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Answers to the No. 1

A) Yasir Mohammed Saleh, Assistant Professor Abstract Students have a difficult time understanding ambiguous written and spoken language. The purpose of this brief study is to draw attention to some of the most common ambiguities in the English language, both intentional and unintentional, that we might encounter in everyday communication. An approach to analyzing ambiguities in spoken and written language at the word, phrase, and sentence levels is utilized in the ambiguity literature. Standing and local ambiguities are also mentioned briefly in the analysis. The study of the topic demonstrates the conclusions of the paper through numerous examples. 1st Section: Section 1.1 of the Introduction The Problem Ambiguity is a problem that exists in all languages; Additionally, despite being one of the languages that are spoken and written the most frequently worldwide, English is well-known for its high ambiguity rate. The possibility of various interpretations for specific expressions related to words, phrases, and sentences in the language spoken or heard by the listeners is one of the problematic aspects of ambiguities. 1.2. The Goals The goal of semantic analysis of ambiguity is to come up with a better way to understand language in general. The advantage of conducting such a brief investigation is that it illustrates some of the two subcategories of the concept of ambiguity: the categories of "intentional" and "unintentional" actions. On the other hand, semantic ambiguity in English language contributes to misunderstandings in language communication and helps us deal with the conception of literature. Assistant professor Yasir Mohammed Saleh 1.3. posits that some ambiguities may be permanent and others may be local. Both native English speakers and international students may experience confusion and miscommunication as a result of the ambiguity. 1.4. The Processes This brief paper's procedures included special reading of numerous books and references on semantic and semantic analysis of ambiguity, in addition to the numerous structural syntax and grammar references listed on the references page. 1.5. Value The primary benefit of writing this paper is that it has helped some English language learners dispel some common misunderstandings about ambiguity, which in turn has improved their language comprehension and communication abilities. Part Two, Section 2.1 Empson "Amblicity, in ordinary speech, means something very pronounced and typically witty or deceptive," reads the definition of

ambiguity I. The dictionary defines ambiguity as "the possibility of being understood in more than one way." Oxford Word Power, 2006: 24) A form is ambiguous when it has multiple meanings. Two types of ambiguous language that can alter the meaning of words, phrases, or sentences are lexical ambiguity and structural ambiguity. 2.2.1 (Hudson, 200:313–314) Classification of Ambiguity The concept of ambiguity can be divided into the following two categories: a) In addition to entertaining us, literature employs deliberate ambiguity to expand our horizons for comprehension and reflection. The intentional kind is beneficial and could be viewed as a means of improving the parts of the English language. "Beauty is but a flower that wrinkles will devour," states Nash, Summers's Last Will and Testament. Because "devour" should only mean "replace" or "remove" with an overtone of cruelty and the unnatural, I refer to this as a subdued metaphor. However, it is essential to keep in mind that the intentional type of ambiguity can be utilized pragmatically, particularly in documentation applications that could further complicate international affairs, such as politics, commerce, and other fields or locations. Ambiguity is one of the most common features of the English components. Palmer, 1971:81) b) This paper will demonstrate how misunderstandings in language communication occur on a variety of levels, including writing, speaking, and listening. 2.3. The Lexical Ambiguities of Hudson (2000: 313) demonstrates that the ambiguity represented by a morpheme or word is lexical ambiguity. 2.3.1. Ambiguity Homophones A homophone is a single pronunciation that has multiple meanings. Some examples are: flour, flower, write, cent, sight, site, to, and two There are some homographs that are also homophones, such as "read," which either [ri: d], which is "read" in its past form, or [rd], which is "read" in its present form. ibid : 313) Ulman (1962 : 156) demonstrates that spoken language can be ambiguous due to the sentence's phonetic structure. Using the 609th bank of a river, the bat (a flying creature), the mole (on skin), the student (at school), and the race (a speed competition) can either resolve or vanish these ambiguities (Yule, 1996: 120) Examples of suprasegmental features like juncture, stress, and intonation include bank (financial institution), bat (used in sports), mole (small animal), pupil (in the eye), race (ethnic group), and semantic ambiguity in the English language Assistant professor Yasir Mohammed Saleh Forexample: The white car has two people in it, and the black car has additional people in it. 2.3.2. Lexical ambiguity, which occurs "when one form (written or spoken) has two or more meanings that are not related," is the linguistic term for homonyms. Some

