Scrutinizing the Problems of Meaning in Language Analysis and Interpretation, Case of Study First Year Master Linguistics Students at Ibn Khaldoun University

A Dissertation submitted in partial fulfillment of the requirements for

the degree of *Master in Linguistics*

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Dedication:

In the name of Allah, most merciful and peace upon our prophete Mohammed.

I dedicate this work to my beloved parents that believed in me

To my mother that gave love, support necessary to be where I am

My siblings who encouraged me in every step I did

My brothers who been there all the time

Yacine, Aymen and Kadi

Finally, I dedicate this work and give a special thnanks to my friends and my master classmates that supported me throught the process

I will apreciate all they have done.

Bouchra, afnane, Yacine, Hind .

Makid Tasnim Fatima

Dedication:

In the name of Allah the most gracious and the most merciful, all the praise is due to Allah alone the sustainer of all the worlds.

I extend my heartfelt gratitude to my beloved parents and mima, your unwavering support and faith in my abilities have fuelled my determination to excel. The love, guidance and stability you have provided me throughout this academic persuit have been instrumental in my growth and succes.

To my beloved family and to my lovely cousins douaa and soumia and my dear brothers

To my friends whith whom I spent the best moments Hind, Tasnimand Afnane.

To all those who love, sharich and prayed for my success,I dedicate this work.

Hella bouchra

Anknowledgment

Abstract

The works of meaning and language analysis are a broad field that encompasses various disciplines including linguistics, discourseanalysis, psychology and philosophy.Therefore, our main interest in this research is the works of meaning in language analysis and interpretation. The aim of this dissertation is to explore the questions related to the works of meaning, types of meanings and their work in language analysis and real life. The problematic at hand seeks to find out whether meaningsare understood and if the knowledge of pragmatics andsemantics helps in language analysis and interpretation. To answer our research questions, a mixed method is used to conduct this study, which is based on a questionnaire and an interview to Master one students and teachers of English in linguistic specialty.The results we revealed that both teachers and students have the same thinking and the same ways toanalyze and interpret meaning.

Keywords: meaning,interpretation,semanticsandpragmatics,EFLteachersand students.

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Introduction

General Introduction

One of the human properties is language and people are the only creation in the world that could develop it .language is the basic system of communication, exchanging ideas expressing thought and even making relationships. According to Millward and Hayes ' language is systematic and conventional means of human communication by way of vocal sounds, it may include written symbols corresponding in some way to these vocal sounds' for affective undesrtanding of language, meanings are the fundamental aspect of language and the obvious feature to study and anlyse it. Meaning is what we use language for and study of meaning is a complex undertaking that aims to uncover the intricate mechanisms through which humans generate, interpret, and transmit meaning in numerous aspects of life. It brings together ideas from other disciplines to give a thorough knowledge of this basic component of human cognition and communication.

Linguistics that is the scientific study of language. This latteris composed of three main elements:

The form, this element focuses on the structure and organization of language. It includes syntax, morphology, and phonology.

Syntax refers to the rules and principles governing the arrangement and combination of words to form meaningful sentences. It deals with the structure of phrases, clauses, and sentences and how they relate to each other. Morphology deals with the internal structure of words and how they are formed from smaller units called morphemes. It examines the rules for creating and combining morphemes to convey meaning and Phonology is concerned with the sounds of language and how they are organized and patterned. It studies the phonemes whicharethedistinctivespeechsoundsandtheircombinationstoformwordsand utterances .On the other hand, Content is a fundamental aspect of language and is what we use language for. It involves semantics and pragmatics. Semantics is the study of meaning in language. It explores howwords,phrases,andsentencesconvey meaning and how meanings are interpreted by speakers of a language

Use and Context: refers to the situational and social factors that influence language use and interpretation. It includes factors such as the participants involved, their relationship, the setting, cultural norms, and shared knowledge. Context plays a crucial role in shaping the meaning and interpretation of language.

The closest fields in linguistics associated with meanings are semantics and pragmatics. Semantics is concerned with what words or phrases imply, but pragmatics is concerned with

how the environment influences the meanings of words. Meaning, according to semantics and pragmatics, is the message that phrases, signs, and words in a context convey.

Researchers can learn more about how meaning functions in sentences in different conditions and how they can differentiate between semantics and pragmatics. Our work aims to simplify the ambiguity that we can find in words and concepts and discover how meaning is interpereted and analysed in everyday life.

This work aims to explore and examine the study of meaning and how it works in language, and clarifies the actual work of meaning for students in real life situations.

Before we conduct our research, we ask the following **main question:**

- How does meaning work in language analysis and intereepretation?

Sub-questions

- How does semantics work in language analysis and meaning?
- To what extent does the knowledge of pragmatics help in language analysis and interpretation?
- What do student think about the relation between semantics and pragmatic in language analysis?

Based on the previous questions, we have formulated the following **main hypothesis:**

- Word meaning, sentences, contextual, pragmatic and semantic meanings are the key aspects of meanings in language analysis and interpretation.

Sub-hypotheses

- Semantics looks at how meaning works in language; it investigates the relationship between words, between sentences and ambiguity.
- The knowledge of pragmatics is very helpful because it examines how the meaning of a sentence can be shaped or build upon by factors beyond the words themselves.
- Students think that there is a close relationship between semantics and pragmatics which both work for the understanding of meaning.

The present dissertation includes a general introduction, it is divided into two parts the theoretical part that consists of two chapters meaning in semantics and pragmatics, language

analysis and interpretation, and the practical part that is in a form of questionnaire and an interview.

The first chapter devided into two parts the first part includes:

Meaning which is an essential component of language that play an important role in communicationandexpressingideastosuccessfully express information and thoughts. Meaning in linguistics .Nature of meaning: meaning as object , meaning as mental image , meaning as semantic feature , and meaning as use .

AccordingtoLeech(1981)typesof meaning distinguisheseven separate kinds of meaning; Conceptual meaning, connotative meaning, social meaning, affective meaning, reflected meaning, collocative meaning, thematic meaning.

The second part of the chapter is dedicated to semantics. It delves deeper into the field by providing a definition of semantics and exploring its various types. Semantics examines therelationshipsbetweenwords,phrases,and sentences, uncovering how meaning is structured and conveyed. Additionally, it investigates semantic roles, which are the different functions that words or phrases can perform within a sentence, and semantic features, which are the distinctive attributes that contribute to the meaning of words or phrases.

By exploring these topics, this chapter aims to provide a comprehensive understanding of meaning and semantics, highlighting their importance in linguistic analysis.

The second chapter is devided into three parts the first part is all about pragmatics definition, rules and examples. A pragmatic approach dealswith issues and circumstances. The second part is about how language analysis is done and what elements should we use to achieve it. The last part is dealing with interpretation and its variable importance and the differences between interpretation and analysis. Overall, language analysis and interpretation seektorevealthemanylayersof meaning, purpose, and context inherent in human communication, allowing us to better comprehend and participate with the written and spoken words.

The third chapter includes the practical part of the study, i.e the analysis of the results of the questionnaire and interviews conducted. A mixed method was used to analyse this chapter by using both a questionnaire and an interview on master one student of English in linguistic speciality, teachers and professors of IbnKhaldoun's University in Tiaret. The first data tool which is 'the questionnaire' was distributed to a group of master one English students of

IbnKhaldoun University in Tiaret, whereas the second method is 'an interview' that is distributed to English teachers of the department. 75 questionnare and five interviews were done to analyse this study and these data were analysed by using graphs and tables.

First chapter :

Study of Meanings and Semantics

Introduction

Meanings are essential components oflanguage that play an important role in communication and idea expression.Tosuccessfullyexpress information and thoughts, language relies on the employment of meanings. Semantics is a discipline of linguistics that studies meaning in language, with an emphasis on the meaning of sentences, morphemes, and phrases.

This chapter can be divided into two parts. The first part introduces the concept of meaning, discusses the study of meaning, explores the role of meaning in linguistics, and how it functions within language. It emphasizes the significance of meaning in effective communication.

The second part of the chapter is dedicated to semantics. It delves deeper into the field by providing a definition of semantics and exploring its various types. Semantics examines therelationships between words, phrases, and sentences, uncovering how meaning is structured and conveyed. Additionally, it investigates semantic roles, which are the different functions that words or phrases can perform within a sentence, and semantic features, which are the distinctive attributes that contribute to the meaning of words or phrases.

By exploring these topics, this chapter aims to provide a comprehensive understanding of meaning and semantics, highlighting their importance in linguistic analysis.

Part one: Meanings

I.1.Defenitions of meaning:

Meaning is a very vague term _In general, "meaning" refers to all that is expressed verbally. Sentences, phrases, and words all have semantic research behind their meanings.

The meaning of anything is the significance, interpretation, or understanding given to something, such as words, symbols, behaviors, or experiences. It encompasses how something is seen, the objectives or ideas it communicates, and the effects it has. Meaning can be arbitrary since it depends on different points of view, cultural contexts, and personal experiences. It is crucial to human cognition, communication, and the creation of knowledge. The studyof meaning involves several academic disciplines, including linguistics, philosophy, psychology, anthropology, and semiotics.

By(Collins dictionary)-The meaning of a word, expression, or gesture is the thing or idea that it refers to or represents and which can be explained using other words

Synonyms: significance, message, explanation, substance More Synonyms

(By Cambridge dictionary), the word 'meaning' in English is incredibly confusing. Meaning is the concept, definition, or explanation of something. However, if something is "meaningful", it has some important or significant concept, definition, or explanation.

Depending on the situation and the field in which it is being addressed, the definition of meaning might change.

I.2.Defenition of Meanings in Linguistic

The study of meaning in linguistics relates to the concepts that words or symbols used in language communication transmit. In other words, meaning communication is language's basic purpose. When people use language to communicate, the meaning they are trying to get through is either an approximate representation of a personal experience or a personal interpretation of it. There are various kinds of meanings, such as conjuring up a particular concept or pointing to a certain real-world object. The study of linguistic meaning lies within the categories of pragmatics and semantics, which investigate how people use language in particular settings and how customarymeanings are produced and arranged in

Meanings in linguistics can be influenced by various factors, including cultural conventions, social context, speaker intentions, and the shared knowledge and assumptions of language users. Linguistic meanings are often analyzed through methods such as semantic analysis, lexical semantics, and pragmatics to understand how language conveys and constructs meaning.

I.3.Historical Background

The study of meanings has a long histoty, according to Fodor (1977:7).

With the advent of historical-philological semantics phenomenology of words meaning, the study of meaning emerged as a field of study in the 19th century. However, there had been much discussion in earlier times about issues related to word meaning.

Ferdinand de Saussure led the early 20th-century structuralist movement in linguistics, emphasizing the systematic nature of language and the importance of signs and signifiers in the transmission of meaning. Saussure's theory of the sign, which consists of a signifier (the form) and a signified (the concept or meaning), has been useful in the study of language and semiotics.

In the middle of the 20th century,Noam Chomsky pioneered the creation of transformational linguistics and the introduction of generative grammar,which both contributed to the advancement of semantics research. Though meaning was seen as an essential part of linguistic analysis, Chomsky's work was largely focused with the underlying syntactic structures of language.

The study of meanings is still developing today, integrating multidisciplinary methods and taking into consideration cultural and social context. Researchers look at how meaning is created in discourse, pragmatics, and the context of communication in addition to the meanings of specific words and phrases.

I.4.Nature of Meaning in Linguistics

a) Meaning as Objects

Adeyemi(2000), assetrs that "a word's meaning is the concept that it evokes in thespeaker or hearer. It is expected that when a word is spoken, the speaker has a concept in mind and that the hearer would have the same idea after hearing the word.

According to Vein ,freg(1997 :163) a logically perfect language should satisfy the conditions that every expression grammatically well constructed as a proper name out of sings already introduced shall in fact designate an object and that no new sign shall be introduced as a proper name without being secured a refrences ,

Fodor's assessment in ibid,"the theory that meanings are ideas implies that the compositionality of meanings should be accounted for in terms of the compositionality of ideas." In addition, in Fodor's opinion, "... to know the meaning of a word is to have a certain idea associated with it, or, on the behavioural theory, that to know the meaning of a word is to be conditioned to respond to utterances of it in a certain fashion" (ibid., p. 14). To avoid ambiguity in the use of the term, Fodormaintains that it is essential to specify precisely what

constitutes an idea. It is noteworthy that "the entire theory of reference since Frege is mistaken in supposing that we come to reality with a prior inventory of objects"

b) Meaning as a Mental Image

the image theory of meaning. Asserts that   The meaning of a word is intimately tied to the mental images or representations it conjures up, It contends that words used in communication elicit sensory or mental images in the minds of the speaker and listener. These mental images are thought to be crucial for understanding and deciphering the meaning of the word.

This perspective places emphasis on the individual's subjective experience and the connections or images that come to mind when they come across a word. Instead of depending simply on objective definitions or references to external things, it is thought that a word's meaning is generated from the visual or sensory impressions it invokes.

c) Meaning as a Semantic Primes

One may consider the word "meaning" itself to be a semantic prime. It is a notion that is crucial for comprehending and discussing numerous facets of the universe. The concepts of importance, interpretation, understanding, and communication are all included in meaning.

Meaning is a fundamental idea that serves as the building block for the construction of more intricate and nuanced meanings. As many other ideas rely on the idea of meaning to express their own distinct meanings, it is a topic that is frequently brought up while addressing other semantic primes..

d) Meaning as Use

.the pragmatic potential and the intended purpose of an expression, According to this view, the meaning of an expression is derived from its use in achieving a particular communicative goal or performing a specific linguistic activity. In other words, the meaning of a linguistic expression is tied to its function in communication and the context in which it is employed. This perspective highlights the role of pragmatics in understanding meaning, as it takes into account the intentions, goals, and effects of language use.

I.5. Words Meaning

Thepropermeaningofaword, according toone literary critic (Robin George Collingwood), "is never something upon which the word sits like a gull on a stone; it is something over which the word hovers like a gull over a ship's stern." Word meanings are similar to stretchy pullovers, whose outline contour is visible but whose detailed shape changes with use.

According to the phrase of literary critic Robin George Collingwood, the right meaning of a word is not permanent and immobile like a gull sitting on a stone. Instead, it is shown as something dynamic and flowing, like to a gull hovering above the stern of a ship. This comparison argues that word meanings are malleable and changeable based on usage and circumstance.

Collingwood's analogy of word meanings to stretchy pullovers underlines the fact that while the contour or overall outline of a word's meaning is obvious, the particular form can alter. The meaning of a word can change and modify to new circumstances, speakers, or interpretations, much as a pullover extends and adapts to the body wearing it.Word meanings are open to negotiation, interpretation, and the speakers' creative use of language.

I.6. Meaning in Sentences

"It may be correctly argued that, strictly speaking, a sentence is the only thing that has meaning. Of course, one example is checking up a word's definition in a dictionary

However, it seems that the notion that a word or phrase "has a meaning" is derived from the notion that a sentence "has a meaning": to say that a word or phrase "has a meaning" is to say that there are sentences in which it occurs that "have meanings; and to know the meaning which the word or phrase has, is to know the meanings of sentences in which it occurs. When we "look up the meaning of a word," the dictionary can only offer suggestions to make sentences easier to understand.

According to the theory provided, sentences have meaning, but words or phrases receive their meaning from the sentences in which they occur. When we say that a word or phrase "has a meaning," we imply that it appears in sentences that "have meanings." Knowing the meanings of the sentences in which a word or phrase is used is necessary for understanding its meaning.

