

Investigating Language and the Interdependency of Paradigmatic & Syntagmatic Relations i.e. Structuralism over Stylistics & Semantics: A Review

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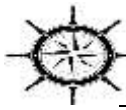
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Abstract

Language, erudition, and philosophy are all unified. Language facilitates the complicated process of learning, which consists of discovery, collaboration, and inquiry. However, from an internal perspective language is a set of closely-knitted units which are restricted for their use, meanings and styles. Language, which is made up of related and regulated symbol systems, is also a social and only distinctively human way of representing, examining, and communicating meaning. The study of language is incomplete without structuralism, semantics and stylistics where structuralism is about sentence constructions, semantics is about meanings and stylistics is about styles of language. On the first go, this review paper explores the nature and various surfaces of language to help understanding the process of language production and perception. Secondly, this review study explores the role of syntagmatic and paradigmatic relations in structuralism. It also explains how structuralism is dependent on semantics and stylistics to produce meaningful sentences. This study concludes that language neither can be fully mastered nor explained unless these three areas are not given well-deserved space whereas the meaningfulness of every sentence requires the accurate command on syntagmatic and paradigmatic sentence relations. The theoretical analysis presented in this study also sheds light on the importance of the learning of correct language structures for students to actively participate in a variety of learning activities both inside and beyond the classroom.

Key Words: *Language, Syntagmatic Relations, Paradigmatic Relations, Structuralism, Stylistics, Semantics.*



Introduction

The simplest understanding of language lies within its arbitrariness i.e. it is a mode of transferring observations from one brain to the other for satisfying curiosity. But the said case for 'English Language' is not left in the similar simple state. Since the moment English has reached the level of *lingua franca* its registers and dialects have become technical to understand and follow, which are multiple in counting as per the use. Notable variations are learners' autonomy and oral vs. written language use.

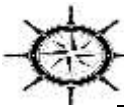
Critically both oral and written skills are equally of extreme importance for academics and work (Kellogg & Raulerson, 2007) however their practical implementation complicates the expectations. Such work efficacy can be commonly observed in large-scale assessments on all academic levels.

Literature Review

The Nature of Language

Language is not an ordinary thing to assist any inside/outside activity rather it defines, directs and evaluate every step and every act; without language no action can achieve fulfillment (Mwakapina, 2021). Language is a naturally occurring process and needs to be studied in the similar manner like other human organs are studied; it is no different than others; it is a part of human biological system (Lenneberg, 1967). Contrary to this, language is also a way to see the world, culture, work habits and communicative nature and behavior. Language gives identity to the ideas, so it is indeed more than an organ; hence a perspective (Liddicoat, 2007). It is a body of wisdom, gestures and expression of feelings among societal members, it's a kind of mutual contract which is neither explained but can be understood and learnt/taught (Kramsch et al., 1994). Language learning also needs grip on language awareness which is directly associated to the societal norms as language changes with status and culture (Liddicoat et al., 2003).

All living and non-living activities are subjected to the language. It initiates, processes, develops, assesses, dictates, diagnoses and systematize every act. Reasons for language use can be the expressive needs of emotions and professional issues (Faryadi, 2017). Language discussion will deal with the evolution, acquisition and learning of a language. Language evolution has travelled throughout the history of the globe and has taken the forms of signs, symbols, broken ideas,

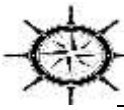


broken words, broken sentences and complete set of rules and regulations to be initially called a single language and then the transformations into various languages and dialects. Other than the language, language philosophy is also an old theory coming from Frege, the inventor, then Russell, Wittgenstein, Quine, Austin and followed by various eminent successors which is abandoned with high quality work. This work had been challenged too by considering language as a natural extension of non-linguistic biological knacks. Frege and Russell (1911) proposed it as a counterpart of logic and mathematics. Thus, whatever has been learnt or taught in the name of language has a serious and effective logic behind it, depending on its pragmatics.

Language, language philosophy and language ideology all revolve around language behavior which according to Behaviorists' perspective, relies on stimulus and response (Ormrod, 1995). This theory paves way for language acquisition where children in young age acquire language from their immediate and possibly exposed surrounding. This can be in the form of a few words or complete verses. As young children keep on crying to gain attention of their parents right after when they learn that this technique works. Instead of the oral discourse language is a complete system of sharing ideas it includes complete postures, gestures and body movements to support the spoken language (Pierce & Eplin, 1999).