examples are: The homonymy makes words and sentences difficult to understand and ambiguous, such as: I will meet you at the bankThis sentence is ambiguous because the word "bank" can mean two different things, as we talked about earlier. However, specific context, such as the following, can resolve the ambiguity: To get some cash, I'll meet you at the bank. In this instance, the ambiguity is resolved by utilizing the financial institution. 2.3.3.polysemy Ambiguity Polysemy is the phenomenon in which a single lexeme can mean a variety of things. As a result, "homonyms are words that have separate histories and meanings, but have accidentally come to have exactly the same form" For example: "Passing through the air," "power of flying," "air journey," and "unit of the Air Force" are all definitions of flight (Al-Sulaimani, 2010: 218) Polysemy occurs when the senses involved are related. Polysemy means "one word having two or more senses." On the other hand, when we inquire about the meaning of the term "related," there are two responses—one psychological and one historical—that may or may not coincide. Leech, 1974 : 228) Various extra models include: run, which means "person does," run, which means "water does," and date, which means "colors do," are all synonyms for "do." Consequently, the inquiry "How is your date?" is unclear and open to different interpretations. The terms "date a thing we can eat" and "date a point in time" are synonyms. On the other hand, date, which means "the point in time," can mean any day or month on a letter; a scheduled meeting; a date and time; a get-together with a person we like; and even an individual we like; Yule 120) Using suprasegmental features or specific specification, the polysemous ambiguity can be resolved and eliminated, such as: How far along is Kelly's date? In this question, we make it clear that we were asking about the meeting with Kelly by using the context. Additionally, if we say: Do you want Kelly to go on which date? The next step is a time period inquiry. Etc. 2.3.4. Synonymous Ambiguity, by Lyons, 1995: "Expression with the same meaning is identical," as stated in 60). In general, synonyms give the English language a lot of new words. There is never an exact meaning shared between two words; The following sentences all have very similar meanings: He is seated on the sofa. Currently, he is seated on the couch. Despite being synonymous, the words "sofa" and "couch" are pronounced differently (Fromkin and Rodman, 1988: 181) The use of the terms "couch" and "sofa" interchangeably creates ambiguity. 611 English semantic ambiguity According to Assistant Professor Yasir Mohammed Saleh, there are numerous instances of polysemous lexemes that are synonymous in one or more, but not all,

of their meanings. They reside in a large home. Although "I will tell my big sister" is lexically ambiguous due to the polysemy of "big" in the sense that "I will tell my big sister," the two adjectives are frequently used interchangeably. is distinct in this regard (Lyons, 1995: 61) The researcher could add that "big sister" could mean "the wiser one," "the older sister in age," or "stronger sister for body size," even though Lyons provides no additional explanation. Consequently, the sentence is unclear in this regard. Even though the word "large" is typically used to describe a person's size in the last sentence, it is rarely used in a situation where it is considered impolite to refer to someone as "fat." Section Three, Sentences Ambiguities, Section 3.1 Phonological, lexical, structural, and semantic ambiguity can harm speakers, listeners, readers, and writers who don't know the English language well. Palmer's from 1971: 81) emphasizes that ambiguity is one of the most common features of the English language. The phonological, lexical, structural, and semantical ambiguities in general have been covered in the paper with numerous examples. However, by examining additional concepts like metaphor, vagueness, paradox, deictic, pun, and pragmatics and providing additional examples and explanations, we could add to the research in all of these areas. 3.2. One of the particular kinds of structural ambiguities is class ambiguity, which makes sense in a funny way. Stageberg, 1971: 367) Examples include: 612 a: For his friend, the man found a pig. b: The engineer found that the machine was a support device. c: Our cat got a new friend. The intended meaning of the sentences before it is not clear. Analyzing the ambiguity of the phrase "a-," it becomes clear that the man either found a pig for his friend or discovered that his friend was a pig—an unpleasant person who is difficult to deal with or someone who overeats like a pig. This sentence's use of the word "a-" creates confusion. The engineer could have found a helper or assistant for the machine or himself who helped him work with the machine, or he could have discovered that the machine he was working with helped him. "That the cat found a friend" or "that the cat was a good friend to us" are both possible meanings for the word "c-." 3.3. Sentences with Grammatical Ambiguity a) The word may be tokens of the same type but not of the same form. The distinction between form and expression replaces the distinction between form as a token and form as a type. For example: They discovered hospitals and charitable organizations. This phrase is ambiguous; This is due to the distinction between found as a form of "found" and found as a form of "find." In both instances, it is a transitive verb. Found can be grammatically

