Unveiling deixis expressions in the Oxford Junior Secondary English webinar by Icy Lee

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ABSTRACT

The significance of deixis expression within the English language context, particularly within the spoken form, is crucial for further examining deixis as a specific area of pragmatics to enhance the theory and practice of verbal communication development. Thus, this recent investigation aimed to assess the presence of deixis in the Oxford junior secondary English webinar conducted by Icy Lee from a pragmatics and discourse analysis perspective. The researchers employed a qualitative research approach and adopted a descriptive analysis method. The data were acquired from a webinar video on the YouTube channel and website of the Oxford Junior Secondary English webinar. The transcripts were meticulously analyzed and evaluated based on Levinson's (1983) theory. In summary, the findings uncovered that Icy Lee's webinar exhibited five classifications of deixis: person, time, social, discourse, and place deixis. Person deixis was the most frequently utilized category, accounting for 223 utterances (48%). Each deictic expression possesses a diverse significance contingent upon the speech context. However, specific implications were still brought to light in this current investigation, and it is anticipated that subsequent researchers will explore the webinar in alternative contexts.

Keywords: *Deixis analysis; Expression; Webinar*

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1. Introduction

In current years, researchers have gained significant interest in exploring deixis analysis (Mattielo, 2019; Mensah et al., 2022; Minkhatunnakhriyah et al., 2021; Pietikainen, 2018; Proskurin & Freshchenko, 2019; Simatupang & Fathonah, 2020) and found various findings. The studies on deixis can be found extensively either in spoken or written. For instance, in the context of spoken speech, Ainiyah et al. (2019) analyzed the deixis employed by one of the actresses in a movie context. They revealed that five types of deixis and four types of contexts appeared. Retnowaty (2019) found five categories of deixis in Donald Trump's speech. Jumaedah et al. (2020) had five types of discourse deixis in teachers' and students' talks during class activities. While in the written forms, Aryawan et al. (2022) explored song lyrics and found five categories of deixis. In doing so, Nisa et al. (2020) found similarities. In contrast, Saputra and Apsari (2021) and Simanjutak et al. (2021) revealed differences in their research studies. They found only three types of deixis in song lyrics. In another context, such as texts and books, Herman and Pardede (2020) examined an article from a newsletter that resulted in five types of deixis, while Ramasari's (2020) research study demonstrated just three categories of deixis. Nafi'ah et al. (2021) explored a novel book, and they got five kinds of deixis. In the same way, Khaili et al. (2017) obtained the same results for deixis types. Those significant studies demonstrate that deixis has been broadly investigated in numerous contexts and is critical in English language frameworks. Deixis's expression aids readers or listeners in the picture and conceives who speaks, to whom, where, and when the event happened, and who notices the incident (Prasch, 2018). Levinson (1983) states that the only evident approach to identifying the connection concerning language and context existed in the language structure throughout the deixis occurrence. His thought was proven through a research study concerning critical discourse analysis of President Nelson Mandela's speeches (Ngidi et al., 2022) on how the language and context formed in a speech could persuade the audience. Therefore, deixis plays an essential role in communication and in understanding utterances. The actuality of the speech process measures its existence to refer to whom or what is being communicated (Abdulla, 2020; Ekasriadi et al., 2021; Jin & Shi, 2018; Stopfner, 2021; Yule, 1996). In assumption, deixis connects the speaker and the hearer to get an equal perspective and understanding of time, objects, incidents, and actions.

As a result of the studies, plenty of research has focused on analyzing the deixis in spoken and written forms. Rispatiningsih (2020) established the first previous study that analyzed deixis in Susilo Bambang Yudhono's (SBY) speech upon receiving the World Statesman Award. The result shows that person deixis is the most used (74%) in SBY's speech. The second study was conducted by Wang (2020) about the analysis of deixis in the Queen's anti-epidemic speech. It was found that the person deixis frequently appeared in the Queen's speech. The next is the study by Sindoni (2021) concerning a multimodal pragmatic investigation of how identity and detachment are indexed in HOV consequence statement digital movements in the U.S. The results revealed that person, time, and place

deixis have existed in digital scenarios to engage people. The fourth study was employed by Alkhawaldeh (2022). He examined the discourse analysis in the Islamic context: Islamic Friday Sermons. The outcomes unveil that temporal deixis was primarily used compared to personal and spatial deixis. In addition, Rica and John (2021) also deliberated about the deixis that occurred in Joe Biden's conquest speech as the United States President. They concluded that the most dominant deixis found in Joe Biden's speech was person deixis, and the minor category was temporal deixis. The last, Ningsih and Megawati (2022) discussed the deictic expression used by Lera Boroditsky on the TED Talks channel. They found six categories of deixis in the speech delivered by Lera Boroditsky: person deixis, time deixis, place deixis, discourse deixis, emotional deixis, and social deixis.