The act of seeking up the definition of a word in a dictionary is considered as a strategy to improve sentence comprehension. The dictionary offers ideas or explanations to help you understand how a word adds to the meaning of a phrase.

This viewpoint is consistent with the notion that meaning is communicated via the mix and arrangement of words in sentences. Sentences are the main units of communication, and meaning emerges through the interaction of words in the context of the greater linguistic context.

I.7. Types of Meanings

Geoffrey Leech (1981) distinguishes seven separate kinds of meaning by taking into account various non-linguistic aspects of meaning. The logical, cognitive, or denotative essence of an utterance is referred to as its referential meaning. Denotative meaning, descriptive meaning, conceptual meaning, and sense are other terms for it. Connotative meaning, on the other hand, relates to the associations and supplemental meanings that a phrase elicits. The emotive or affective part of the statement is referred to as its affective meaning, whereas information regarding certain social features that the linguistic expression transmits is known as social meaning (stylistic meaning). Connotation is the collective term for social meaning and affective meaning. While collocative meaning (collocation) is communicated by distinctive word combinations, reflected meaning relates to specific correlations with another sense of the same statement.Lastly, thematic meanings indicates in a message in a form of information structure

I.7.1 Seven Types of Meaning

In his book "Semantic- A Study of Meaning,"1974 Geoffrey Leech split meaning into seven categories or components, with conceptual meaning coming in first.

Figure 1.1: Seven types of meaning Geaoffry leech (1987)
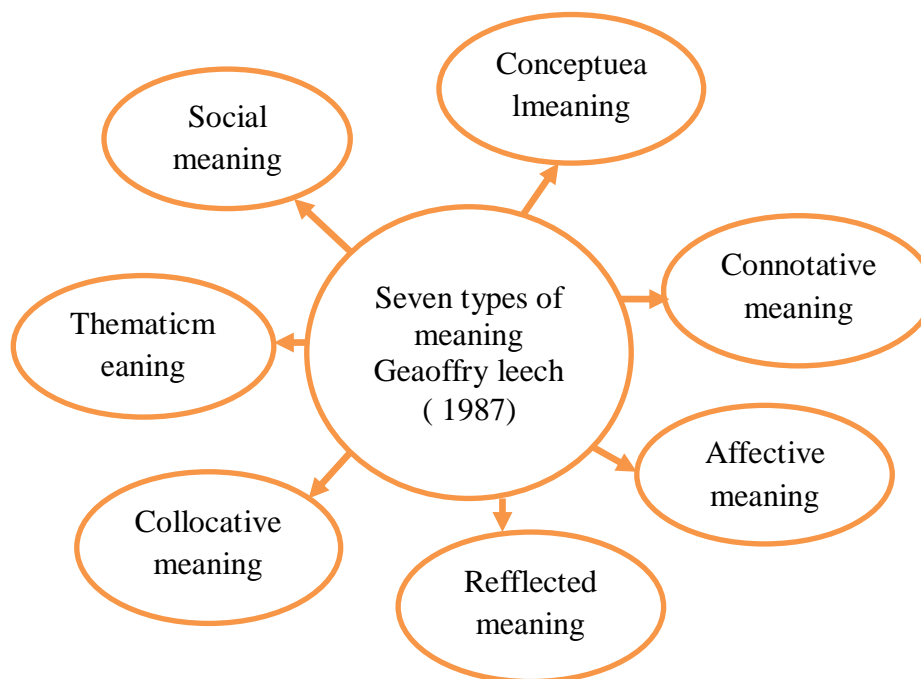
The seven various meaning categories that Leech discovered are as follows:

- ✓ Conceptual meaning
- ✓ Connotative meaning
- ✓ Social meaning
- ✓ Afecctive meaning
- ✓ Reflected meaning
- ✓ Collocative meaning
- ✓ Thematic meaning

1- Conceptual Meaning

The conceptual meaning is objective and aesthetically neutral, and it is frequently consistent with the fundamental definition of a dictionary or propositional meaning. It offers a basic comprehension of a term that is devoid of arbitrary or sentimental connections.

Further layers of meaning, such as connotative, social, or emotive meanings, are built on top of the conceptual meaning.These secondary meanings supplement the objective

conceptual meaning, resulting in a more complete knowledge of a word's usage and ramifications.

Individuals may build a shared grasp of the underlying idea or concept being transmitted by concentrating on the conceptual meaning, promoting successful communication and comprehension.

Geoffrey Leech highlights the significance of conceptual meaning and prioritizes it because of its superior organizing structure. The structure of conceptual meaning is founded on contrastiveness and hierarchical linkages. Contrastiveness relates to the capacity to discern between distinct concepts or meanings, whereas hierarchical structure refers to the hierarchical arrangement of concepts, with broad categories and more detailed subcategories.

In compared to the other sorts of meaning, conceptual meaning is the most important. It is regarded as central or vital, serving as the basis upon which other sorts of meaning are constructed. While connotative and social meanings may have more subjective or aesthetic connotations, conceptual meaning remains essentially objective.

People may comprehend the basic ideas and concepts being expressed by grasping the conceptual meaning of words. It acts as a base layer of meaning on top of which other meaning layers can be layered, resulting in a deeper and more complex comprehension of language.

For instance, the term "horse" has a mental meaning. When you think about the term, you immediately think of phrases, thoughts, and recollections that can help you comprehend what it means. As a consequence, these ideas and memories are what form the basis of your understanding of the meaning of the term.

Horse:

- ✓ Animal
- ✓ Competitons
- ✓ Long hair
- ✓ MammaL
- ✓ Long muzzle
- ✓ Not human not cats not birds …

2- Connotative Meaning

(By Cambridge dictionary) The connotative meaning of a word includes the feelings and ideas that peoplemay connect with that word.

The subjective, cultural, emotional, or personal connotations that a word contains are referred to as its connotative meaning. It expands on the general meaning of a phrase and gives it complexity, depth, and subjective aspects. Individuals or various cultural situations may have distinct connotations.

Through language, connotative meaning enables the expression of attitudes, feelings, or social and cultural consequences. It offers a method to make communicative aesthetic decisions, trigger certain emotions or behaviors, or transmit delicate shades of meaning.

Thus,thepurely conceptual content of girl is +human+female,however the psychosocial connotations could be youth, soft,feminine or girls charecteristics :dresses skirts long hair .

Connotative meaning, as opposed to objective conceptual meaning, which focuses on the fundamental idea or notion conveyed by a word, deals with the larger variety of connections, emotions, and cultural references associated with the term. It represents how language is used and perceived in everyday situations.

Individuals can have a better understanding of the varied connotations and social and emotional influence that words can have by analyzing connotative meaning. It emphasizes the depth and complexities of language as a vehicle of communication, allowing speakers to convey more than simply the literal meaning of words.

It's important to note that the connotation of a word can be subjective and influenced by cultural, social, or personal factors. Different individuals or communities may have varying interpretations or associations with certain words

a) Positive Connotation

Positive connotation gives a word's meaning a positive emotional tone, making it more attractive or desired. When employed in conversation, these phrases might evoke sentiments of pleasure, happiness, adoration, or other pleasant emotions. They add to a message's overall tone and emotive effect.

Positive connotation words can impact how others perceive and respond to the message. It may make a good first impression, express energy, or instill hope. Speakers and writers can improve the atmosphere and receptivity of their communication by using words with pleasant meanings..

eg:

someone tells you : you are my home

home here is not the conceptual meaning (shutller, house,,)

however it means the feeling of safety and comfort

b) Negative Connotation

(by cambridgedictionary) a feeling or idea that is suggested by a particular word although it needs not to be a part of the words meaning or somthing suggested by an object.

A negative connotation is an emotional tone that is added to the meaning of a word, making it less attractive or unpleasant. When employed in conversation, these words might trigger sentiments of grief, fear, contempt, or other unpleasant emotions. They add to a message's overall tone and emotive effect.

Using words with negative connotations might have an impact on how others perceive and respond to your message. It can provide a poor impression, express displeasure, or elicit discomfort. Words with negative connotations are frequently avoided or used sparingly in conversation to preserve a more positive or neutral tone. For example:

Thepreformance was poor.

not poor (lack sufficient of money) however theconnotative meaning is the preformance was poor in quality and lack of experiences of the preformers .

c) Neutral Connotation

A neutral connotation term is one that has no strong positive or negative associations and is used when the speaker or writer want to maintain a neutral or unbiased perspective in their message.The term has a neutral connotation when it does not elicit strong emotions or express specific attitudes or judgements. It is seen as generally objective and has no intrinsic

positive or negative value. When a speaker or writer wishes to maintain a balanced or unbiased tone, words having neutral meanings are frequently utilized.

It is vital to highlight that the word's neutral connotation does not suggest that it has no significance or consequence. It simply implies that the term does not have any inherent positive or negative connotations. A term with a neutral meaning does not provoke strong emotionalreactions or express any specific prejudice or judgment in this situation.

for example :

Old women as women that had a long life and old enough to have nephews .

d) Connotation Importance

Writers may manage and affect the sentiments of their readers by using connotation effectively. Words having positive meanings can generate feelings of happiness, excitement, or optimism, whereas words with negative connotations might provoke feelings of grief, fear, or rage. This emotional effect might influence the reader's perception and response to the content.Furthermore, the usage of positive and negative connotations can improve message clarity. Using words with certain meanings might help to express the appropriate tone or mood. Whendescribingacharacterorascenario,forexample, employing positive connotations mightstresstheirfavorabletraitsor results, whilst negative connotations can highlight possible hazards or downsides.

Connotationisanimportanttechniqueinwritten communication because it adds imagery, alters emotions, and increases message clarity, helping authors to captivate readers while also successfully expressing their ideas and narratives.

e) The Difference between Connotative and Conceptual Meaning

Connotative meaning deals with the extra connotations, feelings, or implications that a word conveys beyond its essential meaning, whereas conceptual meaning focuses on the core or basic understanding of a term. Connotative meaning is subjective and context-dependent, but conceptual meaning is more objective and universal.

3- Social Meaning

The meaning that a piece of language conveys in relation to the social context in which it is employed is known as the social meaning of language. Language is not just a means of communication; it is also a social phenomena that is influenced by a variety of variables, including culture, geography, social status, and personal identity.

.An utterance's social value is directly related to the environment in which it is made. Depending on the social context, the participants, and their shared knowledge, beliefs, and expectations, the same words or phrases may have multiple meanings or consequences. Effective communication requires an understanding of the social meaning of language becauseitenablesus to correctly comprehend intended messages and manage social relationships.Forexample:

Turn off the bloody light.

The speaker is probably from England.

Because the word bloody is used as curse in some situations, in England not as the conceptual meaning of the word bloody.

4- **Affective or Emotive Meaning**

Geoffrey Leech , a linguist,defined affective meaning as the emotional link, ages, responses, and individual attitudes that language expresses or elicits. It includes both the topic being addressed and the speaker's thoughts and attitudes toward the listener.

Language is used to communicate emotional states, attitudes, and personal feelings. The words used, their meanings, and the discourse's general tone all have the power to elicit particular emotional reactions in the listener or expose the speaker's inner emotional state. The ability to convey one's own experiences and engage in affective communication is made possible by the emotional dimension of language, which gives communication depth and richness.

Communication requires an understanding of affective meaning because it enables us to make sense of the subtle emotional undertones and individual attitudes ingrained in language. It makes it possible to communicate more effectively and empathically by enabling a greater comprehension of the speaker's goals, views, and emotive position.

Eg:

"I can't believe you did that."

In terms of affective meaning, the speaker's tone, word choice, and overall expression convey their emotional reaction. Let's explore a few possibilities:

If the sentence is spoken with a harsh tone and an angry facial expression, it conveys a sense of outrage or anger. The affective meaning here suggests that the speaker is deeply upset or disappointed with the listener's actions.

On the other hand, if the sentence is said with a surprised or shocked tone and a wide-eyed expression, the affective meaning indicates surprise or disbelief. The speaker may be expressing their astonishment at the listener's unexpected behavior.

If the sentence is delivered with a playful tone and a smile, the affective meaning changes. It conveys a sense of lightheartedness or jest. Here, the speaker may be pretending to be surprised or shocked, but their overall demeanor suggests they are not genuinely upset.

5- Reflected Meaning

Reflected meaning refers A phrase or word having numerous mental or conceptual meanings is referred to as having a reflected meaning. In other words, a term may be connected with a variety of meanings or connotations. We frequently react to one sense of a word while simultaneously being impacted by another when we come across one with mirrored meaning.

Eg :

The word "lightIt" could mean: the opposite of darkness,he electromagnetic radiation or a source of illumination.Depending on the contex.

The relationship between reflected meaning and collocative meaning results from the factthatusecontextaffectsaword'sinterpretationandmeaning,Theconnectionsand   collocative patterns that a word has developed through time have a role in the term's reflected meaning.

6- Collocative Meaning

The meaning that a word takes on as a result of its usual or regular co-occurrence with particular words or word kinds is referred to as "collocational meaning" The connections and

patterns that form when a word often occurs next to a certain set of other words give words their collocational meaning. For example:

I missed the bus this morning

We cant say I lost the bus this morning .

Another example:

You are making a mistakes

Thus we cant say you are doing a mistakes

The expected or typical pairings that a word makes with other words give rise to its collocational meaning. These associations can influence how a word is used and what it means overall, enabling it to express complex meanings or precise context.

Understandingcollocational meaning is crucial because it enables them to grasp the right and organic word pairings in varied circumstances. Because the collocational patterns give hints about the intended meaning and usage of words, it improves fluency and accuracy in language production and understanding.

7- Thematic Meaning

The placement of focus and emphasis in a message delivered by a speaker or writer is an important part of language and communication. It aids in the communication of meaning and can influence the overall effect and understanding of a statement or conversation.

Focus and emphasis in a sentence may be produced by changing several aspects such as the subject, object, or complement. The speaker or writer can call attention to certain facts or highlight specific components of the message by picking distinct pieces to serve as the focus.

The following sentences, for instance, have the same conceptual meaning but distinct communication qualities when written in the active and passive voices.

A. Mondir took the senior class in equestrian
B. The senior class was taking by Mondir

In the fisrt sentences who took the senior class is most importantly However in the second sentences the class is the matter.As a result, shifting the focus modifies the meaning.

- A different grammatical structure might also convey thematic meaning.

 An example :

A. he loves algerian weddings

B. algerian weddings he loves most

C. its thealgerian wedding that he loves most

Speakers and writers may alter the meaning and effect of their message by carefully utilizing focus, emphasis, and thematic relevance. These linguistic skills enable nuanced communication and add to language use's overall efficacy.

I.7.2 Assosiative Meaning

Leech refers to the other five types of meanings as connotative, social, emotional, reflective, and collocativemeanings.All of them have a stronger connotative connotation than a conceptual meaning. Because they all share the same open-ended, variable character, they may all be assessed in terms of scales or ranges (more/less) rather than either or contrastive words. There are several confusing parts in these definitions. In contrast, stable conceptual meaning

I.8.Meaning and Language

1- The Role of Meaning in Language

Meaning is inherent to language and is inextricably linked to its existence and operation. Here are a few crucial items to add to your message.

Language as a Meaning Construct: Language is fundamentally a system of signs and symbols used to express meaning. Words, sentences, and other linguistic units in the world representconcepts,ideas, and things. Meaning is produced and transmitted by the combination and arrangement of various language factors.

Meaning is a universal and indispensable feature of language, found in all human languages. It is required for language to serve its communication function. Without meaning, language loses its power to transmit information, express thoughts and feelings, and enhance interpersonal understanding.