In Davidson views, language is a vent of sharing the inner of a person and every living person needs it. Language is a social requirement not just an extension of pre-linguistic capacities. Language serves as a mutual contract among the members of a society to understand, share and respond i.e. deontology (Searle, 2006). A society can be monolingual, bilingual or multilingual depending on the number of languages in use.

The order of learnt languages can or cannot make a direct impact on the nature of language. Every child is blessed with an innate ability to learn as many languages s/he gets exposed to. Just this system needs to be activated before the age of seven later on language learning ability can be further utilized. Chronologically, the first learnt language i.e. mother language, is the language which is learnt in the first place, most specifically in childhood. A child can learn more than one language as first language, depending on the language use in bilingual or multilingual families. Then second, third and fourth languages are the languages learnt after first, in order. The first language can have influence on the remaining languages too but it will also keep the strength of the most powerful learnt language among all. All languages are best to be learnt during the



critical age till puberty, after which language learning/acquiring process will become a bit more complicated but not impossible (Hoang, 2020).

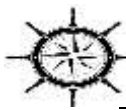
Language acquisition is not planned but learning a language is. Acquisition is associated with the random picking up of language items, whereas language learning takes place in strict environments i.e. classrooms. Fossilized items of first language can make the learning of later learnt languages complex as child will unconsciously start comparing the two languages or start applying rules of one on the other (Corder, 1967 & Richards, 1971)

Facets of Language

Language is a complete system and state in its being; according to Humboldt (1836) it makes infinite use of finite means covering both Chomsky's creativity (1976) and Bloomfield's meaning sense (1914) which are teachable and learnable too; where teacher and student both share an equal proportion in terms of effort. Language is rich and versatile which doesn't stay uniform but constantly changes with the communication environment (Shohamy, 2007). It is beyond the concept of meaning-making interpretation which just needs grammar and vocabulary to complete the sense but the applied nature of language requires the awareness of overall language development from all possible aspects of the sense which can facilitate intercultural communication under work and standard norms (Svalberg, 2007).

Language awareness is in direct probability to the analytical language understanding. History has seen many variations in the philosophical layout construct; twentieth century witnessed the two camps Ideal and ordinary language philosophers respectively. Frege, Russell, Carnal, Tarsi were the leading philosophers of the first camp who considered language learning is more than just a natural process, whereas in 1960 some of their adherents proposed some relevance but that was incomplete too. Later, semantics was proposed from the same group too (Montague 1974 & Davidson, 1984). Opposite to them, the second group of philosophers hold their point against the language process as a natural one and proposed pragmatics i.e. the use of language.

Language understanding is dependent on a few dimensions of the language which covers the overall language capacity of the learned one who tries to build the overall sense. This targets the complete language development of students in terms of their pragmatic understanding of language. Language command is relied on the language skill development which is certainly from every possible perspective. Language is just not a single entity rather it can be further

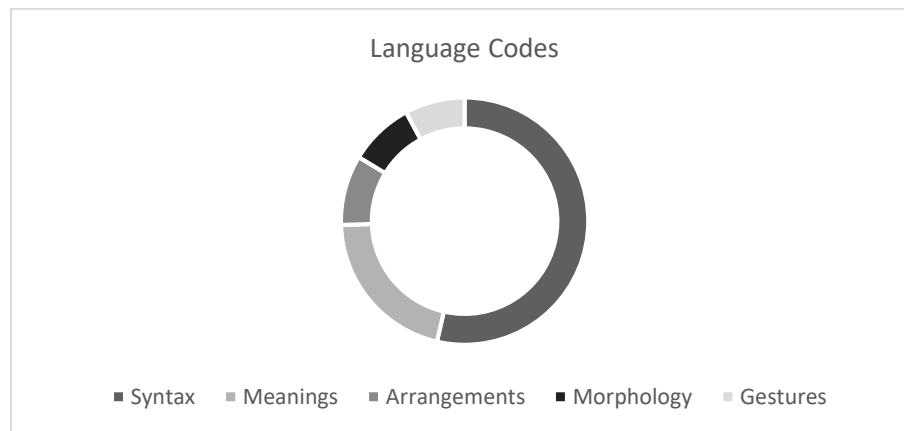


classified into phonetics, semantics, syntax and pragmatics to complete the possible sagacity. Every language teacher/learner targets an overall competence which is rooted on them.

