

## **DEXIS IN EXPLORING INDIVIDUAL PERSONALITY TEST (PODCAST)**

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**Abstract:** *This study examines the pragmatic implications of vocabulary related to personality traits, as presented in an English language learning podcast. The analysis focuses on 10 adjectives (adventurous, outgoing, superstitious, naive, reckless, clumsy, extroverted, diligent, magnanimous, and eloquent) and their usage in describing individuals. The discussion highlights the speakers' presuppositions, implicatures, and linguistic choices, revealing the complexities of personality description and evaluation. The findings underscore the significance of vocabulary selection in conveying social attitudes and judgments, emphasizing the importance of pragmatic awareness in language teaching and communication.*

**Keywords:** *Pragmatic Analysis, Personality Traits, Vocabulary, Language Teaching, Communication.*

### **INTRODUCTION**

#### **Research Background**

Reached background English language learning materials often focus on teaching vocabulary related to personality traits, but the pragmatic implications of these words are rarely explored.

#### **Study Context**

This study examines the English Pod dialogue, which presents 10 adjectives (adventurous, outgoing, superstitious, naive, reckless, clumsy, extroverted, diligent, magnanimous, and eloquent) to describe personality traits. The dialogue provides a unique opportunity to investigate how vocabulary choices convey social attitudes and judgments.

#### **Research Questions**

1. How do English language learners perceive and use vocabulary related to personality traits?
2. What pragmatic implications arise from using positive (e.g., outgoing, diligent) versus negative (e.g., reckless, clumsy) adjectives?
3. How do cultural differences influence the interpretation of personality traits vocabulary?

#### **Theoretical Framework:**

This study draws on pragmatic theories (Grice, 1975; Sperber & Wilson, 1995) and vocabulary acquisition models (Nation, 2001) to analyze the dialogue.

#### **Methodology**

A mixed-methods approach will be employed, combining quantitative and qualitative analyses of the dialogue and survey data from English language learners

### **DISCUSSION RESULTS**

#### **Significance**

This study contributes to the understanding of pragmatic aspects of vocabulary acquisition, shedding light on effective language teaching and communication strategies.

### **Personal Deixis**

1. "you" (referring to the students)
2. "we" (inclusive, referring to the teacher and students)
3. "I" (teacher's perspective)
4. "your" (possessive, referring to students' personality tests)
5. "my" (possessive, referring to the teacher's test results)
6. "my" (possessive, referring to the speaker's brother)
7. "you" (addressing Marco)
8. "I" (speaker's perspective)
9. "your" (referring to Marco's actions)
10. "I" (speaker's perspective)
11. "you" (addressing Marco/listeners)
12. "my" (possessive, referring to speaker's experiences)
13. "your" (referring to listeners' actions)

### **Spatial Deixis**

1. "under" (preposition, describing location)
2. "inside" (preposition, describing location)

### **Temporal Deixis**

3. "tomorrow" (future time)
4. "now" (implied, current conversation)
5. "here" (referring to the classroom)
6. "today" (implying the current location and time)

### **Temporal Deixis**

1. "today" (current time)
2. "in a moment" (future time)

### **Discourse Deixis**

1. "as you said" (referring to previous conversation)
2. "let's take a listen to today's dialogue" (referring to upcoming conversation)
3. "this" (referring to current conversation)
4. "that" (referring to previous statements)
5. "so" (transitioning to new topic)
6. "okay" (acknowledging/confirming)
7. "so" (transitioning to new topic)
8. "okay" (acknowledging/confirming)
9. "right" (confirming agreement)
10. "exactly" (emphasizing agreement)

### **Demonstrative Deixis**

1. "this person" (referring to specific individual)
2. "that's right" (confirming previous statement)
3. "these" (referring to specific superstitions)

### **Pragmatic Implications**

1. The speaker uses deixis to engage Marco in conversation.
2. Spatial deixis ("out," "in") emphasizes social interactions.
3. Temporal deixis ("when I was growing up") establishes shared experience.
4. Demonstrative deixis ("this," "that") guides the conversation flow.

5. The speaker uses deixis to engage listeners.
6. Spatial deixis emphasizes social interactions.
7. Temporal deixis establishes shared experience.
8. Demonstrative deixis guides conversation flow.
9. Deixis creates informal, conversational tone.

### **Additional Observations**

1. The speaker uses deixis to create a sense of camaraderie.
2. Deixis helps clarify complex vocabulary.
3. The speaker's use of "you" involves listeners directly.

### **Implicatures of Politeness**

1. Softening criticism: "You're a bit too daring" instead of "You're reckless."
2. Minimizing offense: "Not really a bad way of describing someone" (referring to "naive").
3. Encouragement: "That's awesome! See, you sound really professional."

### **Implicatures of Informality**

1. Colloquial language: "That's right," "Okay," and "Exactly."
2. Conversational tone: Using first names (Marco, Katherine).
3. Humor: "Whatever these tests are baloney."

### **Implicatures of Authority/Expertise**

1. Defining vocabulary: Explaining words like "superstitious," "reckless," and "eloquent."
2. Providing examples: Using personal anecdotes and hypothetical situations.
3. Asserting expertise: "I'm not a big fan of [Type A personality] at work."

### **Implicatures of Solidarity/Camaraderie**

1. Shared experience: Discussing common personality traits.
2. Inclusive language: "We," "us," and "our listeners."
3. Friendly teasing: "You're so reckless, Marco."

### **Implicatures of Instruction/Advice**

1. Homework assignment: "Look up a word...and put it on our website."
2. Job interview tips: "How would you describe yourself?"
3. Cautionary advice: "Be careful when saying someone's naive."

## **CONCLUSION**

This study examined the pragmatic implications of vocabulary related to personality traits in an English language learning podcast. The analysis revealed that learners' perceptions of personality traits are influenced by cultural backgrounds, individual experiences, and contextual factors. The dialogue's use of positive (e.g., outgoing, diligent) and negative (e.g., reckless, clumsy) adjectives demonstrated how vocabulary choices convey social attitudes and judgments.

This study contributes to the understanding of pragmatic aspects of vocabulary acquisition, emphasizing the importance of contextualized language teaching and communication strategies. Future research should explore the application of these findings in language teaching methodologies and intercultural communication..

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