

VICTORIA UNIVERSITY BANGLADESH

ENG 202

Introduction to Linguistic

|  |  |
| --- | --- |
| Name | Humayra Farjana |
| ID | 1820450051 |

Date: 08, October 2022

1. Semantic is the study of reference, meaning, or truth. The term can be used to refer to subfields of several distinct disciplines, including philosophy, linguistics, and computer science. Semantic is the study of meaning in language. It can be applied to entire texts or single words. For example “ destination” and “ last stop” technically mean the same thing, but students of semantics analyze their subtle shades of meaning. In semantics analysis, there is always an attempt to focus on what the words conventionally, mean, rather than on what an individual speaker might want them to mean on a particular occasion. This technical approach in concerned with objective or general meaning and avoids trying to account for subjective or local meaning. Linguistic semantic deals with the conventional meaning conveyed by the use of words phrases and sentences of a language.

 **SEMANTIC ROLES**

* 1. Agent and theme
	2. Instrument and experience
	3. Location source and goal

Agent and theme: Agent and themes are the most common semantic roles. Although agents are typically human they can also be non-human entities that cause actions, as in noun phrases denoting a natural force, a machine, or a creature , all of which affect the ball as theme.

The boy kicked the ball

The wind blew the ball away

A car ran over the ball.

The dog caught the ball

The theme is typically non – human, but can be human ( the body), as in The dog chased the boy. In fact, the same physical entity, can appear in two different semantic roles in a sentence, as in The boy cut himself. Here The boy is a agent and himself is theme.

**Instrument and experiencer :** if an agent uses another entity in order to perform an action, that other entity fills the role of instrument. In the sentence. The boy cut the rope with and old razor and He drew the picture with a crayon, the noun phrases and old razor and a crayon are being used in the semantic role of instrument. When a noun phrases is used to designate an entity as the person who has a feeling, perception or state, it fills the semantic role of experiencer. If we see, know or enjoy something, we’re not really performing an action ( hence we are not agents). We are in the role of experiencer. In the sentence The boy feels sad, the experiencer ( The boy ) is the only semantic role. In the question, Did you hear that noise? , the experiencer is you and the theme is that noise.

**Location, source and goal :** A number of other semantic roles designate where an entity, is in the description of an event. Where an entity is ( on the table, in the room) fills the role of location. Where the entity, moves from is the source( from Chicago) and where it moves to is the goal (to New Orleans) as in We drove from Chicago to new Orleans. When we talk about transferring money from savings to checking, the source is saving and the goal is checking. All these semantic roles are illustrated in the following scenario. Note that a single entity( e.g George) can appear in several different semantic roles.

1. Linguistics are quick to remind us that there are different varieties of grammar that is, different ways of describing and analyzing the structures and functions of language. One basic distinction worth making is that between descriptive grammar and prescriptive grammar( also called usage). Both are concerned with rules but in different ways. Specialist in descriptive grammar examines the rules or patterns that underlie our use of words, phrases, clauses and sentences. In contrast, prescriptive grammarians ( such as most editors and teach, ers) try to enforce rules about what they believe to be the correct uses of language. But that’s just the beginning. Consider these varieties of grammar and take your pick .

 **Generative Grammar**

Generative grammar includes the rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. “simply put, generative grammar is a theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker’s ability to produce and interpret utterances in a language.

 **Comparative Grammar**

 The analysis and comparison of the grammatical structures of related languages is known as comparative. Contemporary work in comparative grammar is concerned with “ a faculty of language that provides an explanatory basis for how a human being can acquire a first language.

 **Metal Grammar**

 The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is metal grammar. “ All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the language Faculty. A grammar formulated by a linguist is an idealized description of this Mental Grammar.

  **Pedagogical Grammar**

 Grammatical analysis and instruction designed for second language students” Pedagogical grammar is a slippery concept. The term is commonly used to denote (1)pedagogical process the explicit treatment of elements of the target language systems, as (part of) language teaching methodology; (2)pedagogical content – reference sources of one kind or another that present information about the target of language system ; and (3) combination of process and content”.

 **Performance Grammar**

 A description of the syntax of English as it is actually used by speakers in dialogues. “performance grammar… centers attention on language production ; it is my belief that the problem of production must be dealt with before problems of reception comprehension can properly be investigated.

 **Reference Grammar**

 A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses and sentences. Examples of contemporary reference grammars in English include A comprehensive Grammar of the English language, by Randolph Quick et Al.

 **Theoretical grammar**

The study of the essential component of any human language. “ Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language.

 **Traditional Grammar**

A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. “ In transformational grammar, the term ‘ rule' is used not for a precept set down by an external authority but for a principal that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker”.