In de Grout's meaning of phonetics; practical, didactical, physiological and physical dimensions shape the course. It is the divulged scientific study of phonemes which sets standards for following standard pronunciation. Dutch Society of Experimental Phonetics was founded in 1914 and Dutch Society of Phonetics replaced it in 1931 which hold the belief that phonetics itself can be further classified into practical phonetics, experimental phonetics and phonology. The second aspect is the structured aspect i.e. syntax which is the system or scheme of any spoken or written sentence. This area covers all gestures and morphological aspects of language codes.

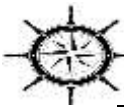
Figure 1

Language Codes (Robert, 2001 & Mathews, 1982)



Overall relational and constituent structures form syntax which are both divergently dependent on each other. Relational structures are grammatical structures i.e. the grammatical standing of individual words used whereas the other one deals with the paradigmatic and syntagmatic relations means the relation between the various constituents of a sentence (Robert, 2001 & Mathews, 1982). These structures' know-how is highly important in Second Language Learning/Teaching where every teacher and learner attempts to gain expertise.

The third area of language is semantics; meaning and verbal comprehension. Every uttered word cannot express the associated or expected meaning. This area explains the sense from the deepest level to clear the expected concepts, symbolically. Semantics is usually misinterpreted with



lexis, but implicating the differences lexis is the choice of words i.e. chair, sofa & seat and semantics is about the meaning of a particular concept i.e. what is chair?

In the words of Andre Moore (2000), it is the study of every possible thing about meaning i.e. how words originate, how they are being used in different scenarios, how people perceive them separately and also the differences between utterances and meanings. Meanings depict concepts and gestures both which are very complex to understand in first go without proper understanding. They deal with language elements/codes and the study principles. A semantic theory can be acceptable adequately if it completely answers the relation between words and their ideologies and with the impact they are making overall on the string/sentence (De Swart, 1998).

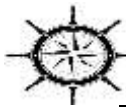
Semantic theory of natural languages addresses the property of language code abruptness which is arbitrary, abstract and complex. The word chair has no relation with the un/cushioned seating entity having four legs, bank means a river bank and money bank both. No resemblance can be found within one language or if language is compared with any other language (Saussure, 1916). Like if we try to compare Urdu and English; lots of difficulties will sabotage the process as their senses and structures are almost opposite to each other.

Semiotics provide analysis of sign systems. Semantics can be understood by seeing its various theories i.e. mentalist, cognitive, conceptual and referential. The first mentalist, cognitive theory of meaning deals with cognitive representations of the meanings i.e.

WORD ← → CONCEPT ← → THINGS IN THE WORLD

Mainly this theory states that language is none other than the categorization of linguistic elements and how they express certain meaning. (Labov, 1973). The other one is referential, which goes with its title, referential i.e. how a certain word or sentences is related to the situation and what impact it makes. This reference is the immediate/direct/indirect relation of utterances. It connects all possibly arisen W's & H interrogatives. (Frege, 1892) it is the truth value of a sentence.

The fourth area of language study is pragmatics, which is the use of words in the specific sense. Every word cannot be used in every situation, as it varies, so this study deals with the norms of using any specific word in the specific surrounding and also it tells about the impact



words can make on the situation if not selected properly. This concept is rooted on the old saying that man is a social animal and cannot live alone. Everyone needs to communicate by sharing the ideas particularly but wrong choice of words can isolate any person and if the situation is professional than each word is supposed to have a price.

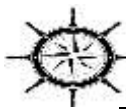
This area also studies that how single utterance can interpret multiple meanings. Hence, pragmatics can be classified into presupposition, implicature, reference, deixis and speech acts. Presupposition is an abstract thought behind utterances, they are based on assumptions. Implicature is the literal and contextual meanings which can be multiple, this directly includes the hidden/ perspective. Reference is the direct/indirect immediate background utterance refer to which helps the listener comprehending the gist of the message. Deixis is about pointing something with the use of language and speech acts locutionary, illocutionary and perlocutionary are the actions in the utterances. Locutionary is the actual action in the utterance i.e. what is your name? illocutionary is the reaction, my name is Ayesha, and perlocutionary is the literal meaning i.e. tit for tat (Yule, 1996).