Meaning is diverse and differs among languages and speech cultures. Different languages may have different semantic systems, lexical differences, and cultural subtleties that influence the meanings of words and phrases.. Meaning is determined by cultural, historical, and social variables, making each language distinctive.

Conveyed by Speech Acts: Meaning is given not just via abstract notions, but also through real speaking acts, People infuse their words and phrases with purposeful meanings when they use language to communicate, Meaning emerges from the sense and importance communicated by these language elements in certain communication circumstances

Words and Expressions: Words and expressions are used to communicate meaning. The meaning expressed is influenced by the words chosen, their implications, and the situation in which they are employed. Words and phrases may hold many shades of meaning, allowing for accurate and nuanced communication.

meaning is a vital aspect of language, enabling human communication and facilitating the exchange of information and ideas. It is through meaning that language gains its power to express thoughts, emotions, and intentions.

2- Meaning and Language Use

The primary role of language, meaning creation, should not be confused with language use.Communication is the most important external aim for which language is utilized. Because of this language's importance.

However, language cannot be identified by the way it is used.

Thebasic role of language, internal determination,is to be defined. The external determinantof language is the use of language. Language is defined by its internal determinations rather than its exterior determinations

Language derives its identity from meaning, making both language and meaning autonomous but non-instrumental.Thisindicates that language is largely a personal experience for speakers. Human subjects use language to create society; language manifests as a language; they use language because they have something to say; they use language because they are knowledgeable. Different social institutions are formed by languages, something that is external to each subject.

Language strictly speaking is therefore not expression with meaning. Language undoubtedly allows for expression,but rather than the other way around, language is essentially about meaning.In this view, you'd rather say language is meaning with expression, in Coseriu's opinion.

I.9. Meanings in Linguistics

Thebranches of linguistics most closely related with meaning are semantics and pragmatics.Semantics is concerned with what words or phrases imply, but pragmatics is concerned with how the environment alters the meanings of words. Meaning is also influenced by syntax and morphology. A language's syntax permits a lot of information to be given even when the precise words used are unknown to the listener, while a language's morphology may help a listener figure out the meaning of a word by studying the morphemes that make it up.

I.10.Meanings in Semantic and Pragmatics

Semantics deals with the inherent meaning of words and sentences, focusing on the literalorlexical meaning conveyed by linguistic elements. It analyzes the relationship between words and their referents, as well as the compositional meaning that arises from combining words into sentences.

Pragmatics, on the other hand, considers how meaning is shaped and interpreted in a social and communicative context. It takes into account factors such as the context, speaker's intentions, and shared knowledge, which influence the interpretation of utterances. Pragmatics explores the implied meaning, speaker's attitude, presuppositions, and implicatures that go beyond the literal meaning of words.

Semantic or lexical meaning refers to the message conveyed by the words and linguistic elements themselves, whereas pragmatic meaning encompasses the additional meaning derived from the context, speaker's intentions, and the social aspects of communication.

We obtain a better knowledge of language meaning by studying both semantics and pragmatics. Semantics analyzes the precise meaning of words and phrases, but pragmatics considers the larger context and how meaning is perceived in everyday conversation. Both areas add to our general understanding of language meaning.

Part two : Semantic

I.11.Introduction to Semantic

Semantics is a branch of linguistics that studies the meaning of sentences, morphemes, and words, as well as the study of language change (how meaning changes through time). This area covers a wide range of topics, including the study of how meaning is formed, perceived, and paraphrased... and it is a crucial notion in the study of languages

I.12. Semantic Meaning

Semantics,als₀ called semiotics, semology, or semasiology, the philosophical and scientific study of meaning in natural and artficial languages. The term is one of a group of English words formed from the various derivatives of the Greek verb sēmainō ("to mean" or "to signify"). The noun semantics and the adjective semantic are derived from sēmantikos ("significant"); semiotics (adjective and noun) comes from sēmeiōtikos ("pertaining to signs"); semiology from sēma ("sign") + logos ("account"); and semasiology from sēmasia ("signification") + logos.

(By Encyclopaedia Britannica)

I.13. Definitions of Semantics

Semantics, the study of meaning in terms of linguistics, starts at the point where syntax ends and ends where pragmatics begins. Language semantics is a distinct field of research that has been around for many years. Breal coined the term "semantics" in 1987, but that doesn't mean there had never been theories regarding the nature of meaning.

(By Collins, COBUILD advanced learners dictionary)

a) **Semantics in British English**

The branch of linguistics that deals with the study of meaning, changes in meaning, and the principlesthat govern the relationship between sentences or words and their meanings

1- the study of the relationships between signs and symbols and what they represent
2- logic
A. the study of interpretations of a formal theory
B. the study of the relationship between the structure of a theory and its subject matter

C. (of a formal theory) the principles that determine the truth or falsehood of sentences within the theory, and the references of its terms

b) Semantics in American English

1- thebranchoflinguistics concerned with the nature, the structure, and the development and changes of the meanings of speech forms, or with contextual meaning

A.   semiotics

B.   the branch of semiotics dealing with relationships of signs and symbols to the things to which they refer, or with referential meaning

2- the relationships between signs and symbols and the concepts, feelings, etc. associated with them in the minds of their interpreters; notional meaning .

Semantics according to chomskymust be part of I-language: the part that provides useful information from the Language Faculty to the Conceptual-Intentional system. There are many traditions in semantics, and many current research programs in sematics are embedded in firmly anti-Chomskyan views of language in general.

✓   Lyon (1977) defines semantic as "the study of meaning."

✓   According to Hurford and Heasly (1983), semantics is the study of meaning in language.

✓   The study of meaning expressed via language is known as semantics. saeed (1997)

✓   Semantics is the branch of linguistics dealing with meaning. lobner, 2002

I.14. Historical Background

The field of linguistics is concerned with the study of meaning in language. Linguistic semantics has been defined as the study of how languages organize and express meanings. The term semantics (from the Greek word for sign) was coined by French linguist Michel Bréal (1832-1915), who is commonly regarded as a founder of modern semantics.

"Oddly," says R.L. Trask in Key Concepts in Language and Linguistics, "some of the most important work in semantics was being done from the late 19th century onwards by philosophers [rather than by linguists]." Over the past 50 years, however, "approaches to semantics have proliferated, and the subject is now one of the liveliest areas in linguistics," (Trask 1999).

By richardnordquist

I.15. Semantic Analysis

Semantic analysis is the systematic and methodical examination and understanding of the meaning and interpretation of language. It entails examining the links between words, phrases, and sentences in order to determine the intended or transmitted meaning.

Semantic analysis may be handled from several angles and approaches. One popular technique is lexical semantics, which is concerned with the meanings of individual words or lexical units. This entails investigating the different meanings, connotations, and semantic links that words have, such as synonyms, antonyms, hypernyms, and hyponyms.

The study of sentence and discourse semantics is another essential part of semantic analysis. This entails investigating how the meaning of a phrase or series of words is generated from the meanings of itsconstituent parts,aswell as how context impacts interpretation. It entails investigating the function of grammar, pragmatics, and inference in identifying intended meaning.

semantic analysis frequently involve Natural language processing (NLP) activities such as information retrieval, text classification, sentiment analysis, question answering, and machine translation Computers can evaluate and grasp the meaning of textual material by usingcomputational techniques and algorithms, enabling a variety of language-based applications.

I.16. Types of Semantics in Linguistics

1- Formal Semantics

It is the philosophical or mathematical study of the relationship between words and meaning. It is concerned with statement truth and how it is determined. It is not concerned with analyzing real-world occurrences, but rather with constructing and assessing models of upcoming language utterances in order to uncover semantic linkages.

The Development of Formal Semantics

Bloomfield said in 1933, "The statement of meanings is the weak point in language-study, and will remain so until human knowledge advances very far beyond its present state." According to Chomsky (1957), "there is little evidence that 'intuition about meaning' is at all useful in the actual investigation of linguistic form"

Montague argues in 1970, "There is, in my opinion, no significant theoretical difference between natural languages and logicians' artificial languages."

Richard Montague, an American philosopher and mathematician, invented the concept of formal semantics in the 1960s. Montague Grammar is his particular version. This theory has progressed in a variety of ways since then, including categorical grammar, pioneered by Yehoshua Bar-Hillel in the 1970s, and Glue semantics, published by Mary Dalrymple in the 1990s.

2- Lexical Semantics

Lexical semantics is a well-known area of semantics that studies individual word meanings. It looks at nouns, verbs, adjectives, prefixes, suffixes, root words, and even lengthier phrases or idioms. Lexical semantics seeks to understand how words contribute to the overall meaning of sentences and conversation by exploring the individual meanings of these lexical components.

Lexical semantics considers a variety of aspects, including context and nuances in meaning. Context refers to the surrounding material or language that determines how a word is interpreted. The exact context in which a word is used can shape or modify its meaning. The subtleties, shades of meaning, or implications connected with a word are referred to as subtlety. Words frequently have many meanings or layers of meaning, and lexical semantics investigates these subtle differences in meaning.

Furthermore, lexical semantics investigates how literary techniques such as metaphor may change the meanings of words and sentences. The use of a word or phrase in a way that goes beyond its literal meaning, generally by drawing analogies or similarities, is referred to as metaphor. Speakers or writers can conjure rich images and express abstract or complicated concepts by using metaphorical language.

Overall, lexical semantics investigates individual word meanings while taking context, nuance, and the function of literary techniques into account. It is critical to comprehend how words contribute to the overall meaning and perception of language.

3- Conceptual Semantics

Conceptual semantics is a linguistics theoretical framework that focuses on the study of meaning by investigating the conceptual structures and cognitive representations that

underpin language. It attempts to comprehend how meaning is structured in the mind and communicated through language patterns.

The significance of cognitive processes, knowledge representation, and conceptual frameworks in generating meaning is emphasized in conceptual semantics. It investigates the link between language and mind, looking at how language reflects and shapes our perception of the world.

Conceptual semantics seeks to discover the fundamental structures and processes that generate language and its meaning by investigating cognitive and conceptual elements of meaning. It expands our knowledge of the link between language, thinking, and meaning by providing insights into how language reflects and shapes our perception of the world

I.17. Semantic Features

The different components or traits that contribute to the meaning of a word or concept are referred to as semantic features. These characteristics aid in distinguishing one word from another and are critical in organizing and classifying meanings within a language.

Linguists can find trends, similarities, and variances in meaning by studying the semanticpropertiesconnected with words. Semantic characteristics allow words to be organized into semantic domains or categories and give insights into word connections within a language.

For example: mother , daughter (+female+human) .

We can examine meaning in terms of semantic aspects by affixing words with plus (+) or minus (-), such as + animate, - animate; + human, - human; + male, - male,tadult, -adult

Diagram for semantic features :

	HORSE	**BOY**	**WOMEN**
ANIMATED	+	+	+
HUMAN	–	+	+
MALE	+	+	–
FEMALE	+	–	+
ADULT	+	–	+

I.18.Lexical Relation

Lexical relations are a branch of semantics that studies the links between words and their meanings. These relationships arise when words are related or connected to one another depending on their meanings,there are numerous forms of lexical relations that help us comprehend the arrangement and relationships inside a language's lexicon. Here are six common types of lexical relations :

1- Synonymy

'Synonymy' is the term used when two or more words have a very similar meaning. Often, sentences can be written using words that have the same meaning. However, there are some situations in which using a word's synonym in a sentence would be awkward. Remember that synonymy does not imply complete similarity; there are numerous other aspects to take into account when choosing a replacement word, such as context and word relationships. All parts of speech, including nouns, verbs, adjectives, and adverbs, among others, contain synonyms.

Eg ;

    1- Ihad a **terrible** night.
    - Ihad an **awful** night.

As we can see both terms awful and terrible use for the same meaning

2- my daughter made a delicious food .

-   My daughter made a tasty food.

The word **Tasty** is the synonym of word **Delicious**.

Types of Synonyms

a)Absolute Synonyms

Absolute synonyms are words that have the identical meaning and function. You can use synonyms to substitute two perfectly synonymous words in any context. It is important to note that this occurs only on rare occasions.

c) Partial Synonym

Partial synonyms emerge when two words have very similar meanings. While the meanings aren't identical, they're close enough to convey the same information.

2-Homynymy

The linguistic phenomenon of homonymy occurs when two or more words have the same form (spelling or pronunciation) but distinct meanings. Homonyms are classified into two types: homophones and homographs

Examples:

Bear: to sustain

Bear: animal

3-Metonymy

Metonymy is a figureof speech inwhich a word or phrase is used to represent something closely associated with it, but not necessarily a part of it. It is a type of figurative language that relies on a conceptual or contextual connection between two entities.

Metonymy is a technique that is often employed in ordinary language, literature, and rhetoric to produce vivid images, elicit emotions, or give a concise means of communicating

ideas. It enriches language by letting words to convey extra levels of meaning beyond their literal connotations

Example:

He gave me hand

The word hand as a substitue for assistance.

4-Polysemy

Poly= many semy=meaning .

Polysemy is the phenomena of a single word having numerous related meanings or senses. It is the presence of several meanings in a single word form.

Polysemy isa widespread and natural aspect of language. It enables vocabulary economy and the capacity to transmit several related ideas with the same word form. The context in which a polysemous word is employed, as well as other verbal and non-linguistic signals, aid in determining the intended meaning.

Example: 01

Theword Head has a multiple meaning : head =brain . head :boss .head =top of somthing .

5-Antonomy

Antonymy is a key lexical connection that contributes to the organization and richness of a language's lexicon.Antonymy is a form of lexical connection in which words with opposing or contrasting meanings are involved. Antonyms are terms that are used to express opposing ideas.

Antonyms serve a vital function in language, allowing for nuanced expression and conveying opposing concepts. They contribute to the creation of balance and the enhancement of communication by giving various options and emphasizing distinct aspects of meaning.

Examples:

Fast /slow.

old / young .

accept /refuse.

 Hot /cold

The words in each pair have opposing meanings. Antonyms can serve to portray distinct shades of meaning by providing contrast. They are used to emphasize distinctions, show negativity, or provide opposing perspectives.

Types of Antonomy

Antonymy is classified into three forms based on the relationship between the opposing words

- ✓ Gradableantonyms
- ✓ Complementaryantonyms
- ✓ Reverse antonyms

a)Gradable Antonyms

Gradable antonyms are those that are opposing at each end of a spectrum but have some gradation between the extremes. This style also employs comparative constructions. As an example:

Hight /low (gradation: medium)

Young /old (gradation: teenager)

Hot /cold (gradation: warm)

b)Complementery Antonyms

A complimentary antonymy is a word pair whose meanings are opposed but not continuous. Each of these word pairings is the polar opposite of the other and can be used individually. For instance:

- ✓ False / true
- ✓ Dead / alive
- ✓ Yes/no

d) Reverse Antonomy

Reverse antonyms are dependent pairs of two words that have a reverse relationship. Consider the following examples:

- ✓ Night /day
- ✓ Antonym/synonym
- ✓ Pull/push

6-Hyponymy

A lexical connection that forms a hierarchical relationship between words is hyponymy. It involves an inclusion or subordination connection in which one term (the hyponym) is more particular or subordinate in meaning than another word (the hypernym). The hyponym is a kind or subtype of the hypernym, according to the hyponymic connection

Example:

(Tuna, salmon, sardine, red drum, shark, snapper, skate fish) the hyponymy of fish.

(Skirt,dress,trouser,shirt,blazer,jacket,blouse,short, sweater) the hyponymy of clothes.