Having an equal research emphasis, this current research objective is to deeply explore this area through existing analysis in an online webinar. While the four previous studies above delved into political speeches that mostly have personal deixis, this recent study uses spoken form adopted from an online webinar, which explains the most up-to-date scientific topic, and that field has been essentially underexplored. Therefore, this recent study examines the deixis in the webinar from the viewpoint of pragmatics and discourse analysis. However, based on the background of the study above, it results in a crucial consideration in investigating deixis further to acquire more practical resistance to the use of numerous principles. Thus, the researchers brought out two research questions regarding the deixis investigation in the webinar: 1) what are the types of deixis used in the Oxford Junior Secondary English webinar by Icy Lee? 2) what is the most dominant type of deixis in the Oxford Junior Secondary English webinar by Icy Lee? Furthermore, this recent study aims to delve into the types of deixis and the most dominant deixis used in the webinar by Icy Lee, relying on Levinson's theory.

2. Literature review

2.1 Deixis

In general, pragmatics as a study of language in an interpersonal context is mainly interested in studying utterance meaning, meaning as intended by the speaker. Nonetheless, different scholars produced different definitions of pragmatics. Yule (1996) states that pragmatics is a study of meaning transferred by the speaker, construed by the listener, or composed by the writer and comprehended by the reader. Minh and Canh (2019) argued that pragmatics is about how language users achieve social goals and the agreements they use to have assumptions and viewpoints with the participants in the interaction. In addition, Taguchi (2011) mentioned that having a pragmatics competence enables one to manage a composite interaction of language. Those definitions emphasize that pragmatics deals with the language used in social communication and how the situation influences the meaning. Besides, Levinson (1983) defines pragmatics as the relation between language and context determined in the language's construction. To comprehend the language context, deixis is one of the pragmatics subfields.

The deixis event is the solitary, most understandable approach in which the connection between language and context is imitated in language structure (Levinson, 1983). Meanwhile, Yule (1996) stated that deixis is a practical expression for one of the essential things people ensure with the words, such as pointing or indicating the language itself. Blaxter (1996) also said that deixis means the emotional feeling or immediacy between the speaker and referent. Additionally, Simbolon et al. (2020) added that deixis refers to pointing location, identifying the time, people, speakers, and hearers from people's utterances. In assumption, deixis connects the speaker and the hearer to attach the same perspective and comprehension related to time, objects, incidents, and actions. In point, to construe the implicit meaning of the deixis used, the hearer or reader has to be concerned with the evident settings about who is the spokesman and addressee, what is the target, when the event happened, and where is the place taken. However, a hundred words or patterns can be found in the dialogue, but only a few can be categorized as deixis expressions.

2.2. Significance of deixis analysis

Since 1980, research on discourse-pragmatic has gained significance because of some linguists and experts (Tagliamonte & Jankowski, 2020). For instance, in the year the '80s to 99's, the analysis of deixis was founded by some linguists and professional researchers (Green, 1992; Klein, 1982; Schiffrin, 1990); Tfouuni & Klatzky, 1983; Yule, 1996; Zupnik, 1994). In the '20s, the deixis investigation resulted in more significant interest from experts like Ainiyah et al. (2019); Balatani and Lazaro (2021); Herman and Pardede (2020); Hidayati et al. (2022); Khaili (2017); Li (2009); Mulderrig (2012); Ningsih and Megawati (2022); Quinto (2014); Retnowaty (2019), and Sari (2015). All the findings found by the experts indicate that the investigation of deixis is still primarily a high-attraction field until now. Besides that, in their research studies, all of the researchers, experts, and linguists found heterogeneous findings from one another. However, some researchers continue examining deixis analysis to attain more theories about deixis fields. In recent decades, deixis can also be implied and combined with many areas such as speech, webinars, teaching practice, conversation, political campaigns, novels, news, stories, books, and advertisements.