 **Universal Grammar**

The system of categories, operations and principles shared by all human languages and considered to be innate, “ Taken together, the linguistic principles of University grammar constitute a theory of the organization of the initial state of the mind / brain of the language learner that is, a theory of the human faculty for language” If 10 Jo varieties of grammar aren’t enough for you, rest assured that new grammars are emerging all the time. There’s word grammar, for instance. And relational grammar. Not to mention case grammar, cognitive grammar, construction grammar, lexical functional grammar, lexicrogrammar, head- driven phrase structure grammar and many more.

1. Semantic is the study of the meaning of words, phrases and sentences. Linguistic semantics deals with the conventional meaning conveyed by the use of words and sentences of a language. In semantics, associative meaning refers to the particular qualities or characteristics beyond the denotative meaning that people commonly think of (correctly or incorrectly) in relation to a word or phrase. Also known as expressive meaning and stylistic meaning. In semantic: the study of meaning ( 1974), British linguistic Geoffrey Lech introduced the term associative meaning to refer to the various types of meaning that are distinct from denomination(or conceptual meaning ): connotative, thematic, social, effective, reflective and collocative.

**Conceptual and Associative Meaning**

We can make a broad distinction between conceptual meaning covers those basic, essential components of meaning that are conveyed by the literal use of a word. It is the type of meaning that dictionaries are designed to describe. Some of the basic components of a word like “ needle” in English might include ‘ thin, sharp, steel instrument.’ These components would be part of the conceptual meaning of “ needle”. However, different people might have different associations or connotations attached to a word like “ needle”. They might associate it with ‘ pain’ or illness or blood or drugs or thread or knitting, or ‘ hard to find' ( especially in a haystack); and these associations may differ from one person to the next. These types of associations are not treated as part of the words conceptual meaning.

Songwriters, novelists, literally critics, advertisers and lovers may all be interested in how words can evoke certain aspects of associative meaning, but in linguistic semantics, we’re more concerned with trying to analyze conceptual meaning”.

Associated means those that are affiliated, often in similar of equal roles. An example of two people who are associated are the CEO and CFO of a company adjective. Associated means someone who is involved with or ailed with someone else. Associative Meaning is the idea, connection what that specific word brings to you.e.g needle: pain , doctor, illness.. etc

**Cultural and personal Associations:**

 A word can sweep by your ear and by it’s very sound suggest hidden meanings , preconscious association. Listen to these words: blood, tranquil, democracy. You know what they mean literally but you have associations with those words that are cultural, as well as your own personal associations.

**Unconscious Association :** A good example of a common noun with an almost universal associative meaning is nurse. Most people automatically associate ‘nurse’ with ‘ woman. This unconscious association is so widespread that the term ‘ male nurse' has had to be coined to counteract it’s effect.

**Conceptual meaning:**

• Conceptual Meaning covers these basic, essential components of meaning which are conveyed by the literal use of a word. Reflective or reflected meaning: multiple conceptual meanings. For example, the literal, dictionary definition of the word gay is “ happy” or “bright” ( colors), though, in society’s use today it has a much different meaning. Social meaning: the given to words based on the social that they’re used in. In semantic, conceptual meaning is the literal or core sense of word. There is nothing read into the term, no subtext, it’s just the straightforward, literal, dictionary definition of the world. The term is also denotation or cognitive meaning. The conceptual meaning of a word, in the field of linguistics, is just one of seven types of meaning that a word can have.

**Affective meaning:** what I means is associated with it in real world for the speaker or writer rather than just it’s dictionary meanings.

**Collocative meaning:** words that are regularly found together. For example, take pretty and handsome. These words are more often associated with one gender or the other.

**Conceptual meaning:** the dictionary definition of the word; the descriptive definition of it.

**Connotative meaning:** subtext and layers brought into the the context by the use of a particular words ; subjective, A words connotations can be negative or positive, depending on the audience. The label of being a liberal or a conservative for example can be good or bad depending on the persons intentions in using it and the person hearing or reading it.

**Reflective or reflected meaning:** multiple conceptual meanings. For example, the literal, dictionary definition of the word gay is “ happy” or bright ( colors), though in society’s use today it has a much different meaning.

**Social meaning:** the meaning given to words based on the social context that they’re used in. For example, someone from the south would use y ‘ all more often than someone from a different region of the country. People from different regions call a carbonated soft drink different things, too. Language can have a formal or informal register too that relays social meaning , or in some contexts usage can show social class or lack of education.