We may grasp the hierarchical order of concepts and words within a semantic area using hyponymy. It allows us to describe the inclusion and specificity links between words, assisting us in categorizing and comprehending the meanings of words inside a language.

- These lexical relations categories aid in the establishment of linkages and relationships between words, helping us to comprehend how words are connected and their meanings are arranged inside a language.

I.19. Semantic (thematic) Roles

.Semantic roles, also known as thematic roles or theta roles, are a method of classifying phrase participants or things based on their relationship to the verb or predicate. They explain what role each player performs in the event or activity indicated by the statement.

Semantic role lists are one of the most popular and basic types of lexical semantic representation. They're also known as "case frames" (Fillmore 1968) or "theta-grids" (Stowell

1981). They have gained prominence in linguistic theory as a result of the pioneering work of Gruber (1965), Fillmore's major publications (1968, 1977), and Jackendoff's early work (1972, 1976). Nonetheless, they have a long history that could be traced back to Panini's karakas (cf. Cardona 1974, cited in Dowty 1991).

1-Agent:

a participant who, according to the verb's definition, is doing or causing a certain thing, potentially on intentionally. its action affects some other entity

Example:

Ayham missed his frensh class yesterday

From the sentences it can be known that Ayham: Agent, he did the action of missing his frensh class

Lina wastedherkeys

From the sentences it can be known that Lina is the agent shed id the action she wasted her keys.

2-Patient:

a participant who is described by the verb as being impacted by what happens to it and having something happen to it.

Example:

The sun melted the ice

From the sentences the sun gave the effect for the watter to melt

3-Theme:

The entity affected by the action or occurrence indicated by the predicate.

Example:

karim peel the fruite

from the sentences we understand that the fruite is the theme affected by ahmeds action of peeling .

4-Location (place):

A semantic role that identifies the position or spatial orientation of a condition or action

It is the place where the action happens

Example:

The concert took place in the opera house

From the sentences it is obvious that The opera house is the location where the concert took place.

5-Experiencer:

The entity that is affected by the action, state, or process mentioned in a sentence.

the perceiver of the verb-specified activity or condition of affairs .

Example:

My grandma heared the doors knocks

6-Instrument

Instrument or meduim by wich the action preformed

Example:

She ate the pasta with fork

She used the fork to eat the pasta thus the fork is the instrument used in the pasta eating action

7-Goal (Purpose)

Goal is the spot that something moves to. object toward which a movement is made.

Example:

She took her papers to the adminstration

Adminstration is the goal the place where she took her papers.

7-Source

The place or item that something moves from .An argumentative function for the beginning of an action

Example:

She drives from home to the office

The source is home from where she drives and the action started.

Conclusion

In conclusion, meaning appears in settings and situations; so, meaning is sense. One word can mean different things in different languages thus semantics is the study of language change (how meaning alter over time) this subfield has large topis such as study of how meaning in constructed, interpreted, paraphrased

Understanding meaning in linguistics involves analyzing the relationships between words, their referents, and the conceptual associations they carry. Semantics plays a crucial role in communication, as it helps us convey and interpret intended messages effectively.In linguistics, semantics is a subfield that focuses on the study of meaning in language. It examines how meaning is constructed, interpreted, and paraphrased. Semantics also investigates language change and how meanings can evolve over time within a language or across different languages.

.In summary, semantics is a fundamental aspect of language and its study provides insights into how meaning is created, understood, and transformed within linguistic systems.

In this chapter,our main co, cern is to explain what meaning and meaning in linguistics more particulary this study is focusing on semantics.

Second chapter:

Pragmatic, Language Analysis and Interpretation

Introduction

This chapter will provide an overall synopsis of the context of investigation.t contains three sections, the first section is about all the rules, types and examples. In the secend section, we move to explain what language analysis is and the relation between what is mentioned in the first section that is by writing the elements, features and levels of language and a linguistic analysis, in the final section we defined interpretation and mentioned its importance and finally explained the types of interpretation.

Pragmatic language is built on knowing what to say, when to say it, and to whom. It is crucial that the topics you discuss with your doctor and coworkers are separate. Your coworkers are not just uninterested, but it is also inappropriate.

For communication to be suitable and effective, pragmatic language is required. It combines oral expressiveness, morphology, semantics, syntax, and language understanding. Lack of comprehension of pragmatic language can have a daily impact on a person's social abilities and interactions. The Clinical Assessment of Pragmatics (CAPs) instrument can be used to evaluate a person's capacity to use pragmatic language.

Pragmatic language is incredibly important for the reasons we have previously briefly outlined, as well as many others. Without pragmatics, two people cannot comprehend each other. If one member in the conversation has pragmatic impairment, the listener will have difficulty grasping the message and may be reluctant to engage in conversation at all.

Pragmatic language is considerably more important in an educational setting. It can have an impact on academic performance as well as social participation in school settings. School-aged children with high functioning autism or social communication disorder struggle to grasp the fundamental principles of pragmatic language, which has an impact on their learning quality as well as their social engagement with their classmates.

By exploring these topics, this chapter aims to provide a comprehensive understanding of pragmatics and its relation in language analysis and interpretation and how these three work together.

II.1. Pragmatics

II.1.1. Meaning of Pragmatics

Paul Grice holds that the literal truth-conditions of an utterance (what is literally said by uttering the sentence) are conventionally determined by the meaning of the sentence. For instance, the meaning of the sentence "I have not had breakfast today" determines that, if S utters the sentence on a certain day, what he thereby says is that he has not had breakfast on that day. Other, non-truth-conditional features of utterance meaning, such as those responsible for the distinction between "and" and "but," are also determined by the meaning of the sentence. Conversational implicatures are part of what the utterance transmits, but they are not defined by the sentence's content; they are determined pragmatically rather than semantically. S, for example, may express to his audience that he is hungry and wishes to be fed by saying that he has not had breakfast. As Grice pointed out, the formation of conversational implicaturescan be explained by linking them to general principles or maxims of conversation that participants in a talk-exchange are mutually expected to observe.

According to George Yule (1996), pragmatics is the study of speaker meaning and studies how people comprehend and produce a communicative act in a concrete situation in conversation analysis.

And according to Austin, then, defines pragmatics as a set of rules related to language use within communicative context. "Rule" here means limitation of the forms that may be used dealing with the context where the speaker and the hearer are placed in the some knowledge of the language context.

Pragmatics is the study of "how to do things with words" (the name of a well known book by the philosopher J.L. Austin), or perhaps "how people do things with words" (to be more descriptive about it).

Another defintion says, "Pragmatics is the systematic study of meaning as a result of or as a result of the use of language." Pragmatics' major research subjects include implicature, presupposition, speech acts, and deixis."(p. 2) Crystal (1997) takes into account language users and meaning in social interaction.

According to Levinson (1985:21), "pragmatics is the study of the relation between language and context that are basic to an account of language understanding. It is a deeper

phenomenon, something that human communicators would find it hard to do without (Leech, 2014: 9).

Pragmatics is the study of linguistics meaning in relation to a specific speech event (the context of utterance) Leech 1983). According to Crystal (1985) "Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance". Ever since, Leech (1983) has defined pragmatics as "the study of how utterances have meaning in situations". According to Black More (1982), "pragmatics is concerned with the mental structure that underpins the ability to interpret utterances in context." Furthermore, "Pragmatics is the study of the general cognitive principles involved in the retrieval of information from an uttered sequence of words," according to Kemson (1986).

Morris established pragmatics as the study of the origins of sign use in 1946. From 1930 to 1946, and up to the present day, pragmatics has grown as an emerging branch of the vast tree of linguistics study.

According to Chomsky's (1965), standard theory, new modern meanings of pragmatics have emerged and are yet open to new definitions.

In the 1930s, Charles Morris, influenced by Charles Sanders Peirce, coined the term 'pragmatics' as a branch of semiotics (Morris, 1938). Later, this phrase was accepted as the name of one of linguistics' core branches dealing with language usage.

Leech 1983 defines pragmatics as the study of linguistic meaning in connection to a given speech occurrence (the context of utterance).

Pragmatics is concerned with utterances, which we will define as specific events, the deliberate actions of speakers at specific times and places, frequently involving language.

Comprehension the English language requires a thorough comprehension of pragmatics. It allows us to focus on how meaning is generated in specific contexts and see beyond the literal meaning of words and phrases. When we communicate with others, the listener and the speaker are constantly negotiating meaning. Pragmatics investigates this negotiation in order to understand what people mean when they speak to one another.

II.2. Definitions of Pragmatics

How can we discern the intended meaning of a sentence? The solution may be traightforward: Because each sentence is made up of a combination of words, the meaning of each word in a phrase can be determined by its definition and the order in which it is used. However, it turns out that language is far more complex than that. The meaning of a statement

may be determined by factors other than the words themselves: Contextual factors influence meaning, such as the setting in which a remark is delivered or societal standards that govern how we should use language. These unspoken factors can change or enhance the meaning of a statement. The examination of these background variables and how they create meaning is called pragmatics.

The scientific study of how language works and how people use it is known as pragmatics.

The social language abilities that we utilize in our daily interactions with others are referred to as pragmatic language. This encompasses what we say, how we say it, our nonverbal communication (eye contact, facial expressions, body language, and so on), and the appropriateness of our interactions in a given circumstance.

Pragmatics is a branch of linguistics that explores how language interacts with the contexts in which it is used.

Jenny Thomas claims that pragmatics considers:

- ✓ The negotiation of meaning between speaker and listener
- ✓ The speech's context.
- ✓ The meaning potential of an utterance

According to the Collins English Dictionary, pragmatics is the area of linguistics that studies the meaning and implications of language use in certain settings.

Pragmatics is translated as "practical" in both Latin and Greek

The American Philosophical Theory of Pragmatism is credited with influencing the current and proper application of pragmatics.

II.3. Conversational Maxims

Grice's maxims for conversation are speech rules such as the maxim of quantity, which states that a speaker should only provide as much information as is required and no more or less. The relevance maxim essentially suggests that a speaker should stay on subject, whereas the method maxim states that the speaker should be succinct and tidy, and avoid ambiguity. The fourth maxim, the quality maxim, stipulates that a speaker should not deceive or make unsubstantiated assertions.

We have four types of maxims:

- **Maxim of quality:** Tell the truth. Only state what you have sufficient evidence for.

Eg: Assume you spotted a $100 bill on the pavement, and I respond, "Yeah, and I'm the Queen of England!" This is obviously incorrect, and thus I have violated the quality maxim: I said something I know is wrong, and I did it blatantly (because I am clearly not the queen of...

- **Maxim of quantity:** Please provide as much information as possible. Do not give any more information than is absolutely necessary.eg:if someone asks, "Do you have a watch?" And you respond, "Yes, I do," you are violating the first maxim of quantity: You are being less informative than is required. Your conversation partner is not, in all likelihood, taking a census for Timex or Rolex; he or she probably wants to know the time.

- **Maxim of relation:**Be pertinent.eg: Say things that are pertinent to the topic at hand. Prevents random, incoherent conversations with no continuity; enables understanding of conversations such as the following A: Is Gail dating anyone right now? B :Shevisits Cleveland every weekend.

- **Maxim of manner:**Keep uncertainty to a minimum.eg:"It's possible the plane will be late." Simple positive suggests that the plane may be late as this is often the case.

II.4. Performative sentences:

In these lines, the speaker is the subject who, by expressing the words, does another action, such as daring, resigning, or nominating. These are all affirmative, declarative statements in the present tense. Inserting the phrase I henceforth before the verb is an informal test for determining whether a sentence is performative or not. I hereby challenge you to a match or fine you $500, both of which are performative, but I hereby know that girl is not. Bet, promise, pronounce, bequest, swear, testify, and dismiss are some other performative verbs.

Eg: A performative sentence is a first-person declarative sentence in the single or plural, present indicative tense, for example, "I promise to examine you tomorrow" There is a significant distinction between such a performative and a constative.

II.5. Presuppositions

These are the implicit assumptions that must be made in order for a statement to be meaningful. Presuppositional sentences are not permitted in court since recognizing the

statement's validity implies admitting the presuppositions as well. Have you stopped stealing automobiles? is not admissible in court because, regardless of how the defendant responds, thepresumption thathestealsautomobileswill be acknowledged. Have you given up smoking? Suggests that you already smoke, and do you want another piece? means that you've had one piece before.

II.6. Deixis

Deixis is a reference to a person, thing, or event that is dependent on the situation. First and second person pronouns like my, mine, you, your, yours, we, ours, and us are always deictic since their meaning depends totally on context. Demonstrative articles such as this, that, these, and those, as well as expressions of time and location, are always deictic. We need to know when and where the utterance was said in order to grasp what specific times or places such statements relate to. If someone says, "I'm over here!" you must know who "I" is referring to as well as where "here" is located. Deixis is a boundary between semantics and pragmatics.

Eg: Deictic words are cues in a text that tell you where and when it was written. As an illustration, consider the words "here" and "now" in the phrase "You read this here and now." The words "here" and "now" are examples of spatial and temporal deixis, respectively.

II.7.Examples of Pragmatics

Without studying examples, the definition of pragmatics might be difficult to grasp, thus here are three instances to assist illustrate pragmatics in everyday conversation:

1.   Because the idea of pragmatics may be difficult to grasp without examples, here are three examples to help illustrate pragmatics in regular conversation: "How are things going for you?" This common greeting is rarely addressed with an answer or reaction that includes explaining every medical and personal aspect that may effect how the person is feeling on that particular day; instead, you may respond to the query with "Fine, how are you?" This is a pragmatic response since it is assumed that the speaker's aim was for the question to be an implicit greeting rather than a direct question regarding how you are doing right now.

2.   "Luggage must be carried on the escalator." This sentence on an airport referential sign is linguistically ambiguous, but not generally pragmatically ambiguous. Someone who has never been to an airport before may misread the semantic, literal meaning as an order to

all passengers to rush to the escalator while carrying their luggage. However, you are aware that the sign only applies to people actively loading luggage onto the escalator and not to everyone. The meaning of the sentence is determined by the situation.

3.   "I have two sons." This sentence is not ambiguous; it implies that the speaker has no more than two sons; yet, it is possible that the speaker has more than two sons and the statement is still true. Pragmatics considers the context of a statement when determining meaning.

Therefore, a preceding question of "Do you have any children?" would change the response's implication to be that the speaker only has two children two sons. Furthermore, a preceding question of "Do you have any sons?" would change the response's implication to be that the speaker might have one or more daughters in addition to having two sons. [5]

II.8. Historical Background

Pragmatic has historical origins in Antiquity, specifically in rhetoric's function as one of the three liberal arts. Despite the fact that, until the end of the 18th century, pro-pragmatic findings were relegated to the pragmatic, or rhetorical, trash bin and thus ignored for serious philosophical analysis, post-Lockian and post-Kantian linguistic philosophies were developed in Britain, Germany, and France between 1780 and 1830.

Morris' distinction of three semiotic components-syntactics, semantics, and pragmatics-is widely regarded with giving origin tothe term pragmatics. Other ordinary language philosophers and speech-act theorists, such as Ludwig Wittgenstein, John L. Austin, John R. Searle, and H. Paul Grice, are credited with laying the groundwork for pragmatics as a field of study in language.

By adopting this new approach to language, studied as a type of human action, philosophers and linguists hoped to move beyond the overly limited study of language as a closed system to be analyzed in and for itself, as advocated in structuralist traditions of linguistics after Ferdinand de Saussure and Noam Chomsky. Since the 1970s, pragmatism has grown in popularity.