2.3. English webinar

Many people have given more attention to using webinars in pedagogical interaction in the last decades, although the recognition of webinars has spread since the early 00s (Abdulsada & Darweesh, 2023). Due to the COVID-19 pandemic, webinars have developed significantly through social media platforms. The use of webinars through any platforms (e.g., Zoom, Google Meet, and YouTube) was undoubtedly helpful in educational settings since it could assist in the development of integrating technology in language learning contexts and upgrading the stakeholders in schools. Purigay et al. (2023) argued that attending webinars could positively impact the audience by boosting

skills and understanding critical issues (Purigay et al., 2023). Besides, some individuals also preferred to gain information through hearing someone talk in webinars over reading dense articles (Kuby & Bozalek, 2023). In other words, webinars could be one of the choices for enriching people's knowledge and increasing interest in learning something.

Even though many scholars have undertaken to explore deixis studies in numerous contexts (e.g., political speech, movies, advertisement, song lyrics, newspapers, and novels), it seems sparse to explore deixis employed in the webinar (especially by Icy Lee). The interest in examining the speech in the webinar can be straightened up; on the one hand, the webinar has been making a massive contribution to almost all areas, especially in the education sector. Such beneficial impacts indicated that through social media platforms, the webinar has meaningfully influenced people's lives, and the growth of people recognizing the use of technology for learning media has enlarged positively. Another reason for the current examination of the deixis study is that it offers valuable insights into a language (Alkhawaldeh, 2022). Thus, to fill this lacuna, the researchers attempted to unveil the deixis expression employed in the webinar by Icy Lee.

2.4. Levinson's deixis theory

Levinson (1983) states that besides three traditional categories of deixis, he should add two more, called discourse deixis and social deixis. As mentioned above, those three basic deixis are person deixis to designate people or things, next place deixis to point location, and last, time deixis to indicate the moment of the speech event. Among the two more types, social deixis focuses on the social distinctions of participants' roles, and discourse deixis describes the referring expression in the utterance.

Person deixis deals with the responsibility of contributors in the speech occurrence in which the statement is produced (Levinson, 1983). It means that people and sometimes pronouns or participants in the speech event become the signal of person deixis. In this case, the participant denotes the speaker and also the addressee. Person deixis is gathered in the form of first-person deixis (I, me, my, and myself, we, us), second-person deixis (you, your, yours, yourself), and third-person deixis (he, him, his, himself, she, her, herself, they, their, them, themselves. For instance, we (as the speaker) have a small dialogue with someone (addressee), and we say, "I like you." Instantly, we point ourselves using "I' and the receiver into the pronoun "you." It can be inferred that the pronoun "I" means the speaker, and "you" means someone who talks with the speaker. That sentence is classified as the first-person deixis and the second-person deixis.

Time deixis concerns the time at which an utterance was articulated (Levinson, 1983). Basically, this deixis is also called temporal deixis. This deixis type is to notify the clear phase when the utterance is created. The deixis expressions of time are now, then, ago, soon, later, before, after, today, tomorrow, three days ago, and yesterday. For instance, "I'm now working in one of the big companies in Singapore," the word "now" is characterized as a deictic time adverb. That signifies the pure time from the speaker.

Place deixis relates to specific locations in the speech event (Levinson, 1983). This deixis type is sometimes known as spatial deixis and primarily specifies the locale. In addition, two kinds of distance reveal the place deixis: proximal and distal. Proximal implies nearby to the speaker, such as here, this, and these, and distal defines away from the speaker, like there, that, and those. Additionally, Levinson (1983) states that the speaker's location or the place that the speaker presents is considered to place deixis, too. For instance, "I am having a wonderful time here" demonstrates the use of "here" as the location of the speaker, and it is categorized as place deixis-proximal. Here are some words that can be used to recognize the characteristics of place deixis: in front, behind, above, below, down, right, left, up, and come.

Discourse deixis involves encrypting reference to quantities of the revealing discourse in which the utterance is located (Levinson, 1983). It means that discourse deixis expresses the authority of the speaker or recipient used in the speech event to refer to something in the previous phrase or sentence. This and that are the terms used in this type. For instance, "that was the funniest moment that I have ever seen", the usage of the word "that" clearly shows that a pronoun refers to a linguistic expression.