Now, after language understanding let's discuss the second part of the study i.e. the dependence of structuralism in terms of syntagmatic and paradigmatic relations on stylistics and semantics.

Paradigmatic and Syntagmatic Sentence Relations

The role of structural analysis is significant in textual analysis which is dependent on semiotics. Semiotic analysis for structuralism not only deals with the text alone but also sees it in the light of sociocultural practice. This also entails the sentence relations in terms of their parallels and meaningfulness (Chandler, 1995/1998).

Every language item has a paradigmatic connection with every other item that can be used in its place in *Structural Linguistics* (such as book with copy), and an association between elements that appear in the same structure (for example, in "The monkey climbed the tree", "monkey" with "the" and "monkey" with "climbed the tree"). Phonemes, (or smallest identifiable sound units), may be recognized using paradigm contrasts at the level of sounds. For instance, the sounds hat, bat, that contrast with one another on the basis of a single sound, as do hat, her, his, ham and had, hill, hit. The paradigmatic replacement of sounds at the beginning of syllables or phrases, as in "iz" for "is" and There's a certain Incline of bright, Ice-cold Afternoons –That



coerces, like the Heft of Church Tunes” for Emily Dickinson’s Poem #320: There’s a certain Slant of light, Winter Afternoons–That oppresses, like the Heft of Cathedral Tunes is what creates rhyme stylistically.

Paradigmatic relations contribute to lexis too by categorizing parts of speech. With the aid of syntagmatic relationships between words, one can construct a mental image of the co-occurrence restrictions that apply to syntax. For instance, the verbs killed and shot must be followed by a noun (He killed the tiger, not *He killed) to complete the sense of the sentence. On a semantic level, paradigmatic substitutes allow elements from a semantic set to be grouped together, such as “My birthday is in December” (or in November, or January, etc.) whereas syntagmatic linkages denote appropriate combinations, such as “frozen pizza” and “dog barked” instead of “snowed pizza” and “dog screamed” (Concise Oxford Companion to the English Language Tom McArthur, updated 2018).

Structuralism in Stylistics

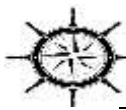
According to Lecercle, (1993) stylistics is still unknown for the linguists and masses both. But linguists seem disagreed to this and in the early 21st century stylistics was worldwide accepted and taught. Comparing structuralism, stylistics couldn’t gain well-deserved understanding and popularity. But linguistics seems disagreed to this and in the early 21st century stylistics was worldwide accepted and taught.

Stylistics is a subfield of linguistics and studied linguistic variations in different genres (Crystal, 1987). Counter side of linguistics, stylistics also has maintained a key space in literature and here it provides reasons and causes of specific language uses (Leech, 1983). Apropos to Peer (1986) stylistics is a notion introduced by Prague School in the follow-up of Russian Formalists where linguists concluded that language deviations exists and this is because of ‘stylistics’. Simpson, (2004) says that stylistics interprets text on language. McRae & Clark (2004) explained that stylistics help analyzing literary language, to objectively evaluate texts and to study the agile nature of language.

Synthetically, according to Simpson (2004) three ‘Rs’ of basic stylistics analysis are:

R1: Rigorous: i.e. based on structured models of language, not on impressionistic comments.

R2: Retrievable: i.e. the method of analysis is retrievable if it is based on explicit criteria, so that other analysts can test them and find out how the analysis reached its conclusions.

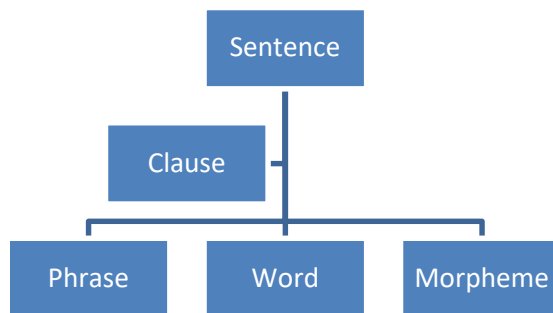


R3: Replicable: i.e. other analysts should be able to apply the same criteria on the same text and obtain the same results, or on similar texts, obtaining comparable results.