**Thematic meaning:** how the speaker portrayed the message through the word, the order of words used, and emphasis.

1. **Prosodic and supra segmental features :**

Prosodic features are features that appear when put sounds together, in connected speech. It is as important to teach learners prosodic features as successful communication depends as much on intonation, stress and rhythm as on the correct pronunciation of sounds. Prosodic features are features that appear when we put sounds together in connected speech. It is important to teach learners prosodic features successful communication depends as much on intonation, stress and rhythm as on the correct pronunciation of sounds. Intonation stress and rhythm are prosodic features. Prosodic features are those aspects of speech which go beyond phonemes and deal with the auditory qualities of sound.Example intonation, stress and rhythm are prosodic features. Prosodic Features and prosodic structure presents an overall views of the nature of prosodic features of language – accent, stress, rhythm, tone, pitch, and intonation and shows how these connect to sound systems and meaning. It is a work of great scholarship and learning, expressed in way that will be accessible to all linguists from advanced undergraduates to postdoctoral researchers. The last substantial overview was published over 20 years ago. Since then, the subject has been transformed by linked advances in phonological and phonetic theory and acoustic technology. This book will interest phonologists, phoneticians, and researchers in related applied fields such as speed pathology and speech synthesis. I demonstrate that these prosodic features -- pause , vowel elision, prosodic accent, pitch, reset, isotony ( international parallelism) and intonational contour are primarily motivated by their function in the discourse rather than by syntactic constituency. Prosody provides context and gives meaning to words and keeps listeners engaged. Understanding prosody may seem too big a task for little ones, but it’s central to their language and social development highlighting prosody is expressiveness in speech. prosody is a valuable component of language because it signals linguistic information suprasegmental to the words ( Brentari & crossely 2002) providing information that can disambiguate the semantics and syntax of a given utterance. Suprasegmental, also called prosodic features, also called prosodic features, in phonetics, a speech features such as as stress, tone, or word juncture that accompanies or is added over consonants and vowels these features are not limited to single sounds but often extend over syllables, words, or phrases. In Spanish the stress accent is often used to distinguish between otherwise identical words: terimo means “ term “ termino means “ I terminate”, and termino means “ he terminated.” In Mandarin Chinese, tone is a distinctive supra segmental : shih pronounced on a high, level note means “ city market” and on a falling – rising note means “ history”.

English “ beer dripped and ‘ beard ripped' are distinguished by word juncture. The above examples demonstrate functional suprasegmentals. Nonfunctional superasegmentals that do not change the meaning of words or phrase also exist; stress in French is an example. suprasegementals are so called in contrast to consonants and vowels which are treated as serially ordered segments of the spoken utterance. Segments consist of vowels and consonants while suprasegmental features are speech attributes that accompany consonant and vowels but which are not limited to single sounds and often extend over syllables words or phrases. In talking to a cat, a dog or a baby, you may adopt a particular set of suprasegementals.often, when doing this, people adopt a different voice quality with high pitch register and protrude their lips and adopt a tongue posture where the tongue body is high and front of in the mouth making the speech sound softer.

**Structural ambiguity:**

Structural or syntactic ambiguity is the potential of multiple interpretations for a piece of written or spoken language because of the way words or phrases are organized. Linguistic ambiguity makes a difficult for a human or an Al system, such as a natural language processing program to determine meaning unless further information is available that clarifies the context. some structural ambiguity is the result of writing errors, such as misplaced modifiers. An example from Tom Sant's book persuasive Business proposal: “ Featuring plug-in circuit boards, we can strongly endorse this servers flexibility and growth potential.” That sentence might be intended to mean that the server has plug-in circuit boards and a human would be likely to understand that. However, the way it’s organized, the sentence means that the writer features plug-in circuit boards and software that would be likely to require word sense disambiguation to understand that is not the intended meaning. The term structural ambiguity often arises because words can have multiple meanings. Both are examples of linguistic ambiguity which also results from other things including figurative language and vagueness. These are some way of classifying ambiguity. Structural ambiguity occur when a phrase or sentence has more than one underlying structure. Ambiguity, either lexical or structural, refers to having two or more possibly meaning. The other type, structural ambiguity, occurs when the meaning of the component words can be combined in more than one way, for example : Nichole saw the people with binoculars. The sentence can be grasped in two ways. One interpretation is that Nicole used binoculars to see the people. In this sense, binoculars modify Nicole( Nicole with binoculars). The other meaning, the people had binoculars when Nicole saw them. It means that ‘binoculars’ modifies the people. A sentence can be ambiguous because of many reasons, some of which are multiple meaning, lack of information and, incompleteness. To make the ambiguous sentences unambiguous and grammatical, it is necessary to have sort of formal signals which help the reader or hearer to recognize the sentence structure. Some of the signals function words , inflections, affixes, stress, juncture and major class membarship. Those elements will be used as the basis of the discussion of ambiguous construction below. Those formal signals are absolutely important to understand and analyze ambiguity.