The last social deixis concerns the typical relationship between the speakers and hearers (Levinson, 1983). Based on the explanation above, the social status of the speaker and addressee can be judged as the social deixis. Sometimes, it is attained by the use of titles. For instance, "Charlemagne, Holy Roman Emperor, said that to have a second language is to have a second soul," that utterance exists 'Holy Roman Emperor' and 'Charlemagne,' and those patterns are considered as the social hierarchy or honorific reference to give high regard to the referent. It is well known that the expression of honorific reference belongs to social deixis. Other examples of social deixis are Your Majesty, Your Excellency, Mr. President, the honorable rector, teacher, neighbor, student, doctor, and many more.

3. Method

3.1. Design

This current research employed a descriptive qualitative research approach. Descriptive qualitative research refers to the meaning, concept, definition, language features, metaphor, symbols, and descriptions of things (Berg, 1989). This research design focused on analyzing the transcripts containing deixis utterances employed by Icy Lee. The deixis data were examined based on Levinson's theory and then presented the results as a narrative. Through this research design, the researchers could investigate the deixis expressions delivered by Icy Lee in the webinar and interpret them relying on Levinson's theory. Besides, this research design was also used by some researchers (Al-Hamzi et al., 2023; Jumaedah et al., 2020; Ngidi et al., 2022; Ningsih & Megawati, 2022) previously in their research studies to interpret the data with regard to exploring deixis expressions. Aryawan et al. (2022) argued that descriptive qualitative was the best-suited approach for describing a specific phenomenon or research subject condition and

presented in the form of spoken sentences that included gathering data for describing, explaining, and analyzing the data. It is also supported by Suomalainen and Varjo (2021), who investigated the obtained conversational data; qualitative analysis design was the appropriate research method. In addition, Ningsih and Megawati (2022) also used the descriptive-qualitative method as one of the research procedures that serve descriptive data in the form of sentences and are presented descriptively. Therefore, the researchers considered a descriptive-qualitative research design appropriate for this study.

3.2. Instruments

Utilizing the qualitative research design, the researchers collected the data of deixis expressions employed by Icy Lee to be analyzed; the primary source of this research was a 26-minute recording of the webinar Icy Lee delivered at Oxford Junior Secondary English Language in March 2022. The researchers used the webinar transcript on the Oxford University Press Hong Kong website and the Oxford Junior Secondary English Language YouTube channel for the supportive data. The researchers chose Icy Lee's webinar due to its robust impact on developing English language teaching and academic fields. She is also a well-known professor and expert in second language writing, error correction and feedback in writing, classroom writing assessment, and teacher development, and her publications have appeared in numerous international journals. Besides, she is often invited to be a keynote speaker in many international forum discussions and webinars.

In this case, the webinar entitled "Empowering Students to Play an Active Role in Writing during the Pandemic and Beyond" brought insightful information for the audience: teachers and students. The beneficial impacts that they can get from Icy Lee's webinar were the audience got 1) new English language teaching methodologies in writing class immediately from the expert, 2) some strategies to manage writing class effectively, 3) several practical ways to enhance students' motivation in writing, and 4) got a lot of links and new modern technology tools that were able to be implemented in writing class. For those reasons, the researchers selected this international webinar due to the exciting topic and meaningful content. Additionally, this webinar could give the audience new knowledge related to the strategies for teaching writing.

3.3. Procedures

After adopting the transcript provided by the website and YouTube channel, the researchers continued to analyze the speech, which was collected as sentences containing deixis expressions. Sinaga et al. (2020) mentioned that content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. Hence, the researchers used content analysis to manually investigate and categorize the data into types of deixis based on Levinson's (1983) theory. Finally, the researchers interpreted and concluded the data analyzed into research findings and discussion.

3.4. Data analysis

The researchers implemented several steps to analyze the data obtained as a transcript. The technique was suggested by Braun and Clarke (2006). First, the researchers watched the video several times to carefully understand the context. Second, re-read a couple of times the transcript data forms. Third, after reading more than a few times the transcript data, the researchers were on track to comprehend the transcript. After that, the researchers highlighted some key points included in the deixis utterances categories. Fifth, the researchers adjusted the deixis utterances based on Levinson's (1983) deixis categories: person, place, time, discourse, and social deixis. After all, the researchers described the data and grouped the codes based on each category.

4. Findings and discussion

4.1. What types of deixis are used in the Oxford Junior Secondary English webinar by Icy Lee?

The researchers examined the deixis that existed in the transcript of the webinar and classified the data obtained based on the theory of Levinson (1983). To address the first research question, the utterances were assembled. Altogether, the researchers found five categories of deixis used in the webinar delivered by Icy Lee: person, time, social, place, and discourse deixis. Table 1 demonstrates the specific classifications.

