive pronouns'.

1. Determinative Possessive Pronouns

These pronouns determine the meaning of the NP they precede and thus they occur as dependent items. However, the pronouns of this class are not necessarily followed by noun in that they can be used as independent items before 'own'. Halliday et al.(1976:38) point out that the possessive pronouns belonging to the class 'determiner' function as modifiers. Hence, Leech et al. (2013:350) state that a determinative possessive modifies the noun it precedes. This modification, as Pearce (2007:144) indicates, implies information about who possesses the referent. This is applied to the use of the construction 'a determinative possessive + noun' which is explained by Cowan's examples (2008:17) *"Hand me your flashlight, please"* and *"Take my sweater"*. Moreover,

Quirk et al.(1985:362) assert that the emphatic 'own' can follow 'determinative pronoun +noun' to intensify the meaning. An example of this is *"We'll have to make our own decisions"* (Leech et al.(2013:263)). It is worth mentioning that, Quirk et al.(1985:362) explain that 'a determinative possessive+own' can be used as an independent possessive. For instance, Quirk et al.(1985:363) introduce *"I'd love to have a home of my (very) own"* (i.e. a home which belongs to me and nobody else);and the semantically alternative constructions *"Have you got a car of your own?"* and *"Have you got your own car?"*(p:362). Moreover, Leech et al.(2013:352) introduce *"my own room"* which has the same meaning as *"a room of my own"*. Bache (2000:205) also advocates the autonomous use of the determinative possessive followed by own: "I realized that the husky voice was my own". Furthermore, Wales(1996:173) supports that the construction can function either dependently or independently: *"Whose idea was it? My own/ My own idea."*. According to Butterfield(2015:233) a determinative possessive pronoun can also be used to produce a double possessive: *"a friend of my father's"*.

(2)Independent Possessive Pronouns

These pronouns are considered independent due to the fact that they can function as NP on their own. Syntactically, these pronouns can be used to refer to both singular and plural in various constructions. Hurford(1994:183), for example, asserts that these pronouns can be used to refer to a singular or plural as in *"Ours has gone already"* and *"Yours is better than mine"*; and *"Mine are not ripe yet"*. As regards the syntactic constructions in which these pronouns can occur, Quirk et al.(1985:362) point out that they can replace the construction 'a determinative possessive pronoun+ noun' or be used in 'a determiner+ noun+ of+ independent possessive.' Quirk et al. (1985:362), illustrate the point showing that independent possessive pronouns can substitute for the construction 'determinative possessive pronoun+ noun' without

changing the meaning because they have a quasi-elliptical role. Hurford (1994:183), also advocates this use attributing it to the fact that these pronouns represent shortened forms of the construction. For instance, Huddleston (1988:100) provides *"Pat's novel was a success but mine was a disaster."* in which 'mine' is interpreted as 'my novel'. Similarly, 'mine' in *"If you go to pick up your mail, could you please bring me mine?"* has the meaning 'my mail' (Mora et al. (2002:16)). According to Butterfield (2015:9), when two or more determinative possessive pronouns referring to the same noun are used, the independent possessive form can replace the determinatives except the first if the noun is mentioned, i.e. the first is changed into 'determinative pronoun +noun'. To explain this, Butterfield (2015:9) states that the constructions *"Either your informant or mine must have lied"* and *"his efforts and yours and ours"* can be used instead of "Either my or your informant must have lied" ('mine' cannot replace 'my') and *"Your and our and his efforts"* (not 'yours' and 'ours') respectively. As regards the syntactic functions an independent possessive pronoun can serve when it has a quasi-elliptical role, Leech et al.(2013:350), show that it can be used as a subject, subject complement, object or prepositional complement: *"Philip wanted a bike, so I let him borrow yours."*(object); *"Yours is an international company, mine is just a small local firm"*(mine and yours function as subject) and *"Is that my copy or yours?"* (;subject complement). As Hurford(1994:183) explains, these uses can apply to the possessives not having quasi-elliptical role as in *"Yours is better than mine"*(yours functions as subject ; mine as prepositional complement). Moreover, Hornby,(2010:975) maintains that 'mine' in *"That's mine."* is used as subject complement. In addition, Quirk et al.(1985:), adopt *"I'll lend you mine."* as an example of independent possessive pronouns functioning as object.