constructed in either the present tense as a form of "found" or the past tense as a form of "find." Both lexical and grammatical ambiguity are present. Lyons , 1995: 54-56) The syntactic structure of write and say can be specified to resolve the ambiguity of the following sentence: They have not been able to start hospitals or charitable organizations. She or he started the hospitals and charitable organizations. b) Several additional grammatical issues may arise when a coordinated subject is used, which consists of two or more noun phrases connected by the conjunction "and." In 613 Semantic Ambiguity Assistant Professor Yasir Mohammed Saleh, it is necessary to distinguish between the English language's appositional and non-appositional coordination. For example: He was accompanied on his deathbed by his younger brother, who later served as the editor of his collected papers. This example could use either a singular or plural verb because the editor and brother are just one or two people. There is room for interpretation because it is not always easy to tell whether abstract nouns represent one quality or two. For example: Your fairness and impartiality are greatly appreciated. Quirk and Greenbaum, 1973: 177,178) 3.4. Metaphorical Ambiguity The Greeks first used metaphor to mean "to carry" or "to transfer," making it one of the most common forms of figurative language. A word that can be interpreted in multiple figurative ways without changing its original meaning is a metaphorical word. Ulman, 1962 : 126) The metaphor is the non-literal or abstract meaning of a word, phrase, or sentence. Numerous examples are already included in the paper. The metaphorical nature of the poem's multiple layers of meaning is further illustrated by the following lines from Robert Lee Frost's "The Road Not Taken": The Not-Taken-Road I'll tell you with a sigh in a few decades: The researcher is able to explain that the term "ages" can mean a variety of things, including the length of time, the distance traveled, or the role that man may play in making a particular choice in life. In a forest, two roads diverged, and I chose the less traveled route, which has made all the difference (Talik, 2010: 32). Also, the word "hence," which means "from here" or "from this place," also means "from now" or "after two years" when talking about time. Because of the metaphorical sense, the poem's beauty is enhanced and its fabric is enriched with additional meanings. 3.5. The Vagueness of Chomsky (1957: 37) reads the following sentence: Without color, green concepts slumber frantically. Although the sentence's semantics are off, it is grammatically correct. The listeners or readers are unable to discern any specific intended meaning for that. Consequently, the ambiguity frequently results in

misunderstandings and confusion. According to Crystal 15), a hazy sentence "permits an unspecified range of possible interpretation" in 1985. The hypothetical situations in which there is no distinct object to be referred to are referred to as "vague." Being vague is also involved in the negation. Fromkin and Rodman, 1988: 329) When a sentence lacks clear stress or intonation, the negation frequently leads to multiple interpretations because its scope and focus are intertwined. For example: Harry didn't say anything bad about the Labor Administration. This phrase could imply: based on the location of the stresses. a) Harry was not the target of an attack; b) He affected the Labor Government in some way; c) He targeted a different government, but not Labor's. Quirk and Greenbaum, 1973: 188) 3.6. Myth About Deictic Expressions The Greek word "deixis," which means "pointing through language," is the root of the word "dictic." Some English sentences are nearly impossible to understand if you don't know who is speaking, what they're talking about, where they are, and when. For example: You will have to return it tomorrow because she is not present today. When taken out of context, the preceding sentence is extremely ambiguous. Yule, 1996 : 130) Deictic are morphemes that can be used in a variety of contexts and have a variety of referential meanings. Utilization of deictic could lead to a great deal of ambiguity. Hudson, 2000: 314) 3.7. Pun Illusion In poetry and other kinds of literature, puns are used to bring the text to life and show that language can mean multiple things. A scene from Romeo and Juliet illustrates this: A melancholy man: Tomorrow, ask for me. Ulman, 1962 : 188) Semantic ambiguity in the English language Assistant professor Yasir Mohammed Saleh could mean a man who has been suffering for a long time and is affected by pain. The word "grave" can mean anything from a dead man in a grave to a patient man who can bear difficulties. 3.8.The Misunderstanding of the Paradox An ambiguous sentence is one that contains interaction and randomness and is haphazardly and unpredictably drafted. An assertion that seems impossible but may or may not be true is called a paradox: The "deafening silence" is paradox. A paradox is a situation in which more than one unexpected quality coexists. 2006: 3.9 (Oxford Wordpower 556) versus Pragmatics Intentional Ambiguity It frequently occurs in politics and everyday life that one person does not comprehend the other person's words. Because the words aren't always clear, this doesn't always happen; rather, it usually happens because the other person doesn't see what the other person is saying or thinks the other person is talking about something else entirely. Mey,