Table 1

Descriptions of deixis analysis.

No	Types of deixis	Number of utterances
1	Person	223
2	Time	44
3	Social	151
4	Discourse	41
5	Place	1
Total		**460**

Table 1 shows the difference in the number of each deixis category. Technically, the researchers can interpret that the Icy Lee webinar conducted in the Oxford Junior Secondary English webinar resulted in various deixis classifications' outcomes. As existed in Table 1 and according to Levinson's theory, the researchers obtained 223 utterances of person deixis, 44 utterances of time deixis, 151 utterances of social deixis, 41 utterances of discourse deixis, and one utterance of place deixis. Thus, the researchers can say that person deixis has conquered the analysis data (48%), followed by social deixis (33%) compared to the other three deixis categories. Icy Lee was inclined to use person deixis more in the webinar, which might be because, while delivering the materials, she sought to show her power as the speaker and point to things or people in the context or situation in which the expression was uttered. In other words, in Icy Lee's

webinar, personal deixis creates a critical role. It is used to represent Icy Lee's opinions, points of view, teaching strategies, and research. This finding appears similar to some previous research studies concerning spoken context, which found personal deixis was considered the most commonly used in a verbal context. Retnowaty (2019) revealed that person deixis was the most commonly uttered. Kurniadi (2017) also established that person deixis is frequently employed in a speech. In the context of deixis types, this present study found inversely to Ningsih and Megawati's (2022) research. The difference is in the use of emotional deixis. In contrast to other studies, Al-Hamzi et al. (2023) demonstrated only three categories of deixis. However, the different results of deixis categories and the similarities of common deixis used could enrich the previous research studies and complement a reference for further researchers in using speech contexts.

4.2. What is the most dominant type of deixis that occurred in the Oxford Junior Secondary English webinar by Icy Lee?

The discussion elaborates on the findings of the recent study compared with the results of previous research studies. As expressed previously, the researchers constructed the deixis investigation on the webinar by Icy Lee. Overall, suppose they are ranked based on the calculation of deixis frequency. In that case, the researchers can say that the person deixis (48%) becomes the top rank, followed by social deixis in the second position (33%), time deixis (10%) in the third place, discourse deixis (8%) is the fourth site, and the last is place deixis (0.2%). Moreover, this finding is similar to the studies conducted by some professional scholars (Minkhatunnakhriyah et al., 2021; Mulderrig, 2012; Ningsih & Megawati, 2022; Retnowaty, 2019). They found that person deixis is dominantly used in the form of speaking. Based on the analysis data, Icy Lee uses "I" 80 times, but the amount of using "they" is 104 times. It means that the range is relatively high. Practically, the role of person deixis works significantly in how the speaker delivers the materials.

Moreover, in this current study, the webinar delivered by Icy Lee focused on sharing some insights about 'empowering students to be active in writing.' Thus, Icy Lee shares much information about her opinion, experience, examples, or research on how to conduct a practical writing class for students and tends to use "they" and "I." The use of 'I' refers to the speaker herself, Icy Lee, for she is the only speaker in the webinar. The word 'they' commonly refers to 'students or teachers' because the speaker very often gives examples to the audience about the implementation of the writing class. However, to recognize the full significance of the study, the following is the interpretation of the types of deixis used by Icy Lee in her webinar.

4.2.1. Person deixis

Person deixis is most dominantly used, based on the data obtained. Levinson (1983) stated that the primary grammatical divisions used in person deixis are the first, second, and third-person types. In a straight line, this present study covered his statement, and

based on the data findings above, the analysis comprehends first-person deixis, second-person deixis, and third-person deixis. Commonly, the speaker uses first-person deixis' I' and the third-person deixis 'they.' Compared to the first-person deixis, Icy Lee uses the third-person deixis 'they' to refer to outsider students. The speaker frequently shares a lot of examples with the audience concerning how to empower students to be active in writing, how to create a practical writing class for students, and how to assess students' writing results. Thus, the word 'they' significantly appears in her utterances referring to students due to its use in explaining the examples to the audience. In other words, person deixis discusses the presenter, hearer, and any added personnel who may or may not exist in the conversation set as mentioned above, such as students. The following parts are some examples of person deixis utterances.