Communication studies, discourse analysis (including applied studies in the classroom or courtroom), conversation analysis, psychology, the social sciences, artificial intelligence, and the study of language and cognition have all turned their attention to pragmatics in recent years, in addition to mainstream linguistics. The study of language expanded from the sign to

the use of signs in social situations and from the phrase to the use of utterances in context in the second half of the twentieth century.

A broader pragmatic view on language, social interaction, and thinking existed long before Austin popularized it in the twentieth century, and it is now visible fifty years after Austin enlarged the study of linguistics in this manner

II.9. Early Pragmatic Insights

The representational theory of language was challenged in Germany in the Kantian tradition, where works by Johann SeverinVater, August Ferdinand Bernhardi, and Wilhelm von Humboldt published in the first two decades of the 19th century provided the inspiration for a philosophy of language based on the mental acts of the speaker/hearer.

In Germany, Kant's theory of the active organizing capacities of the mind undercut the representational theory of language. Kant's theoryespecially in the writings of Johann SeverinVater, August Ferdinand Bernhardi, and Wilhelm von Humboldt, published during the first two decades of the 19th century, provided the impetus for a philosophy of language based on the mental acts of the speaker/hearer.

These philosophers established a dialogical approach to language by gradually replacing the philosophical study of the subject-object relation with a linguistic study of the subject-subject relation; thisis seen by the next passage from Vater's work, where he develops a pragmatic understanding of the sign (inspired by Locke's semiotics and Johann Heinrich Lambert's philosophy of language.

The name "Pragmatics" first appears in linguistic philosophy in the 1930s, when western philosophers began to focus on the study of language symbols, which later develops into Semiology. The fact that Early Pragmatics is essentially a subset of Semiology studied by philosophers demonstrates that it comes from their study of language.

These philosophers pioneered a dialogical approach to language, gradually substituting philosophical study of the subject-object relation with linguistic research of the subject-subject relationship.

The following section from Vater's work demonstrates this, in which he builds a pragmatic explanation of the sign (influenced by Locke's semiotics and Johann Heinrich Lambert's philosophy of language).

Philosophy provides the theoretical foundations for pragmatics. The following elements, in particular, give birth to pragmatics research into semiology. the investigation of functional linguistics on language structures and the investigation of twentieth-century linguistic philosophy Finally, the main topics of Pragmatics, such as indexicality and presupposition, have a philosophical foundation.

In the 1930s, psychologist and philosopher Charles Morris coined the term. Pragmatics originated as a discipline of linguistics in the 1970s.

In the 1930s, Charles Morris, influenced by Charles Sanders Peirce, coined the term 'pragmatics' as a branch of semiotics (Morris, 1938). Later, in linguistics, the phrase became self-evident as signifying one of the key fields concerned with the use of language.

II.11. Founders of Pragmatics

Pragmatism as a philosophical movement began in the United States in 1870. Its growth is credited to William James and John Dewey, as well as Charles Sanders Peirce and his pragmatic maxim from the latter twentieth century. American pragmatism is a school of thought that arose in the 1870s and gained popularity in the early twentieth century.

According to Pragmatism, rather than any metaphysical properties, an idea or a proposition's.

The following philosophers were crucial to the formation of pragmatism or were greatly impacted by it:William James (1842–1910): The term "pragmatism" was first used in print by him. He is regarded as the founder of contemporary psychology.

The term "pragmatism" was first used by C. S. (Charles Sanders) Peirce (1839–1914), a logician whose philosophical ideas were incorporated into the development of the computer.

One of the founding fathers of social psychology is George H. Mead (1863–1931).John Dewey (1859–1952): Created the rational empiricism school of thought, which was later linked to pragmatism.W.V. Quine, a Harvard professor who lived from 1908 to 2000, promoted analytical philosophy, which is influenced by earlier pragmatism.C.I. Lewis (1883–1964): A key proponent of contemporary philosophical logic.

II.12. C.S. Peirce on Pragmatism

The person who came up with the name "pragmatism," C.S. Peirce, considered it more as a method for assisting us in finding solutions than as a philosophy or genuine answer to issues. Peirce utilized it to deal with intellectual issues by fostering linguistic and conceptual clarity (and so facilitating communication). He stated:"Consider what effects, which might conceivably have practical bearings, we conceive the object of our conception to have. Then our conception of these effects is the whole of our conception of the object. "

II.13.William James on Pragmatism

The most well-known pragmatist philosopher and the person who gave pragmatism its notoriety is William James. James believed that pragmatism was about value and morality: philosophy's goal was to comprehend what was valuable to us and why. James claimed that we only value ideas and beliefs when they are effective .James wrote on pragmatism"Ideas become true just so far as they help us to get into satisfactory relations with other parts of our experience."

II.14.John Dewey on Pragmatism

John Dewey made an effort to meld the pragmatism of Peirce and James into a philosophy he called instrumentalism. As a result, instrumentalism concerned itself with both logical ideas and ethical evaluation. Dewey's theories on the circumstances in which deduction and investigation take place are referred to as instrumentalism. It should be limited by logical rules on the one hand, while creating commodities and valuable satisfactions on the other.

II.15. Pragmatic Function

Language use and social communication are aspects of pragmatic skills. Individuals who possess these abilities can modify their communication strategies to fit various situations and connect with others according to societal standards.

The social language abilities we employ in daily interactions with people are referred to as pragmatic language. This encompasses our non-verbal communication, such as eye contact, facial expressions, body language, etc., as well as what we say and how we say it, as well as

how suitable our interactions are in a certain circumstance . All linguistic contact and exchanges are based on pragmatics. It is an essential component of language comprehension and the responses that result from it. Hence, there would be very little knowledge of intention and meaning without the function of pragmatics.

There are three main concepts of pragmatics;Physical Context: where the conversation takes place; what objects are present & what action-taking place). Epistemic Context: background knowledge shared by the speakers and hearers. Linguistic Context: utterances previous to the utterance under consideration.

To find common ground, a speaker makes assumptions, and a listener draws conclusions.

In addition, the need to understand and be understood is at the heart of everyday pragmatics. The Cooperation Principle refers to this. And it was first used in the 1970s by the late linguist Paul Grice. The Gricean Maxims, which Grice also wrote, are now famous. These are the four overarching pragmatic principles that seem to apply to the majority of contexts and languages

1. Be succinct. Just the necessary amount of information should be provided
2. Be sincere. Avoid lying and saying things you do not really mean.
3. Be pertinent. Mention things that are relevant to the current conversation.
4. Be precise. Wherever possible, stay away from obscurity and ambiguity.

Pragmatics demands thinking about other people's perspectives from the perspectives of both the speaker and the listener. For instance, while deciding what information to explicitly encode in an utterance and what to leave implicit, a speaker must consider the knowledge they share with the listener. Based on the context, the listener's familiarity with the speaker, and their understanding of basic linguistic standards, they must deduce the speaker's meaning. In comparison to other animals, humans have a uniquely developed cognitive skill known as "theory of mind," or the capability to reason about other people's minds.

II.16. Pragmatic Rules

We follow many distinct norms when we use language, some of which we are aware of and some of which we are not. Grammar rules, for example, specify whether words should be arranged grammatically or if a verb should be in the present or past tense. These rules aid us

in determining the meaning of a certain remark. We also use pragmatic guidelines to interpret meaning: These are guidelines for appropriate language use that vary depending on the situation. H. P. Grice's Cooperative Principle, which effectively instructs people to use language in a way that is most beneficial to the other persons in that discourse, is one example of a pragmatic guideline. Some more detailed rules are derived from this broad principle: For instance, the quantity of information shared when informing another person about something should depend on what is suitable for that particular conversation. What if a teacher asked their class if anyone had any views on the book they had just finished? It would be a little odd if a pupil stated, "Sure, I do," and then stopped talking. This is due to them transgressing a practical guideline about the appropriate amount of information: The student just acknowledged having thoughts without going into further detail, despite the teacher's explicit request for them to do so.

In addition to describing how language should be used, pragmatic principles also enable us to draw conclusions about the implicit meanings that underlie certain statements. Conversational implicature occurs when a remark contains these unspoken connotations that must be interpreted using pragmatic guidelines. Another of Grice's guidelines is that individuals should only bring up topics that are pertinent to the current conversation. If a teacher inquires, "Did you do your homework last night?," and a student replies, "I had baseball practice," then such situation can occur. The following pragmatic guidelines enable the teacher to determine that the student's failure to complete their schoolwork was due to the baseball practice: Although the student didn't say as much, since they would only say something that was pertinent, the baseball practice must be pertinent to the query of whether they completed their schoolwork. Assuming that everyone adheres to specific pragmatic norms, we can deduce implicit meaning—meaning that is not explicitly stated but can be understood—by using pragmatic rules. Another illustration would be if there was a notice at an airport that read, "Luggage must be carried on the escalator." If taken literally, this would imply that all escalator users must bring luggage. We can deduce from the sign that it only instructs those who are bringing bags onto the escalator that they must carry that stuff. The escalator can still be used even if a person has no luggage.

When we interpret figurative language, such as metaphor or hyperbole, pragmatic norms are also in play. The statements "The test was a breeze" and "I have a million hours of study to do" would be untrue if taken literally: They don't genuinely have a million hours of

homework to complete, and the test wasn't actually given in a mild wind. But we can deduce that they are simply speaking figuratively since we think that they are adhering to the pragmatic norm that people should make genuine statements: They have a lot of homework and the test was simple.

There are pragmatic norms governing speech acts, or the things we do with language, in addition to pragmatic principles about how individuals should use language in talks. A promise is an illustration of a speaking act: A person's use of language to make a commitment is an action in and of itself. Pragmatic rules are the social norms that specify how language can be used to carry out a speech act: For instance, they explain to us what constitutes a promise, how to make a promise, and what promises are.[17]

Pragmatic rules tell us what uses and interpretations of a message are appropriate in a given context, and CMM theory suggests that pragmatic rules are used to create and interpret messages.

II.17. The Role of Pragmatics in English Language

Pragmaticsis the process through which we communicate meaning through communication.The meaning involves both verbal and nonverbal features and varies depending to context, connection between utterers, and a variety of other social circumstances.Because of its rapid evolution, English has become an international language that links people all over the world.

As a result, English may be considered the common focal point of all English speakers who do not share a language or culture. In truth, English is spoken in a variety of contexts and levels of intercommunication.As a result, in order to avoid mistakes and misunderstandings during communication, speakers must be familiar with a wide range of pragmatic components. Such extensive use of the English language necessitates pragmatic skill, which will benefit all persons who speak or study English as a second language.Thomas described pragmatic competence as "... the conscious ability to analyze language." (as stated in Holmes and Brown, 2007, p. 524).Pragmatic competence is the capacity to recognize and produce statements that are truthful and relevant to the social and cultural context in which communication takes place. Pragmatic competency should be a primary objective for all individuals who teach English as a second language, which is also a difficult undertaking.[18]

II.18. Meaning in Pragmatic

According to pragmatics, meaning refers to the message that words, sentences, and symbols in a context communicate. Also known as semantic or lexical meaning.

Pragmatics focuses on the implied meaning that the speaker and listener deduce from the manner, setting, and timing of a statement.

The most visible part of language and the most challenging to learn at the same time seems to be meaning. It is obvious since that is why we use language: to interact with one anotherandclearlyexpress"whatwemean.Nonetheless, the processes involved in comprehending what is spoken to us in a language that we are fluent in are so quick and clear that we have little conscious awareness of the concepts and information that underpin this communicative skill.

When we explore what we mean by "meaning," the link can be further elucidated. There are two kinds of meaning to think about in pragmatics: indexical meaning and semantic-referential meaning.

II.19. The Diffrance between Pragmatics and Semantics

Semantics is the study of meaning, whereas pragmatics is the study of assumed meaning. For example, if I ask you a basic question likes, "Would you like a cup of coffee?" the semantic meaning of the inquiry is just asking that individual if they want a hot beverage. However, the pragmatic meaning relates to the deeper meaning in what this individual is attempting to communicate; tone of voice, context, and gesture all play a role in this.For example, by asking this question, this individual may imply that the other person has had a poor day, modifying their tone of voice and body language to be sympathetic. On the other hand, they may be implying that they want this individual to come inside by asking if they want a coffee, adjusting their tone of voice and manner to fit their attitude. This demonstrates that, although semantics provides a one-dimensional meaning for a word or phrase, pragmatics allows us to examine language in social circumstances in significantly detail. Perhaps serving coffee means considerably more than we realize!

Pragmatics is a branch of linguistics that explores how context effects language interpretation and how speakers use language in everyday settings to achieve communicative goals. It is concerned with meaning beyond the literal interpretation of words and

phrases.Language analysis, on the other hand, refers to the investigation and study of language in a variety of contexts, including its structure, syntax, semantics, and phonetics. It seeks to comprehend the elements and laws that control a language.

Pragmatics and language analysis are inextricably linked because pragmatics gives a framework for examining how language is used in various circumstances, whereas language analysis provides tools and methods for understanding the structure and components of language.

Part Two :. Language Analysis

II.20. Language Analysis Definition

Language analysis, which focuses on word choice, tone, and any other linguistic strategies, allows us to deduce the message that a writer is seeking to convey. Linguists have identified five basic components found in all languages (phonology, morphology, syntax, semantics, and pragmatics).

Analysis is the process of examining the language used by a writer to express meaning, including the use of figures of speech, sentence structure, tone, and word choice.

With the use of specialized language analysis tools, such as figures of speech, word choice, sentence structure, and register or tone, language analysis examines how authors, writers, and speakers express meaning.

Consideration of the readership, the literary purpose, the genre, the mode, and the literary representation are some of the methods and tools used in language analysis. They help readers in comprehending language both on its own terms and within literary, social, and geographic contexts.

A language analysis is an in-depth examination of what a writer says in a piece of writing, such as a poem, essay, article, or story. Writers generally use literary methods, grammatical devices, and figures of speech to communicate their ideas. Language analysis is the process of analysing the use of language and style by writers. If you are assigned a language analysis assignment, for example, you must first read the complete piece of material before you can evaluate it and determine the methodologies the author employed. Does that

sound difficult? Do not be concerned! Language analysis is simple if you are conversant with the peculiarities of languages.

The study of language examines how a text:

1. Is influenced by the context, intended audience, and genre norms.
2. Helps the reader investigate the interaction between characters and readers.
3. Builds meaning, motive, and ideas.

To do a language analysis we have to:

Using the language levels, determine how words and phrases are used in written and spoken language. Language differences can then be used to determine the social and cultural settings of language used in literature and communities.[26]

The use of linguistic strategies such as word choice, sentence structure, tone, and figures of speech to express meaning is referred to as analysis. When analyzing language, you must demonstrate that you understand how it is written. This includes recognizing and describing the language devices used.

For example, the art of rhetoric is largely explored in persuasive speaking or writing. This includes more than just identifying persuasive methods employed by writers; it also includes determining how these techniques are used to convince. If you can recognize the technique being utilized, you are just halfway there. Although it is an important step in the analytical process, it is not sufficient on its own.

II.21. Writing a Language Analysis

If you are given a language analysis assignment, you must first learn everything there is to know about language analysis, literary devices, and persuasive writing techniques used by writers.

If you are familiar with all of the literary components, you can easily write a language analysis report.

Here are some guidelines to help you write an effective language analysis.

1. First and foremost, read the material or write-up thoroughly.
2. Second, in the piece, highlight or highlight the author's essential ideas or words.

3. Third, in the article, look at the author's word choice, language elements, figure of speech, language aspects, and writing style.

4. After that, compose a well-structured paper based on your language analysis, containing crucial elements such as an introduction, thesis statement, body paragraphs, and conclusion.