To illustrate the semantic use of the construction 'a determiner+ noun+ of+ independent possessive pronoun', Quirk et

al.(1985:362) introduces the expression *"I have been talking to a friend of yours"* explaining that the construction means " one of your friends". This type of constructions (i.e. post-genitive) where the genitive and of-construction are combined, as Quirk et al.(1985:1276) demonstrate, is *"the only type of genitive where indefinite reference is permitted…"*. Accordingly, Bache (2000:204) asserts that in contrast to the meaning of the 'determinative possessive pronoun+ noun' which indicates specific reference, the independent possessive pronouns used in the post-genitive constructions have partitive meaning in that the reference they imply is indefinite. In addition, Cowan (2008:276) provides a more detailed explanation showing that these pronouns when used in a post-genitive construction, the identity of the possessor is not precisely identified: *"Some friends of mine are throwing a big farewell party for her."* and *"This friend of mine told me that you won some money recently."* . Downing (2015:383), also deal with this semantic difference between the two possessive constructions (; simple genitive vs. double genitive) providing two pairs of examples for each: the meaning of the first is more exclusive than that of the other (; the second has the meaning ' one among several'): *"my friend"* and *"my sister's friend"*; *"a friend of mine"* and *"a friend of my sister's"*. Leech et al.(1975:233),moreover, explain the difference between the two constructions *"He is my brother."* and *"He is a brother of mine."* asserting that the former means 'I have one or more than one brother' while the latter suggests 'I have more than one brother' i.e. the second example implies *"non-unique meaning"*.

2.3 Previous Studies

The studies surveyed by the researcher tackled person deictics from perspectives which are different from that of the present study. Indeed, this study is concerned with the performance of university students majoring in English at University of Gezira,

Faculty of Education –Hantoub, on the deictic use of person deictics in oral communication.

A study was conducted by Fatima Ahmed AL-Aubali (2015), University of Sana'a, Yemen. One of the aims of her paper ' Deixis in Arabic and English: a Contrastive Approach' published in IJALEL(International Journal of Applied Linguistics and English Literature: electronic) , is to pinpoint the differences between the two languages focusing on the second-person personal pronouns. The study yielded that in English only 'you' is mainly used to express the second person, while Arabic has five forms: انت((anta), انت(anti), انتما (antuma), انتم (antum) and انتن (antuna). This is due to the fact that Arabic identifies the second-person in terms of number and gender.

Another research paper entitled 'Framing and Manipulation of Person Deixis in Hosni Mubarak's last three speeches: a Cognitive– Pragmatic Approach' was published by International Pragmatics Association(2013). This paper was introduced by the Tunisian, Dr. Zouheir Ahmed Maalej, at the department of English Language and Translation, King Saud University, Saudi Arabia. Dr. Zouheir aimed to reflect how the use of person deixis in politicians' speech can reflect the extent to which politicians are able to keep control over the people. He analyzed Hosni Mubarak's last three speeches delivered during 'Arab Spring' in Egypt. In Mr. Mubarak's speech delivered on 28 January2011, royal 'we' was dominant – the thing which reflected his power over the people. In his next speech made on 2 February 2011, the dominance of 'I' instead of 'we' is an indication that his ability to control the situation became less. The last speech given on 10 February2011 shows a great change in the use of person deixis in that Mr. Mubarak started using 'you'. This implies that the possibility of being eliminated was increasing and hence he felt the necessity of making explicit reference to Egyptians.