> Whenever **I** heard about writing, **I** felt annoyed, and **I** was very reluctant.
> Now, in this part of the presentation, **I** am going to share with you some strategies that teachers can use to empower students at different stages of the writing process.
> In the previous slide, **we** looked at the success criteria for content and structure.

The data above provide some examples of person deixis in the form of *"I* and *we."* Person deixis is frequently articulated by pronouns and possessive affixes (Abdulameer, 2019). The pronoun "I" is categorized as the first-person deixis, in which the function refers to the speaker. It can be assumed that the word "I" in the examples above refers to the speaker herself. Icy Lee, the speaker, immediately uses the pronoun "I" in the webinar to change herself. While the word "we" is also organized in the first-person deixis but plural and refers to both the speaker and the audience. In this case, the speaker intended to share that she and the audience can transmit knowledge to each other.

> Let me look at this one by one! This is a topic. **You** suspect that your neighbors are treating their pets badly. Write a letter to the society for the prevention of cruelty to animals showing **your** concern and give details of any incidents of abuse **you** are aware of.

The pronoun "you" is used here in the second person deixis or plural personal pronoun. Second-person deixis indicates one person and sometimes more than one person. In this part, the pronoun "you" refers to the audience, which means more than one addressee. In assumption, it explains what the speaker asks the audience to imagine themselves as pet lovers.

> Students can also be empowered to play an active role by undertaking peer feedback. **They** can change **their** drafts during the writing process and help **their** classmates to improve **their** writing.

> Teachers have a principal role to play in facilitating students' empowerment, and **they** can provide the tools to allow students to accomplish the task assigned to help **them** take greater responsibility for learning and writing.

Last, the word "they" is classified as the third person, referring to persons who are neither speakers nor addressees of the utterance in question. In that case, the word "they" refers to students who did not exist in the webinar. The speaker illustrates to the audience if they teach in the class and have students. All in all, the finding in this recent study is in line with the previous research conducted by Nafi'ah et al. (2021) and Sasmita et al. (2018). Their results were also dominated by person deixis.

4.2.2. Time deixis

Time deixis indicates the time engaged in the utterances. It can be well known by identifying the grammatical adverb of time (Minkhatunnakhriyah, 2021). The following parts are examples of time deixis in the form of adverbs of time used by Icy Lee in her speech and are described as follows.

> **Now,** we are talking about the learning of writing, not the testing of writing, so we can give students time to write.
> **Now,** based on the teacher's sharing of the learning goals and success criteria with students, they can together co-construct a feedback or evaluation form for the letter-writing task.
> **Now,** this is a feedback form for this letter-writing task, and it is not the only way to go about designing a feedback form, but this shows one example.
> **Before** writing, the students may do the following things.

As seen in the patterns above, the word "now" is labeled as time deixis since it refers to the period of the speech occurrence and can be marked as the time. When Icy Lee, as the speaker, uttered the adverb "now", she referred to the present time at which the speaker is delivering the utterance containing now. Levinson (1983) stated that time deixis is identified by adverbial time. Besides that, the researchers also found the word "before", in which the speaker explains the exact time the students write something. Thus, both utterances can be grouped into time deixis.

4.2.3. Social deixis

Social deixis is concerned with the social information embedded inside diverse utterances. Various pragmatic means can express social deixis, ranging from vocative and deictic addresses to references (Kretzenbacher et al., 2020). The speaker says the following utterances belong to social deixis.

> So, there are three things that **teachers** need to do; they have to engage the learners, motivate them, and empower them.

> Now, I know that some **teachers** always have this question. Can **students** really conduct a peer review? I would say 'yes' definitely if **students** are taught the success criteria.
> I am going to share with you some strategies that **teachers** can use to empower **students** at different stages of the writing process.
> **Teachers** can create a class blog, invite students to contribute entries to the blog, and post comments on classmates' entries, with the teacher contributing as well. **Teachers** can also create an informal online forum and encourage **students** to communicate everyday life matters.

As seen in the statements above, "teachers, students, classmates, and learners" refer to the titles borrowed from the names of occupations. The speaker exposed the status of her social networking through the usage of social deixis. It is understandable that in her webinar focusing on the teaching writing process, the speaker chose teachers and students or learners as the subjects and objects contributing to that field. First, the teacher is well known as the person who works at school to teach; a classmate is a member of the same class in a school or college, while a student or learner is someone who is studying at school. Those forms are involved in honorific reference since they confirm that the speaker admires the referent (Ningsih & Megawati, 2022). Thus, it can be said that the utterances above belong to social deixis.