Like every other facet stylistic analysis runs on certain rules i.e. phonology/graphology, lexicology, syntactic and semantics. Hierarchy of sentence constituents is:

Fig 2.1

Sentence Constituents

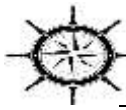


As the hierarchy suggests sentence is the biggest unit and morpheme is the smallest, former can stand on its own by explaining and describing units and their logic whereas latter is meaningless on its own. Clause is considered as core, it provides negative/positive polarity, tense and mood.

Structuralism in Semantics

Structural linguistics, the application of structuralism was developed by Ferdinand de Saussure in the last and first quarters of 19th and 20th century respectively in Europe. In the first half of the 20th century, it developed into, what came to be called as Post-Bloomfieldian structural linguistics. Though both the Saussurean approach and the Post-Bloomfieldian approaches are called structural linguistics, they have a lot of differences in their aims and methods. However, structuralism as followed by the American linguist Noam Chomsky and his followers, who are known as the generative grammarians have similarities with Saussurean structuralism.

The most important aspect of these differences and similarities is that Post-Bloomfieldian structuralists completely neglected semantics in the study of language. Saussurean structuralists and generative grammarians gave importance to semantics. John Lyons, a prominent British linguist extended Saussurean structuralism to its dependency on semantics, especially organization and structure of the vocabulary which was till then considered as unstructured or unorganized. This is in spite of the fact that the part of lexicon or vocabulary was shown to be structured into semantic fields by Trier (1934). Structuralism holds the belief that all languages



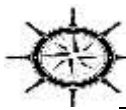
have different ways of putting their words/units/entities together. And these targeted arrangements control the logic and meaning both (Lyons, 1977). Trier (1931) proposed that every language has a unique lexis which keeps on changing too. This whole lexis (ibid) is best to be studied in integration in spite of studying in isolation. However, for studying isolation, the interrelatedness of words needs to be considered as semantic fields set the boundaries for words' meaningfulness. The field of semantics is majorly contributed by the renowned names of Adrienne Lehrer, D. A. Cruse, E. A. Nida, John Lyons, Jost Trier and G. N. Leech.

Semantics is indeed a broad area but pillared on lexicon, semantic fields and word classes which cast-off the fact that it is not orderly (Asher, 1994). Lexicon is the complete set of vocabulary (containing all semantic fields and word classes any individual can know) semantic fields explains the range of words based on their fields, for instance doctor, nurse, tablet, syrup belong to the field of 'medicine' and bat, ball, wicket, umpire, run-out marks the field of cricket whereas medicine, sports, education, law, etc. comes under the field of professions. Word classes (parts of speech) are rooted on similar characteristics i.e. class, table, pen are common nouns and blue, red, and black are adjective (noun-modifiers).

This classification merely justifies that semantics is just not a collective term for random vocabulary items rather it is a purposefully developed field for learning, teaching, describing and explaining semantic units in isolation (Robins, 1964). The knowledge of language is incomplete until getting in-depth understanding of words along with their appropriate usage. The in-depth understanding of the sense of the words also has to do a great deal with sociolinguistics, multilingualism and pluralism. As neither a word carries one meaning alone nor does its use relatively. In fact, one word or its one meaning carries the whole sense of its behavior and societal acceptance which cannot be denied in semantics, stylistics and structuralism simultaneously. Malmkjaer (2004) writes that Lehrer (1969) second the theory presented by Trier (1930) that all vocabulary units are either directly or indirectly dependent on each other and semantics is divided into its main field and subfields.

Conclusion

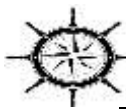
There must, without a doubt, be a structure to the meaning that is conveyed in the syntax and phonology because syntax turns semantics into sentences, and phonology turns them into the sounds that we hear. The meaning of language bits and pieces is studied in the field of semantics



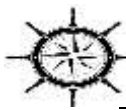
where stylistics aims to investigate how similar language items express different meanings in different texts. Stylistics explores the style of a particular word, phrase, sentence, paragraph, or entire text. Similarly, syntagmatic and paradigmatic relations i.e. the whole of structuralism take semantics and stylistics as part of their description. If structuralism is not contributed by either of semantics or stylistics, then the sentence will not deliver the accurate meaning it is supposed to do.

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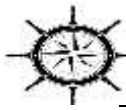
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