A PhD. thesis was conducted by Fahed Hussein Ahmed(2008), Institute of Advanced Studies in English, University of Pune, India. Fahed's thesis entitled 'Deixis in English and Arabic: A Semantic-Pragmatic Study and its Pedagogical Implication' aimed to pinpoint the similarities and differences that can be of use in learning and teaching English to Arab learners and Arabic to non-Arabic speaking learners with regard to standard Arabic and English . Hence, it explained the potential learning problems that Arab learners will probably encounter in learning the deictic systems of English and vice versa. The study has reached that the semantic features and pragmatic uses of the first-person pronouns seem to be similar in the two languages, while the second-person system appears to be entirely different. Hence negative transfer is expected to take place in the second-person pronouns.

3.Methodology of the Study

An MCQ test was administered to (50) students majoring in English in the semi-final semester, at University of Gezira, Faculty of Education – Hantoub. The students were randomly selected from batch (38). The purpose of the test was to find out the extent to which the students could use person deictics deictically. Four options were given to each question: one correct response and three distractors. Indeed, only one correct response is not reliable as an indicator of the students' ability regarding a particular language use in that it may be guessed. Therefore, four questions were adopted for emphatic reflexive pronouns (emphasizing a performer) and 'by+ emphatic reflexive'(meaning without help): two questions were devoted to each use while three questions were designed for each of addressee-inclusive and speaker-exclusive 'we' and independent possessive pronouns as prepositional complement. This creates an acceptable balance between the number of the questions specified for measuring each ability: it varied from (3) to (4) questions. Moreover, the questions were randomly ordered. The test was approved by three associate

professors in the Department of English at the Faculty of Education – Hantoub. The data was analyzed manually and summarized in percentage.

4.Findings and Discussion.

The study reached the findings stated below:

Table(4.1) 'Students' Ability to Use Addressee-Inclusive and Speaker-Exclusive 'we' in Oral Communication'

No. of correct responses	Frequency	Percentage
3	-	-
2	1	2%
1	7	14%
0	42	84%

Table(4.1) is concerned with the students' ability to use addressee-inclusive and speaker-exclusive 'we' in oral communication in terms of the number of the proper responses made by each student: none of the students gave the three proper responses, (2%) of the students answered two questions properly, (14%) provided only one proper response and (84%) gave improper responses to each of the three questions. This shows that nearly all of the students (98%) were unable to use addressee-inclusive and speaker-exclusive 'we'.

Table(4.2) 'The Proper Response and Option Representing the Majority of the Improper Responses Regarding the Use of Addressee-Inclusive and Speaker-Exclusive we'

Proper response	Improper response
Both 'you' and 'we'	'you'

Table (4.2) illustrates that the majority of the students' improper responses concerning the use of 'we' instead of 'you' for addressing someone is due to the ignorance that 'we' is a possible option.

Table(4.3) 'Students' Ability to Differentiate Semantically between Emphatic Reflexives Stressing a Performer and by+Emphatic (; without Help) in Oral Communication'

No. of correct responses	Frequency	Percentage
4	-	-
3	2	4%
2	13	26%
1	22	44%
0	13	26%

Table(4.3) shows whether the students' could differentiate between an emphatic reflexive pronoun stressing a performer and 'by+emphatic reflexive pronoun (emphasizing 'without help') according to the number of the correct responses that each student gave : none of the students gave the four correct answers, (4%) provided three correct responses, (26%) two correct answers , (44%) only one correct response and (26%) could not answer the four questions. As the results explain, most of the students (70%) were unable to differentiate between the two forms semantically .

Table(4.4) 'Students' Ability to Use an Emphatic Reflexive Pronouns (emphasizing a Performer) Semantically in Oral Communication'

No. of correct responses	Frequency	Percentage
2	-	-
1	11	22%
0	39	78%

Table(4.4) classifies the students' ability to use emphatic reflexive pronouns for emphasizing a performer according to the number of the correct responses that each student made: all of the students could not answer the two questions, (22%) of the students provided only one correct response and (78%) could not answer the two questions. The results shown in the table above, show that none of the participants were able to use emphatic reflexives for emphasizing a performer.