5. Finally, once you've completed your language analysis thesis, properly proofread it. The finished manuscript, which is ready for submission, should be flawless, one-of-a-kind, and informative.

A good language analysis report will disclose a lot about your writing style and language expertise. It also exhibits your amazing language analysis skills. So, when you are asked to submit a language analysis assignment, remember to follow all of the important points mentioned in this language analysis guide. Most importantly, following the ideas and strategies presented here will help you become a language analysis master.[28]

II.22. Linguistic Analysis

Linguistic analysis is the scientific investigation of a sample of a language. It includes at least one of the five major linguistic branches: phonology, morphology, syntax, semantics, and pragmatics. Linguistic analysis can be used to describe the unconscious principles and processes that language speakers use to construct spoken or written language, which can be helpful for those learning a language or translating from one language to another. Although this is debatable, some argue that it can provide insight into the minds of language speakers.Ithas been used to discover historical links between languages and people all across the world. Linguistic analysis has been utilized by several government bodies to confirm or dismiss people' claims. Because language usage varies, this application of linguistic analysis remains contentious.[29]

To analyse a language we need :

1. Select an excerpt from the text, followed by a quotation that emphasizes your point.
2. Consider how your quotation exemplifies your character/theme/context.
3. Investigate individual words or phrases to see what influence they have.

Linguistic analysis attempts to comprehend the substance of a text. Statistical approaches are employed to find the most likely meaning of the text.

II.23. Levels of Linguistic Analysis

There are Five Levels of Linguistic Rules to be learned and applied to go from Deep Structure to Surface Structure.

- phonologicRules.
- MorphologicRules.
- SyntacticRules.
- SemanticRules.
- PragmaticRules.

II.24. Language Analysis Elements

Step up and do a linguistic analysis if you are handed a written item. You must identify the following list of items in order as part of your language analysis using the text you have**.**

a. Author: The 'Author' is the individual who wrote the text. When performing language analysis, take note of the author's name initially since it makes an impression in the minds of the readers.

b. Publication: Determine who or whose publication published the material you intend to evaluate.

c. Text format: Determine the sort of writing you are about to examine. A tale, an essay, a poem, an article, a letter, a speech, or an editorial are all acceptable forms of writing.

You do not need to read the material to discover the three aspects indicated above. However, in order for the next aspects to be effective, you must read the complete article.

d. Audience: Read and comprehend who the writer or author is targeting. Also, consider how the audience will respond after reading the material as well as the text's efficacy.

e. Contention: This is the author's major point of view in the material. Determine whether the author's arguments are good or negative in the substance.

f. Title: Examine the title to see if it is linked to the text. Also, consider whether it is interesting or compelling. Readers are constantly fascinated by award-winning titles.

g. Persuasive aspects: Determine whether the author has used any persuasive strategies or aspects in the material. Some authors will utilize it throughout the article, while others will just use it in a few places.

h. Visual elements: A skilled writer will always employ powerful visual components appropriate to the write-up to accentuate an idea. Examine the text for any supporting visual components such as photographs, charts, or graphs.

i. Tone: Take note of how the writer delivers his subject. The tone might be official, casual, or informal. The tone may fluctuate or remain consistent throughout the presentation of the opinions.

II.25. Language Analysis Features

A thorough linguistic analysis should be performed. When studying a text, it is important to understand how it was written. To do language analysis, you must be well-versed in both language characteristics and language procedures.

There are several sorts of linguistic characteristics. linguistic characteristics may be divided into three categories: structural methods, linguistic techniques, and literary devices.

The structural methods are concerned with the organization of ideas in a text. Language strategies are essential for developing content since they are the soul of the language, including all words and phrases.

When writing language analysis assignments, you should keep the following language aspects in mind.

a. Vocabulary

Analyze and identify the kind of words used by the writer in the text you've been given. Determine why the writer used those specific terms in the article. You should be able to tell how the writer or author uses words by evaluating the terminology.

To portray the topic in an entertaining manner, the authors often employ symbols, catchy phrases, adjectives, verbs, and so on. However, poets vary from writers in that they utilize figures of speech, rhyme schemes, and other techniques to enhance the impact of their writing.

b. Perspective

Discover the writer's point of view through his work. Also, study and learn what the writer is attempting to depict and why he or she is employing that point of view. Depending

on the flow of the writing, the information might be given from a first, second, or third point of view.

c. Imagery

Analyze the write-up you were provided and determine what type of image or picture the writer uses in his/her writing. Some writers use colors to represent particular things, while others utilize beautiful landscapes or geographical locations. Focus on the many imagery approaches used by the writers in the article to produce a visual effect on the reader's mind.

d. Syntax

It is one of the tactics used by authors to experiment with language and produce effects in a poem or a novel. Sentence structure and punctuation are examples of syntax. It can be utilized in both common and unexpected ways.

Some writers utilize atypical syntaxes to enrich the substance of the work, such as writing extended sentences without punctuation, heavy or short punctuated phrases, and folktale narrative language.

e. Grammar

Each writer has his or her unique writing style. Some people may purposefully compose stuff with grammatical faults. When analyzing a piece of writing, look for grammar mistakes and whether or not the writer purposefully created mistakes. Examine the rhetorical effects and tenses utilized in the article as well.

II.26. Analysis of literary devices

Literary devices are literary components and literary strategies or figures of speech used by numerous writers to present their ideas in a poetic or intelligent style that connects various emotions.

When conducting language analysis, you will notice a few frequent literary strategies mentioned here.

a. Alliteration

Alliteration is the use of the same letter and sound at the beginning of a sentence. It is a literary method used to produce a group of words that begin with the same consonant sound. Alliteration should be used sparingly since it might detract from the overall taste of the piece.

Eg: Betty Bought Better Butter.

b. Metaphor

It is a term or phrase that denotes anything that is actually false. Metaphors are a popular poetic technique seen in poetry and literature.

Eg: **Love** is a **battlefield.**

Love is compared to a battlefield, a place where a war takes place.

c. Onomatopoeia

Onomatopoeia refers to words that provide the impression of a sound. Onomatopoeia noises include giggle, grunt, sprinkle, drizzle, and so on. The writer employs this figure of speech in their phrases to let the readers experience the action.

Eg: He **banged** the door and left.

d. Personification

Personification is another crucial trait to look for in a written piece as part of language analysis. It is a portrayal of a non-living item such as people. It is a frequent literary technique employed by poets and storytellers.

Eg: My **alarm yelled** at me in the morning.

e. Simile

It is a comparison of two distinct items using the words 'like' or 'as'. This figure of speech is commonly utilized by poets to make a description more vivid.

Eg: He ran **as fast as** a Cheetah.

A man's running pace is contrasted here to that of a fast-running cheetah.

Part Three :Interpretation

II.27.Definition

The act of explaining, reframing, or otherwise demonstrating your own understanding of something is known as interpretation. An interpreter is someone who translates one language into another and explains what someone is saying to someone who does not understand.Or simply it is the act or result of explaining or interpreting something : the way something is explained or understood.

Interpretation requires you to first comprehend the piece of music, text, language, or idea before explaining it. A computer can generate massive amounts of data, but people will need your interpretation to understand it.

The term "interpretation" has entered our everyday lexicon. Many of us use the term in the mundane kinetics of our daily lives. However, the term "interpretation," like every other syllable that humans utter, is laden with nuances, historical significance, and socioeconomic significance.

According to Merriam Webster, interpretation is the "action of explaining the meaning of something; the manner in which something is explained or understood." The definition appears to be a tongue twister of'somethings.' Nonetheless, the underlying implication is that interpretation is the process of assigning meaning to formal language symbols.

The preservation and registration of the meaning of the source language content is the foundational 'rule' of language interpretation, which encompasses sign, spoken, and written speeches.

As a result, we can define interpretation as spoken or signed language communication between speakers of different languages. The goal of a language interpreter or a signed language interpreter is to carefully interpret the meaning of a text and transfer the tone, intent, and motivation of the original text within the targeted or interpreted language.

A Canada Interpretation task force, according to interpretive planner and trainer John A. Veverka, has proposed the most articulate and apt definition of interpretation. "Interpretation is a communication process designed to reveal meanings and relationships of our cultural and natural heritage through involvement with objects, artifacts, landscapes, and sites," according to the description.

II.28.The Veritable Importance of Interpretation

The twenty-first century is distinguished by linguistic diversity. The embrace of regional languages in business, pop culture, virtual media, education, and other fields has reached unprecedented heights.

In business, interpretation is extremely important. A business meeting can be attended by people speaking different languages, especially if it is a zoom meeting. Thus, professional interpretation is a great way to ensure quick and easy communication between people.

With interpretation, business negotiations become much easier. An interpreter who can convey meanings and facilitate cultural nuances between the two parties is best suited to handle a cross-cultural professional to and fro.

We can confidently assert that quality interpretation facilitates communication in a variety of settings, whether professional or informal. Interpretation can accommodate the various languages spoken by business or organizational delegates.

Language transcends words and includes socio-cultural, ethnic, and religious complexities that a layperson may not notice. Trained interpreters assist in familiarizing people from different cultures with one another's cultural nuances. Accurate interpretation also speeds up the translation process. The demand for interpreters has never been higher.

II.28.1. Types of interpretation

- **Simultaneous interpretation**: The interpreter listens to the spoken content through headphones and speaks the interpreted words into a microphone in this interpretation. The interpreter begins their interpretation process as soon as they grasp the general meaning of the statement. Simultaneous interpretation is common at award shows and beauty pageants. Surprisingly, the first use of simultaneous interpretation using electronic equipment occurred during the Nuremberg Trials.

- **Consecutive interpretation:** n consecutive interpretation, the speaker speaks for a few minutes before pausing for about five minutes. Within the paused time, the interpreter takes notes and then forwards the communication. Taking notes is an important skill in consecutiveinterpretation.

- **Whispered Interpretation:** It is a variant of simultaneous interpretation, which entails the interpreter addressing a small target language audience by whispering a

simultaneous interpretation. This type of interpretation is viable when a few audience members do not speak the source language.

- **Relay Interpretation:** Relay interpretation, like a relay race, involves a small number of participants. A source-language interpreter relays the message to a group of interpreters who are fluent in both the source and target languages. Following that, these interpreters'relay' the message to their respective audiences. For example, an English text is translated into Hindi by a group of interpreters, who then translate it into Kannada, Bengali, and other languages for their respective clients.

- **Liaison Interpretation**: Also known as escort interpreting, liaison interpretation relies on an interpreter who translates between the source and target languages as the conversation take place. This interpretation style isappropriate for small and informal settings

The Diffrence between Interpretation and Translation :

- The primary distinction is that interpretation works with spoken language in real time, whereas translation works with text.

- The interpretation is provided on the spot. It is unplanned communication that can take place in person, over the phone, or via video calls. The translation is a time-consuming process that could take months to complete.

- Furthermore, the accuracy requirement for interpretation is lower than for translation. The real-time dynamic of interpretation necessitates some slippages in meaning and context. Translation, on the other hand, is precise because the translated document is a physical entity that can be edited and revised.

- The direction is another significant distinction between interpretation and translation. Translators typically work unidirectionally into their mother tongue, whereas interpreters must be phenomenally fluent in both the source and target languages.

II.29. Origins of interpretation

Interpretation as a formal deliberate and self-conscious action initially appeared in late ancient antiquity culture. Interpretation was initially focused with making meaning of difficult and/or cryptic sources, primarily mythical or religious literature such as biblical scriptures. This early approach to interpretation was described as respectful by Sontag 1964/1994: 6 because it was driven by a desire to reconcile the ancient texts to current needs. In this case, interpretation was concerned with ensuring that ancient books that had long been venerated

and considered sacred continued to perform their customary function within a society, despite the fact that their literal meaning made little evident sense to a contemporary audience. Because of post-mythic consciousness and the advent of scientific enlightenment, these works could no longer speak for themselves; instead, they needed to be interpreted to disclose their deeper, often symbolic, significance in order to remain relevant. According to Shmidt (2006;4), the fact of interpretation is founded on the notion that no matter how illogical or confusing a text appears to be, what is written does make sense on some level.

Since ancient times, the art of interpretation has been done in a variety of areas such as legal interpretation, bibal interpretation, and classics interpretation.

Later, in the writings of Friedrich Schleiermacher (1768-1834) and Wilhelm Dilthey (1833-1911), interpretation as a generic human endeavor arose as a concern, implying that interpretation occurs whenever we attempt to comprehend spoken or written language, or indeed, any human act.

Conclusion

Pragmatics is the study of communication and the use of language. This chapter begins with a consideration of the presumed interplay of language-specific (linguistic) and broad (nonlinguistic) forms of information. It reveals the connections between what speakers say and what they genuinely mean, as well as the impact they expect on the minds of the listeners. Thus, the study of pragmatics strives to broaden the area of inquiry into the real nature of social meaning and its repercussions in many settings. It seeks to investigate how context and convention, in their widest sense, contribute to meaning and comprehension.while language analysis focuses on how one text differs from the others in terms of the author's key strategies utilized, and, more significantly,the influence of these tactics on the reader or audience.Finally, interpretation is the section of the research report that ties everything together logically. A conclusion, as the final section of a research paper, gives a clear explanation of the outcomes of your research in a way that emphasizes the relevance of your study.

Chapter three:

Data Collection Procedures, Findings And Discussion

Introduction

This chapter is devoted to data collection, their analysis, and interpretations. Therefore, we aim in this stage to bridge the gap between the theoritical framework and the practical side of our reaserch work. We will interpret the data we collected from our participants in relation with the existing knowledge about the subject under investigation (how meaning works in language analysis and interpretation), this chapter will deal with the methododlogy followed in our reaserch work to obtain reliable , useful and usable data to confirm or refute our hypothesis.To achieve this, both our participants, personal and professional information along with experts (teachers of linguistics) will be taken into consideration.

Finally this chapter attempts to describe the reaserch methodology,procedures,population and instruments of data collection, and it gives an analysis and interpretation of the main results.

III.1. Reaserch Methodology

Every scientific reaserch must follow certain procedures to have valid and reliable data. Thus, depending only on one single method is not sufficient to confirm the accuracy of data and having a better understanding of the reaserch problem. For this reason, the methodology used in conducting such equiry is based on mixed methods, and it is a combination of both quantitative and qualitative methods. In the light of this idea, Cruswell and clarck (2011) define mix methods as a method, it focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study its central permise is that the use of quantitative and qualitative approaches, in combination provides a better understanding of reaserch problems than either approach alone.

The quantitative reaserch involves data reasoring and an impartial viewpoint. detailed and convergent thinking is prioritized in an antitativereaserch above divergent reasoring, which is the creation of ideas regarding a reaserch subject in an unplanned, free-floing manner while qualitative reaserch is used to comprehend people's views, experiences, attitudes, behavior and interactions, it produces non-numirical data, integrating qualitative reaserch into intervention studies is a reaserch technique gaining traction across disciplines .

The data obtained from this method took the form of explanations, stories, events in which the analysis of their results is considered as being difficult to control and organize in comparaison to the quantitative method, therefore, the reaserchers should provide a clear and inclusive picture about the phenomenon under investigation putting aside any subjective judgment in order to have reliable results by the end .

III.1.1. Observation

Most of the students have the csame problem in understanding meaning and language in general, and they have commun issues of comprehending the concept and the context of certain expressions and words.

III.1.2.Questionnaire

The questionnaire comprises of three sections it was written in English and distributed to master one student's linguistic section. The first sectiopn was about identifying the problem faced in understanding weather it was about vocabulary,content, tone or meaning.