2001 : 217) To deceive one's partner or "keep the door open." An illustration of this is the well-known reply that the ancient oracle in Delphi gave to Hyrrhus, the king of Epirus, when he inquired about the consequences of attacking the Romans. The response was that the king would take down an enormous empire; where he set out to win the battle but loses it, fulfilling the prophecy and destroying his own empire in the end. 4.1 of Section Four Conclusions Words, phrases, and sentences can exhibit semantic ambiguity, either intentionally or unintentionally, in lexical, phonological, structural, grammatical, and semantic ways. Standing or local ambiguity has an effect on the receiver's capacity to comprehend or communicate in both written and spoken languages.

B) In 1960, Noam Chomsky dubbed "linguistic performance" "the actual use of language in concrete situations." "[1] Performance is defined as opposed to "competence," and the term is used to describe both the production, which is sometimes referred to as parole, and the comprehension of language. The latter refers to a speaker's or listener's mental understanding of language.[3] Speech errors are one reason why competence and performance are distinct: Even if they have a perfect understanding of the correct forms, language speakers sometimes use incorrect forms by accident. This is due to the fact that performance takes place in actual situations and is influenced by numerous non-linguistic variables. These non-linguistic factors establish that speakers' language competence (their performance) is distinct from their actual language use (their knowledge of the language), which is completely independent of the actual knowledge of the language. Language is described as "a system of signs that express ideas" in Ferdinand de Saussure's Course in General Linguistics, which was published in 1916. "[7] In addition, de Saussure describes two aspects of language: errors in lexical production, perception, and retrieval. 4] language and parole. The lingua franca is made up of the structural relationships that define a language, such as grammar, syntax, and phonology. Pardon is the physical display of signs;

specifically how language is used in writing and speech. De Saussure uses chess as an example and compares parole to a player's individual choices given the allowed moves in the rules. Although langue can be thought of strictly as a set of rules, it is not an absolute system in the sense that parole must completely adhere to it.[10] In 1986, Chomsky proposed a distinction that was similar to the distinction between competence and performance. He considered the distinction between an E-Language, or a speaker's observable linguistic output, and an I-Language, or the intrinsic linguistic knowledge of a native speaker. Between I-Language and competence, I-Language refers to our intrinsic faculty for language, while competence is used by Chomsky as an informal, general term, or as term with reference to a specific competency, such as "grammatical competence" or "pragmatic As a result, a robin, a sparrow, or an ostrich fall into the category of "good examples," while penguins and ostriches fall into the category of "bad examples."

Consequently, the members of a category can be graded according to how typical they are. The only criteria used to evaluate a "good" example are its characteristics. Because a prototype is the collection of typical characteristics of a category, we can therefore envision birds as "creatures that are covered with feathers, have two wings and two legs, and the majority of which can fly." As a consequence of this, a penguin lacks common traits like the capacity to fly, making it a less "good" bird. It's also possible for the traits themselves to be more or less typical; For instance, birds are more known for "flying" than for "twittering."

d) The idea is that each person has their own set of beliefs and ideals about the world around them, and that these beliefs and ideals are the foundation of a

situation's context. The interpretation of a contextual situation can have nearly infinite possibilities depending on the individual because these beliefs are influenced by a person's past experiences, current states, and expectations for the future. This is a view that is oversimplified, but if you can imagine a 30-year-old person and map out every memory, thought, and experience they have ever had, that is how they see the world. If you try, you won't be able to imagine someone else sitting next to them.