Table(4.5) 'Correct Responses and Options Representing Most of the Incorrect Answers Regarding Emphatic Reflexive Pronouns Stressing a Performer in Oral Communication'

Correct response	Incorrect response
Emphatic reflexive	By+ possible reflexive pronoun

Table(4.5) indicates that most of the incorrect responses to the two questions is due to the overgeneralization of 'by+emphatic reflexive' for emphasis . This means that there was confusion concerning the type of emphasis that each use implies and hence the majority were semantically confused about the two uses.

Table(4.6) 'Students' Ability to Use by+Emphatic Reflexive (;without Help) Semantically in Oral Communication'

No. of correct response	Frequency	Percentage
2	12	24%
1	19	38%
0	19	38%

Table(4.6) illustrates that(24%) of the students made the two correct responses, (38%) gave only one correct answer and none of the two correct responses was given by (38%). This reveals that only a minority of the subjects(24%), were able to use 'by+emphatic' semantically.

Table(4.7) ' Correct Answers and Options Representing most of the Incorrect Responses Regarding by+Emphatic (;without Help) in Oral Communication'

Correct response'	Incorrect responses
By+ emphatic reflexive	both *'Idid it myself'* and *'Idid it'*
	'do it by yourself and I'll help you'

Table(4.7) indicates that the majority of the incorrect responses is attributed to the inability to identify the type of emphasis that each use serves. For instance, the incorrect choice of the option consisting of 'Idid it myself' and 'Idid it' (to one of the two questions devoted for the use of 'by+emphatic reflexive'(meaning

without help)), shows the unawareness of the meaning of 'by +emphatic reflexive'. As regards the second question, the incorrect choice of 'by yourself and I'll help you' which implies two contrary meanings reflects the unawareness of the emphatic meaning implied in 'by yourself'.

Table(4.8) 'Students' Ability to Use Independent Possessive Pronouns as Prepositional Complement in Oral Communication'

NO. of correct responses	Frequency	Percentage
3	1	2%
2	9	18%
1	16	32%
0	24	48%

Table (4.8) reveals the extent to which the subjects could use independent possessive pronouns as prepositional complement: only (2%) of the students could answer the three questions, (18%) answered two questions, (32%) answered only one question and none of the questions was answered by (48%). It is clear that more than two thirds of the subjects(80%) were unable to use independent possessive pronouns as prepositional complement.

Table(4.٩) 'Correct Answers and Options Representing Most of the Incorrect Answers Concerning Using Independent Possessive Pronouns as Prepositional Complement'

correct response	Incorrect response
Independent possessive pronoun used in post-genitive construction	Determinative possessive+n
Independent possessive pronouns	Independent possessive pronouns+n

Table (4.9) describes the correct answers and the choice representing the majority of the incorrect responses. It is clear that the majority of the incorrect responses is due to two factors,

namely, the inability to use independent possessives used as prepositional complement in order to indicate indefinite meaning and overgeneralization of 'possessive pronoun+noun' regardless of the type of the pronoun.

5.Conclusion

This study aimed at showing the extent to which EFL university students could use English person deictics deictically in oral communication. A test was administered to (50) students majoring in English at University of Gezira, Faculty of Education – Hantoub. The study has yielded that most of the students were unable to use person deictics deictically in oral communication. This poor performance was reflected in relation to the use of addressee-inclusive and speaker-exclusive 'we', the ability to differentiate semantically between emphatic reflexive pronouns(stressing a performer) and 'by+ emphatic reflexive'(meaning without help) and the use of independent possessive pronouns as prepositional complement. Therefore, teachers should focus on this area when teaching spoken English.

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