The second section was about how the problem is managed, the third section was in a form of questions about what elements are reliable to understand and interpret meaning.

The aim of the whole questionnaire is to collect detailed data about the subject matter under investigation (how meaning work in language analysis and interpretation?)

III.1.3. Interview

The goal behind this instrument is that it gives an immediate and sincere answers about the subject matter, therefore it helps to guarante a certain objectivity.

In this aspect another groups of proffesors who are specialized in linguistics are the main members of the interview.

a. Target popultion

Students of master one in the speciality of linguistics in Tiaret and proffesors who are specialized in the field

b. Population sampling

Because our inquiry uses the english language students and proffesors at IbnKhaldoun university as its case study, we will first provide a brief review of the events surrounding the establishment of the english section at tiaret . It was founded only a few years ago , in 2021 , though an arrangement with Abd El Hamid IbnBadis university of Mostaganem ; in 2019 the department of english has been growing despite the challenges that both teachers and students have faced , there are currently two MA specialties : li,guistic and didactics , as well as the BA grades . the number of students enrolled in our departementexeeds one thousand (1000) from various regions in Tiaret as well as other surrounding wilayas .

Due to the diffrences at the level of regions that are in this department at various levels , we found ourselves so motivated to conduct such reaserch .

Concerning the questionnaire the participants are random students and teatchers of foriegn language that share commun problems and solutions about the case study , whereas the interviewees are teatchers and experts in linguistics .

III.2. The Analysis of the Questionnaire Findings

Yheanalusis of the collected data will be done on the basis of the graphs obtained through the most useful statistics software packages whithin sociolinguistic studies (SPSS) i.ethrough frequency tables , cross tabulation , bar raphs …etc, significantly; the interpretation of the findings will be discussed in the light of the reaserch aims and hypothesis .

Section one:

Like all the instruments in any reaserch the first section deals with the background information on the participants, indeed our questionnaire consists of few questions and/or statements about important information about them.

Question-item 01:

Is it easy to understand peaople when they talk to you?

Yes	68	90.67%
No	6	8%

Table 3.1:respondents answers


Graph 3.1: respondants distribution answers.
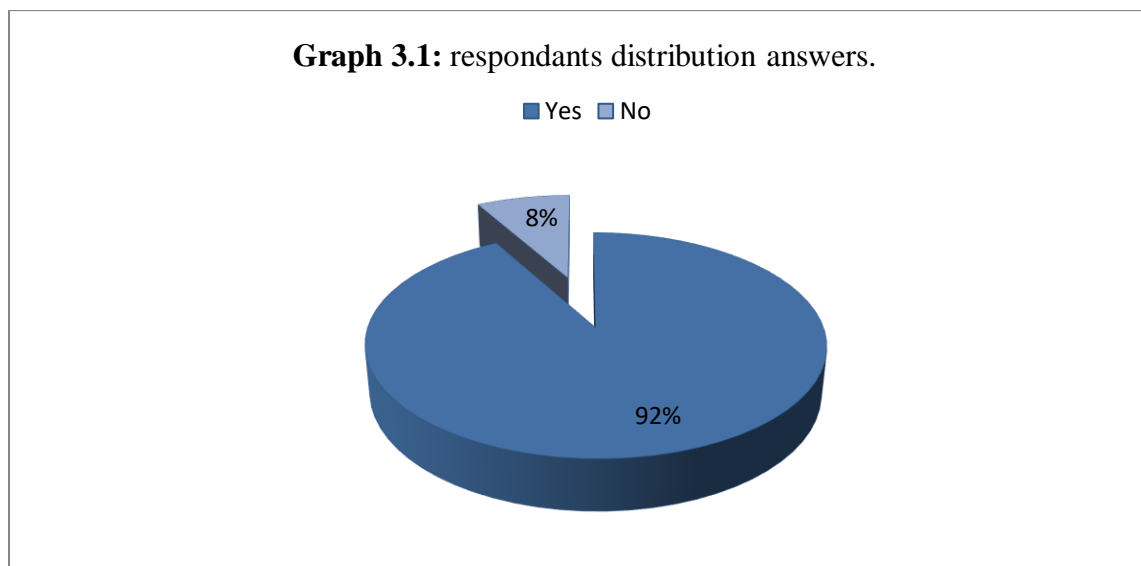
The numerical data above show that the number of the respondents is more between who answered with yes and who answered with no.In fact sixty eight 68 of them are a yes and six 6 of them were no.

Question-item 2:

What difficulties do you meet when trying to understand?

Context   vocabulary   tone   meaning

content	11	14.66%
vocabulary	29	38.66%
tone	15	20%
meaning	20	26.66%

Table 3.2: distribution according to kind of difficulties

Graph 3.2: respondents distribution according to the kind of difficulties.
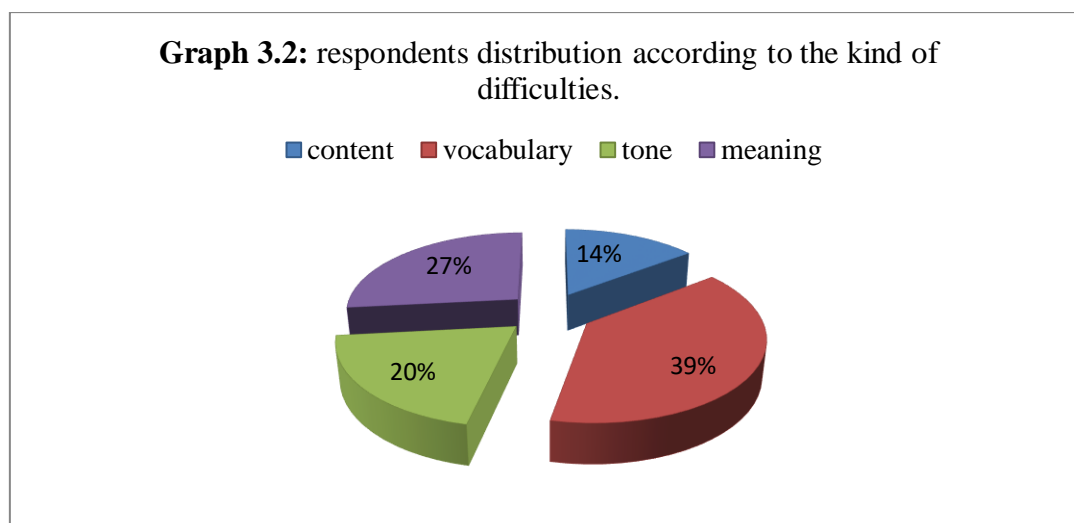
According to the respondents answers we can notice that 38.66% of students who have difficulties in vocabulary ,26.66% of them answered meaning,20% answered with tone , while 14.66% have difficulty in understanding context.

Question-item 3:

How do you manage those difficult situations?

Reaserch	47	62.66%
dictionary	28	37.33%

Table 3.3: distribution according to solutions.

Graph 3.3: respondents distribution according to solutions.

■ Reaserch   ■ dictionary

37%

63%
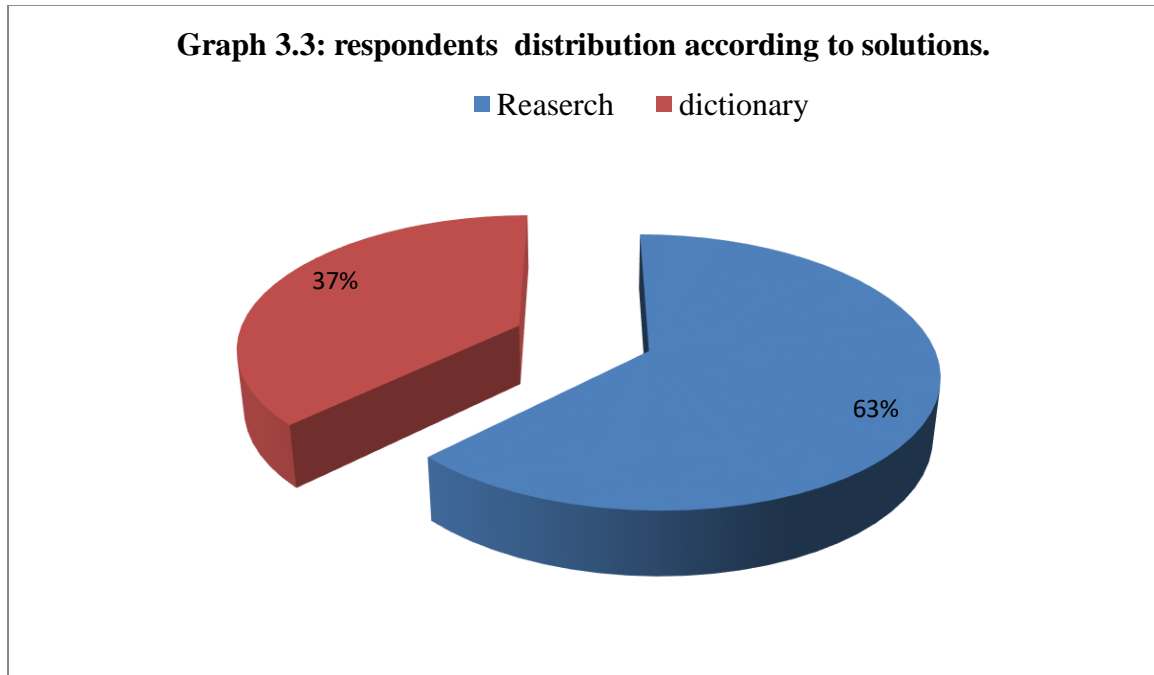
As it is mentioned about respondents tools to manage the understanding, the majority and it was about 62.66% of them use research unlike the rest and they were 37.33% that uses dictionary in such difficult situations.
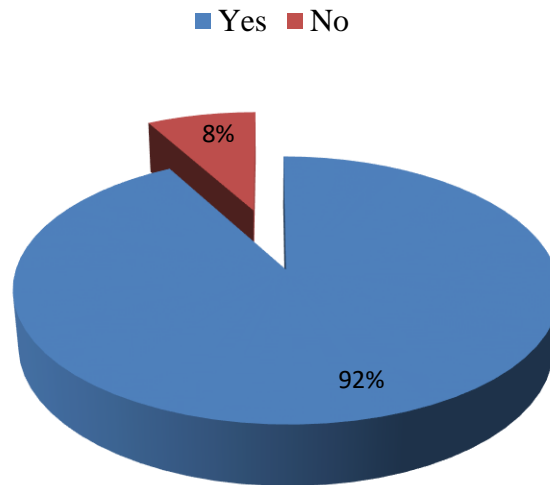
Question-item 4:

Did you succeed in solving those problems of understanding?

Yes	69	92%
No	6	8%

Table 3.4: respondents answers

Graph 3.4: respondents distribution according to their answers in solving understanding problems.

As it is mentiond in the questionnaire the majority actually managed to solve their understanding problems while the minority could not manage them yet.
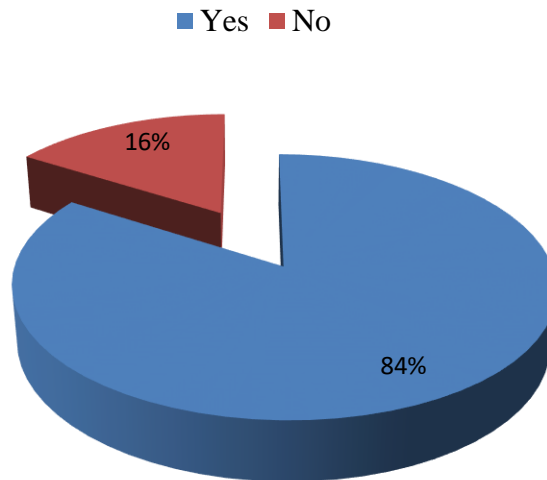
Question-item 5:

Do you take into consideration the context as an element that helps in understanding meaning?

Yes	63	84%
No	12	16%

Table 3.5: respondents answers about the elements that helps them in understanding.

Graph 3.5: respondents distribution according to their answers in solving understanding problems.

As it is observed that the majority of the respondents about eighty foupercent 84% answered with yes and confirmed it while sixteen percent 16% answered with a no.

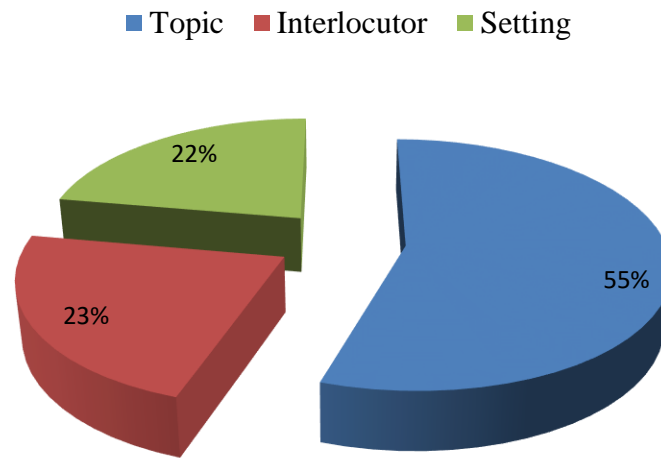## Question-item 6:

What other elemnts do you rely on in understanding and interpreting meaning?

Topic   interlocutor   setting

Topic	39	52%
Interlocutor	16	21.33%
Setting	20	21%

Table 3.6: respondents answers

Graph 3.6: respondents distribution according to their answers in solving understanding problems.

■ Topic   ■ Interlocutor   ■ Setting

Accordingtothestudentsanswersfifty two percent52%ofthen rely on topis in understanding and interpreting meaning, almost twenty twopercent 21.33% rely on the interlocutor and twenty one percent 21% rely on the setting.

Question-item 7:

Do they really help you?

Yes	71	94.66%
Non	4	5.33%

Table 3.7: respondentsansweres.

Graph 3.7: respondents distribution according to their answers in solving understanding problems.
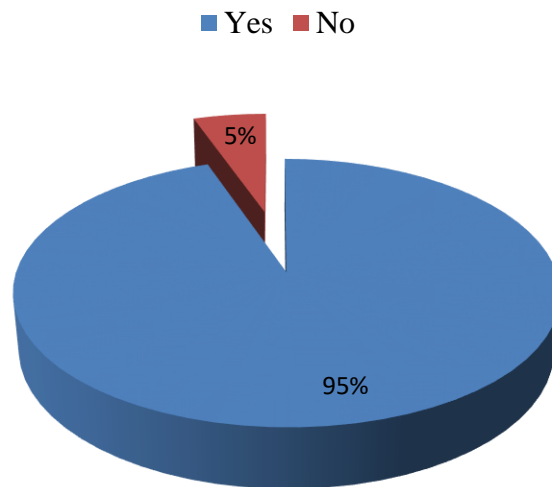
As it is remarked, almost 95% answered by confirmation (yes) and this percentage represents the majority of the students while six percent 6% of them answered with no.

Question-item 8:

Are there other elements hat helped you interpreting meaning?

Yes	32	42.66%
No	43	57.33%

Table 3.8: respondents' answeres.