The actual definition that Sperber and Wilson provide is fairly thorough and adequately explains:

A psychological construct known as a context is a subset of the listener's assumptions about the world. Naturally, these assumptions influence how an expression is interpreted rather than the actual state of the world. This means that a context includes more than just information about the words that came before it or the immediate physical environment: Future expectations, religious or scientific hypotheses, anecdotal memories, general cultural assumptions, and beliefs about the speaker's mental state can all have an impact on interpretation.

b) In 1960, Noam Chomsky coined the term "linguistic performance" to refer to "the actual use of language in concrete situations."[1] The term is used to describe both the production, which is sometimes referred to as parole, and the comprehension of language.[2] Performance is defined as opposed to "competence." The latter refers to a speaker's or listener's mental understanding of language.[3] Speech errors are one reason for the distinction between competence and performance: A speaker of a language may accidentally use incorrect forms despite having a perfect understanding of the correct forms. This is because performance takes place in real-world situations and is therefore affected by numerous non-linguistic factors. Such non-linguistic factors are completely independent of the actual knowledge of language and establish that speakers' knowledge of language (their competence) is distinct from their actual use of language (their performance). Ferdinand de Saussure's Course in General Linguistics, published in 1916, describes language as "a system of signs that express ideas."[7] de Saussure also describes two components of language: lexical retrieval and production and perception errors. [4] parole and language. The structural relationships that define a language—grammar, syntax, and phonology—

make up the lingua franca. The physical manifestation of signs is parole; in particular how language is expressed in speech or writing. De Saussure draws an analogy to chess and compares parole to the individual choices of a player given the possible moves allowed within the system of rules. Although langue can be viewed strictly as a system of rules, it is not an absolute system in the sense that parole must completely conform to langue.[10] Chomsky proposed a distinction in 1986 that was similar to the competence/performance distinction. He entertained the idea of an I-Language, or internal language, which is a native speaker's intrinsic linguistic knowledge, and an E-Language, or external language, which is a speaker's observable linguistic output. Between I-Language and competence, I-Language refers to our intrinsic faculty for language, whereas competence is used by Chomsky as an informal, general term or as term with reference to a specific competency such as "grammatical competence" or "pragmatic competence."[9] E-language has been used to describe the application of artificial systems, such as in calculus, set theory, and with natural language viewed as sets, whereas performance has been used purely to describe applications of natural.

C) A prototype is a cognitive reference point—the proto-image of every representative of a word's or category's meaning. As a result, a robin, a sparrow, or an ostrich fall into the category of "good examples" while penguins and ostriches fall into the "bad examples" category.

As a result, a category's members can be graded based on how typical they are. A "good" example is only rated according to its characteristics. We can therefore imagine birds as "creatures that are covered with feathers, have two wings and two legs, and the majority of which can fly," as a prototype is the collection of typical characteristics of a category. As a result, a penguin lacks some typical characteristics like the ability to fly, making it a less "good" bird. The characteristics themselves can also be more or less typical; for instance, "flying" is more characteristic of birds than "twittering."

D) The idea is that every person has their own set of beliefs and ideals about the world around them, so the context of a situation is based on those beliefs and ideals. Because these beliefs are influenced by a person's past experiences, current states, and expectations for the future, the interpretation of a contextual situation can have almost infinite possibilities depending on the individual. This is an oversimplified view, but if you can imagine a 30-year-old person and map out every memory, thought, and experience they've ever had, that's their representation of the world. You won't be able to imagine a different person sitting next to them if you try.

The actual definition provided by Sperber and Wilson is fairly comprehensive and adequately explains:

A context is a psychological construct that is a subset of the listener's worldview assumptions. Naturally, rather than the actual state of the world, these assumptions influence how an expression is interpreted. In this sense, a context includes more than just information about the immediate physical environment or the words that came before it: Interpretation may be influenced by future expectations, religious or scientific hypotheses, anecdotal memories, general cultural assumptions, and beliefs about the speaker's mental state.