4.2.4. Discourse deixis

Discourse deixis is well recognized as text deixis. Discourse deixis connects the reference to sections of the related discourse where the utterance is found (Levinson, 1983). More than a few demonstrative pronouns are based on the script of Icy Lee's webinar, and the prominent discourse deixis type is "this." Discourse deixis "this" and "that" concurrently can produce essential purposes in delivering the material smoothly. The data obtained within Icy Lee's webinar indicating the use of discourse deixis are presented below.

> If students are taught the success criteria, they know the learning goals, they know the success criteria for the letter writing-task. **This** shows the importance of quality writing instruction.
> They can write lyrics using songs they are familiar with. Now, **this** is an A B C song with the lyrics rewritten. It's called Covid song.

The two examples above are organized as discourse deixis. Those two expressions or patterns lead the listener or audience to refer to previous items that still relate to the parts of the following discourse. The first example shows that "this" refers to the success criteria in writing text. In contrast, in the second example, the word "this" connects to the upcoming section of the discourse. Furthermore, it can help the audience or listeners comprehend the message without misunderstanding the context.

4.2.5. Place deixis

Place deixis conveys the words or utterances that point out a pertinent situation to the speaker's location in the speech occasion. The researchers only found one statement categorized as place deixis in the webinar delivered by Icy Lee.

In this example **here,** this student has set some goals for story writing.

As shown above, the word "here" identifies where the referential item is located. When explaining the material, the speaker pointed out the example and added the word "here" to ensure the audience focused on what she delivered. In other words, the word "here" has a definite locational point that distinguishes the location of the object being referred to. According to Tagliamonte and Jankowski (2020), the use of "here" can express the locality or position and is primarily a marker of place deixis.

Based on the interpretation data above, person deixis commonly occurs in the webinar since it refers to Icy Lee or the speaker's role in the webinar. The findings demonstrated 223 data points. When Icy Lee was delivering the materials in the webinar, person deixis assisted her as the speaker in producing interaction between the speaker and the audience or participants. Pronouns such as *I, you,* and *we* indicated that there was likely no distance between the speaker and participants in the webinar. The speaker tried to communicate warmly with her audience; thereby, the audience could understand and comprehend the message. Those deixis utterances in the webinar essentially described the speaker's feelings, emotions, and thoughts, which were used to build a close connection. Sitorus (2019) argued that the use of personal deixis could express speakers' feelings through the words uttered. Thus, such phenomena interactions above appropriately described the function of person deixis, which produced a close relationship between the speaker and audience.

5. Conclusion

A vital purpose of analyzing deixis is to help the readers or listeners understand the utterances correctly since some EFL learners might misunderstand the context delivered by the speakers. This study revealed that the Icy Lee investigation of deixis in the Oxford Junior Secondary English webinar resulted in five deixis: person deixis, time deixis, social deixis, place deixis, and discourse deixis. Person deixis was dominantly used by the speaker in the webinar, while time deixis was the least used. As the most frequent deixis used by Icy Lee, person deixis displayed, Icy Lee employed four pronouns: 'I,' 'we,' 'you,' and 'they.' 'I' was used to demonstrate Icy Lee's personal point of view and power as the main speaker in the webinar. The pronoun 'we' was employed to express Icy Lee's close relationship with the audience in the webinar and to engage the audience to jump into the same position. The deictic 'you' immediately referred to the audience in the webinar, and the speaker got them to feel that the materials were directed to them. The last existence of 'they' was to indicate or mark the audience out of the webinar. In this

case, they are students. Person deixis worked to persuade the audience to focus on Icy Lee's messages. Besides, Icy Lee tended to share her personal experience, being like a teacher, and attempted to have warm discussions in the webinar. Technically, the speaker significantly used person deixis to describe and build a semi-writing private classroom communication. Such strategies were essential rhetorical tools for the persuasion process. For those reasons, person deixis is the most frequently prevalent type in the entire scripts data webinar delivered by Icy Lee. She used deixis almost every moment of explaining the material in the webinar. Therefore, by understanding deixis appropriately, it gave widely comprehensive information to the readers. In other words, mastering a pragmatic aptitude can help readers or listeners understand the meaning of language, whether implicitly or explicitly. Last, vis-à-vis the development of technology transformation, the researchers highly recommended further research concerning examining more categories of deixis in spoken context with digital interaction.

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