Graph 3.8: respondents distribution according to their answers in solving understanding problems.
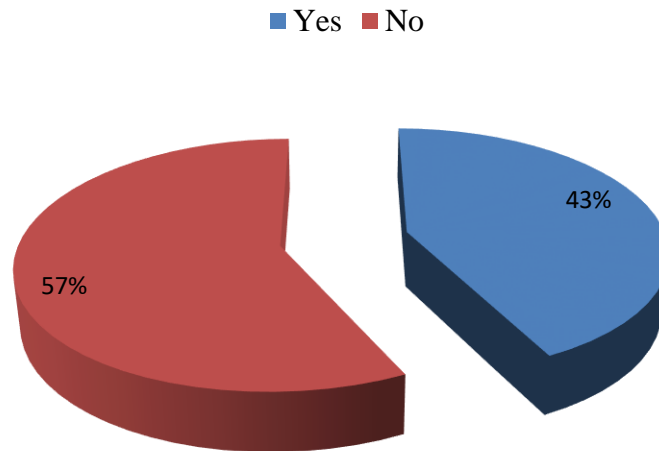
As it is mentioned, 57.33% of the students have other elements that help them in interpreting meaning, while 42.66% don't have them.

Question-item 8:

a) If yes, what are they?

The answeres of the students to this question were like so:

- reaserch
- reading books
- body language
- context

Question-item 9:

Understanding meaning or not understanding can be a source of union or conflict, how?

According to students' answers to the previous question:

- It shows the speakers and the hearer's way of thinking.
- It depends on the context.

- Understanding can strong them bonds, while misunderstanding can lead to fights and arguments.
- It can be a conflict when the meaning is not understood.
- According to the repondents:

According to the respondents, as long as the context is understood there will be no missunderstandings that leads into conflicts.

Question-item 10:

What do meanings mean to you?

- They are what is understood in mind by the hearer
- They are the sense that can clarify the context
- They include semantic and pragmatic aspect of any word
- They are the messages intended by the speaker
- They are the most important elemnts of understanding and communicating
- They are the ideas that the speech carries

The Analysis of the Interview

Questions of the Interview

➢ What units of analysis do we need to understand semantics?
➢ What elemnts do we need in our understanding and interpreting meaning?

The interviewees answers

Teacher 1:

✓ Words
✓ Utterances
✓ Sentences
✓ Propositions

We need to know the context of each situation in order to understand meaning

Teacher 2:

In semantics, we try to understand the meanings of words , phrases and semantics but in pragmatic we look beyond the semantics i.e paragraphs and texts

We need:

- Context
- Language and grammar
- Semantics
- Pragmatics

Cultural knowledge

Teacher 3:

To understand semantics we need to highlieght several units, which are:

1. Word level
2. Phrase and sentence level
3. Pragmatic
4. Discourse level
5. Cross linguistics
   - understanding the topic in one s nature language
   - intonation/accent
   - soft skills

Teacher 4:

Lexical units that composes of
- sub words
- linking words
- affixes/suffixes
- punctuation
- compound words
- phrases
- clauses

All these elements contribute in analysing semantics.

We need to be aware of:

- the language
- grammar
- linguistic structure

In order to understand and interprete, any message.

Teacher 5:

in order to understand semantics we need to take into consideration , the significance of words, phrases, expressions and take their form into consideration.

1. Context: one word may have different meaning.
2. Culture: meaning could be interpreted differently according to the culture.
3. Grammar.
4. Phonology:themispronouncingcreatsambiguityand couldchange the entire meaning.

The analysis:

All the interviewees' answers can be explained as following:

All the above answers allueded that the correct language and communication is the main elemnt to understand and interpret meaning i.e semantics and pragmatics. In the term of understanding semantics,the units that are necessary for this operation are words, utterances,sentences and prepositions because in semantic we try to understand the literal meaning of words and this means that these are the units of analysis.On the other hand, to go deeper and understand what is beyond the words and expressions used to communicate, we use elements and follow them to get the true significance of what is said i.e language in general. Therefore, undstanding the context is one of the elemnts used in understanding and interpreting meaning followed by very important elements that change the whole meaning of a certain phrase or word and it is the cultural side of each language and by this we say that accent and intonation are taken into consideration also being aware of the language, linguistic structure and grammar in order to interpret the true meaning of a word.

In whole, the interviewees answers expresssome explanations to the reaserch question, therefore, the elements and units that we need to understand and interpret language are what facilitate communication for human beings.Consequently we take all the interviewees answers into account for a trial to understand the language analysis and interpretation.

Limitation:

Despite the careful attention paid to each phase of the research design, it is important to acknowledge the methodological limitations that exist in this study. One significant limitation arose during the data collection phase, specifically when administering the online questionnaire. It was evident that most of the students and teachers were familiar with understanding meaning and interpreting it. This unexpected finding prompted us to modify our approach and focus solely on participants who were already acquainted with comprehending meaning specifically those in the Master one degree . As a result, we planned interviews with teachers and allocated our efforts towards identifying suitable samples with prior knowledge of meaning. While the online questionnaire was intended to streamline the data collection process and make it more accessible to participants, we encountered some challenges. Some respondents found it difficult to understand meaning and interpreting it. This limitation may have influenced the response rate and potentially impacted the representativeness of the collected data. Consequently, we had to heavily rely on research from books and articles to gather the necessary information and background for our study.

While online sources can provide valuable insights, the reliance on such materials may introduce potential biases and limitations due to variations in research methodologies and contexts. It is important to acknowledge these limitations as they may have influenced the outcomes and generalizability of our research findings. Future studies should consider addressing these limitations by ensuring a more diverse and representative sample of participants, enhancing the usability of data collection platforms, and striving to access a wider range of scholarly resources. By addressing these limitations, researchers can strengthen the validity and reliability of their findings and contribute to a more comprehensive understanding of the topic at hand.

3.10 Recommendation and Suggestions:

The research results have highlighted the significance of meaning and understanding it according to real life situations, Understanding the meaning of anything can be a difficult task, but here are some pieces of advice and suggestions to help in developing the abilities in this area:

1.   Read widely: Reading widely will expose you to new ideas and help you gain a greater grasp of many subjects by exposing you to a wide range of resources, including books, articles, and unique views. This will extend your knowledge base and help you perceive meaning better.

2.   Develop your critical thinking abilities through examining material, questioning assumptions, and assessing evidence. It assists you in distinguishing between fact and opinion and identifying logical fallacies. Examine ideas, recognize biases, and examine alternate views to practice critical thinking.

3.   Seek multiple perspectives: Expose oneself to other viewpoints and thoughts on a certain issue. This can be accomplished through reading literature, engaging in debates with others who hold opposing viewpoints or researching materials from various cultural backgrounds. Understanding multiple points of view improves your capacity to perceive meaning in more complex ways.

4.   Think and summarize: After discovering new knowledge, take some time to think on what you've learned and summarize it in your own words. This method helps to reinforce your comprehension and allows you to convey the meaning in a way that makes sense to you.

5.   Use resources and tools: To clarify the meaning of new terms or phrases, use dictionaries, thesauruses, and other reference materials. Online platforms and technologies can also aid in the comprehension of complicated subjects or give alternate interpretations.

6.   Accept ambiguity: Accept that not all facts or circumstances have a single, clear interpretation. Some topics are subject to interpretation or have numerous valid points of view. Accepting ambiguity allows you to experiment with alternative meanings and interpretations without being locked into a particular interpretation.

7.   Participate in talks and debates: Actively participate in discussions or debates with individuals who hold opposing views. This helps you improve your interpretation abilities by challenging and defending your knowledge while taking into account alternate points of view.

By following these recommendations, Understanding meaning and interpretation is a talent that grows with practice and exposure to a variety of ideas. You may improve your capacity to absorb and analyse diverse types of information and keeping open-minded.

Ultimately, this research will benefit educators, students, and researchers alike in their pursuit of effective and innovative approaches to language interpreting and understanding.

Conclusion:

To go on the main points, this chapter is devoted for the reaserch design, methodology which is based on a quantitative method by means of a detailed questionnaire to students and teachers of Ibn Khaldoun University. Followed with a random sampling together with a qualitative method that took the form of an interview with linguistic teachers from the department of English, of IbnKhaldoun University, This chapter attempts to analyse and interpret the collected dta from an empirical point of view. More to the point, it demonstrates the different language understanding and interpretation and their analysis, and how language and meaning defferfrom one place to another and from one person to another. Finally, from one culture to another and the main reason behind that, the general findings reveal that language is vasteand deep, and not all words have the same meaning and it depends on the place and situation that they are used in. the understanding and interpretation of meaning can vary depending on the specific situations and individuals involved, developing these elements and continously refining our understanding skills can help improve our ability to comprehend and interpret meaning effectively.

General conclusion

General Conclusion

As indicated in the beginning of the dissertation, the purpose behind this study was to show thr different variaties of meaning structures in language analysis and interpretationin the field of semantics and pragmatics. In general, Semantics and meaning are interconnected because semantics is concerned with the study of meaning. Semantics provides the tools and frameworks for understanding how meaning is created and conveyed through language. By analyzing the relationships between words, syntax, and context, semantics aims to uncover the underlying meaning behind linguistic expressions. Understanding the semantics of a language helps us interpret and communicate effectively, as it allows us to grasp the intended meaning of sentences and express our own thoughts clearly.

Pragmatic language analysis and interpretation involve examining how language is used in context to convey meaning and achieve communicative goals. It goes beyond the literal interpretation of words and sentences, taking into account the social and cultural aspects of communication.

Pragmatics focuses on the study of language in action, considering factors such as the speaker's intentions, the listener's expectations, and the shared knowledge between them. It explores how context, including the physical setting, the participants' relationship, and the cultural background, influences the interpretation of linguistic expressions.

Language analysis within a pragmatic framework helps us understand how speakers convey meaning through varius strategies such as implicature, presupposition, inference, and indirect speech acts. It examines how contextually relevant information is implicitly communicated and how speakers use language to achieve specific effects, such as persuasion, politeness, or humor.

Interpretation in pragmatic language analysis involves making inferences about the intended meaning behind an utterance or text. It requires considering not only the literal meaning of the words but also the speaker's intentions, the context, and the sociocultural norms that shape communication. Interpretation also acknowledges the possibility of multiple meanings and the importance of context in disambiguating them.

The study has considered in an investigation about works of meaning in language analysis and interpretation. The reaserch took place IbnKhaldounUnivesity to see to what exentstdents and teachers manage to understand and iterprete the language in real life situations , in the inner city of tiaret. The work has also attempted to determine the elemnts

and units that are used in understanding language; it has focused mainly on the ways and tools used in analysing language and in interpreting.

This desertation studied many main objectives:

✓ recognize the difference between semantics and pragmatic

✓ define what meaning is and its variations

✓ defining meaning and its concept and exploring its role in linguistics

✓ exploring the various types and roles of semantics and its function in language

✓ uncovering how meaning is structured and conveyed

✓ defining pragmatics and how it works in language analysis

✓ uncovering pragmatics rules and function

✓ exposing the relation between pragmatics, language analysis and interpretation

✓ showing the different works of meaning in pragmatics and semantics in language analysis and interpretation.

Semantics is the branch of linguistics that focuses on the study of meaning in language. It examines how words, phrases, and sentences convey meaning and how different linguistic elements interact with each other.Semantics analyzes the relationships between words (lexical semantics) and themeaningsofsentences(compositional semantics).Whereas,pragmatics deals with the study of how context influences the interpretation of language. It investigates how speakers use language in real-life situations to achieve specific goals and how listeners interpretandrespondtolinguisticcues.Pragmatics includesthestudyofimplicature, presupposition, speech acts, politeness, and other aspects of language use beyond literal meaning.

Furthermore, Language analysis and interpretation involve examining linguistic elements to uncover their meaning, structure, and relationships. It includes syntactic analysis (studying sentence structure and grammar), morphological analysis (studying word formation and inflection), and phonetic/phonological analysis (studying sounds and pronunciation). Interpretation involves understanding and making sense of the analyzed language, considering various contextual factors, such as the speaker's intention, social norms, and cultural background.

In conclusion, meaning, semantics, pragmatics, language analysis, and interpretation are interconnected fields that contribute to our understanding and effective use of language. They

help us comprehend the meaning of words and sentences, navigate the complexities of language in different contexts, and interpret and express ideas accurately. A comprehensive understandingofthese concepts is crucial for effective communication and language proficiency.

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Appendices

Appendix 1:

Title: The works of meaning in language analysis and interpretation

THE QUESTIONNAIRE:

1- Is it easy to understand people when they talk to you?

YES   NO

2- What difficulties do you meet when trying to understand?

content - vocabulary

tone - meaning

Other:…………………………………………..

3- How do you manage those difficult situations?

Reaserch - Dictionary

Other:………………………………………………………………………….

4- Do you succeed in solving those problems of understanding?

yes   no

5- Do you take into consideration the context as an element that heps in understanding meaning?

Yes   No

6- What other elements do you rely on in understanding and interpreting meaning?

topic

 interlocutor   setting

7- Do they really help you?

yes   no

8- Are there other element that help you interpreting meaning?

Yes   No

if yes, what are they?

……………………………………………………………………………………

9- Understanding meaning or not understanding can be a source of union or conflict

, how?

…………………………………………………………………………………………………

10- What do meanings mean to you ?

…………………………………………………………………………………………………

Appendix 2:

Questions of the interview:

- ➢ what units of analysis do we need to understand semantics?
- ➢ what elements do we need in our understanding and interpreting meaning?

Summary

Summary

Summary:

The works of meaning and language analysis cover a wide range of fields, including linguistics, discourse analysis, psychology, and philosophy. As a result, the works of meaning in language analysis and interpretation are of particular importance to us in this research. The purposeThe purpose of this dissertation is to investigate concerns about the works of meaning, types of meanings, and their application in language analysis and actual life. The topic at hand tries to determine if meanings are grasped and whether pragmatic and semantic information aids in language analysis and interpretation.to nswer these questions we made a reaserch using a mixed method in cocnducting it and as a result we discovered that both teachers and studes have the same way in analysing and interpreting language

Keywords : Pragmatic . Semantic . Interpretation.

Résumé :

Les travaux d'analyse du sens et du langage couvrent un large éventail de domaines, dont la linguistique, l'analyse du discours, la psychologie et la philosophie. Par conséquent, les travaux de signification dans l'analyse et l'interprétation du langage revêtent pour nous une importance particulière dans cette recherche. Le but Le but de cette thèse est d'enquêter sur les préoccupations concernant les œuvres de sens, les types de significations et leur application dans l'analyse du langage et la vie réelle. Le sujet à l'étude tente de déterminer si les significations sont saisies et si les informations pragmatiques et sémantiques aident à l'analyse et à l'interprétation du langage. Nous avons découvert que les enseignants et les étudiants ont la même manière d'analyser et d'interpréter le langage.

Les mots clé: Pragmatiques . Sémantiques. l'interprétation

ملخص:

تغطي أعمال تحليل المعنى واللغة مجموعة واسعة من المجالات، بما في ذلك علم اللغة وتحليل الخطاب وعلم النفس والفلسفة. نتيجة لذلك، فإن الأعمال ذات المعنى في تحليل اللغة وتفسيرها لها أهمية خاصة بالنسبة لنا في هذا البحث. الغرض الغرض من هذه الرسالة هو التحقيق في المخاوف المتعلقة بالأعمال ذات المعنى، وأنواع المعاني، وتطبيقها في تحليل اللغة والحياة الفعلية. يحاول الموضوع المطروح تحديد ما إذا كان يتم استيعاب المعاني وما إذا كانت المعلومات العملية والدلالية تساعد في تحليل اللغة وتفسيرها. للإجابة على هذه الأسئلة، قمنا بإعادة بحث باستخدام طريقة مختلطة في إجرائها ونتيجة لذلك اكتشفنا أن كلا من المعلمين والطلاب يستعملون نفس الطريقة في تحليل اللغة وتفسيرها.