

PROVIDING BASIC LEVEL STUDENTS WITH SEMANTICS CHANGE

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Abstract— *The use of linguistics has become an important part of the teaching and learning process in and out of the class. It gives knowledge of the rules which control of language as a system of human communication. Semantics is the study of linguistic meaning that is, the meaning of words, phrases, and sentences. There are many different approaches to the way in which meaning in language is studied. This system can provide grade two students to learn different aspect of meaning. Students can be remembered the words with positive and negative words together dealing with their feelings. Students also improve Concepts in Critical Thinking of words.*

Index Terms—*semantic change, connotation, denotation*

I. INTRODUCTION

The change in meaning and vocabulary of a language usually draw great attention from people. The objectives of the system are: to study different aspect of semantic changes and to find out those words initially, then identifying cause and types of meaning change. Words are semantically changed and have different meaning with its lexical meaning as most of them are created according to the user's needs. The semantic change of words is occurred because the word is constantly used and what is intended by speaker is not exactly same in a period time.

II. SEMANTICS

Semantics is the study of meaning. There are many different approaches to the way in which meaning in language is studied. Philosophers, for instance, investigated the relation between linguistic expression, Such as the words of a linguistics, and person, thing, and events in the world to which these words refer. Linguistics have investigated, for example, the way in which meaning in a language is structure d and have distinguished between different types of meanings. [1, 6] There have also been studies of the semantic structure of sentences.

In recent years, linguists have generally agreed that meaning plays an important part in grammatical analysis but there has been disagreement on how it should be incorporated in a grammar.

A. Meaning and Semantics

In Linguistics, meaning is what a language expresses about the world we live in or any possible or imaginary world. The

study of meaning is called semantics. Semantics is usually concerned with the analysis of the meaning of words, phrases or sentences and sometimes, with the meaning of utterances in discourse or the meaning of a whole text.

The term semantics is related to the meaning of word. The word 'meaning' is very important here. In any linguistic literature 'meaning' signifies semantics. Meaning is a broad word which can denote the meaning of anything. There are meaning of words, meaning of phrases, the meaning of a sentence or meaning of an idea. Besides, the meaning can signify the effectiveness of efficiency of a certain action [7].

A very important issue is that linguistic semantics do not work with the meaning of any actions, policy or phenomena, rather only the meaning of words, phrases or grammatical structure and in some cases the meaning of the sentence. The semantics tries to understand what meaning is as an element of language, and how it is constructed by language. It is concerned with the investigation of meaning in a language without any reference to the context of the situation. That is, semantics studies meaning of words, phrases, clauses, sentences. It also deals with such concepts as synonyms, antonyms, homonyms, hyponyms, homophones, componential analysis and so forth. Homonyms are words that sound the same but they have different meanings. Hyponyms are words of more specific meaning than a general or super ordinate term applicable to it [1].

B. Conceptual Overview on Semantic Change

The semantic change is one of the most important theories in the linguistics. The analysis of semantic change is so important, because, without the analysis of semantic change, linguistic analysis seems to be worthless. So, in any linguistic analysis, semantic changes are being emphasized the most. When languages borrow words, they frequently change the meanings of those borrowings, typically making generic words more specific, in the same way that one language's place names often grew out of another language's generic words for concepts.

The meaning of word changes in every language for many reasons. This process of changing meaning is called semantic change. This change can be different on the basis of the use of words. Any speaker without direct access to the intent of the speakers around him or her must figure out what words mean from the contexts in which he or she encounters them. Linguists put it that Words do not convey meaning into themselves; they are invested with meaning according to the totality of the context [6, 7].

C. Taxonomy of Semantic Change

Semantic Change may be categorized into various types. The most widely accepted form of taxonomies is the one proposed by Bloomfield[2]. That involves semantic broadening, narrowing, metaphor, metonymy, hyperbole, synecdoche, degeneration, elevation, meiosis. Another classification of the semantic change which is known as traditional approaches was mentioned by William B. Hallman.[4] He categorized into three types, such as, Amelioration and Peroration; broadening and narrowing; metaphor and metonymy. For the purpose of research and simplicity, the following major parts of semantic change are:

- Broadening or Generalization
- Narrowing or Specialization
- Amelioration or Positive Change
- Pejoration or Negative Change
- Metaphorical extension
- Metonymy

III. DIFFERENT TYPES OF MEANING

In argumentative writing, as in an editorial, authors choose their words carefully in order to best convince the audience of his/her point of view. They try to pick the most precise words to create the proper tone for their message. The way they achieve this effect is to write with words that have attached to them certain denotations and connotations. Connotation and Denotation are two principal methods of describing the meanings of words. Connotation refers to the wide array of positive and negative associations that most words naturally carry with them, whereas denotation is the precise, literal definition of a word that might be found in a dictionary [8].

C. Connotation

Connotation is the additional meaning that a word or phrase has beyond its central meaning. These meanings show people's emotions and attitudes to words what the "word" could be defined as a "young human being" but there are many other characteristics which different people associate with "child" e.g "affectionate, amazing, lovable, sweet, mischievous, noisy, irritating, grubby."

Some connotations may be shared by a group of people of the same cultural or social background, sex, or age; others may be restricted to one or several individual and depend on their personal experience.

In a meaning system, that part of the meaning which is covered by connotation is sometimes referred to as affective meaning, connotative meaning, or emotive meaning [5].

Example: Little Person= Midget, Miniscule, and Inferior
These words may refer to a little person, and the connotations of the words provide an extremely negative image of the person.

Directions: For the following words that have no positive or negative connotation,

Example: Child

Positive Connotation: Angel

Negative Connotation: Brat

D. Denotation

Denotation is that part of the meaning of words or phrase that relates it to phenomena in the real world or in a fictional or possible world. For example, the denotation of the English word "bird" is a two-legged, winged, egg-laying, warm-blooded, caricature with a beak. In a meaning system, denotative meaning may be regarded as the "central" meaning or "core: meaning of a lexical item. It is often equated with referential meaning and with cognitive meaning and conceptual meaning although some linguistics and philosophers make a distinction between these concepts.

Semantics is the study of linguistic meaning that is, the meaning of words, phrases, and sentences. Let's first consider some observations we can make about the meaning of words and sentences.

1. The word "fly" has more than one meaning in English. The word "moth" does not.
2. The word "hide can mean the same thing a "conceal."
3. The meaning of the word "fear" includes the meaning of the word "emotion" but not vice versa.
4. The words "sister" and "niece" seem to be closer in meaning than are the words "sister" and "girl".
5. In the sentence "Jimmy Carter was the 39th president of the united states, the phrase "Jimmy Carter" and "the 39th president of the united states" refer to the same person. The phrase, however, don't "mean" the same thing.
6. In the sentences "Monica believes that She is a genius", "She" can refer either to "Monica" on to someone else. However, in the sentence "Monica believes herself to be a genius," "herself" can refer only to "Monica".
7. If someone were to ask you to name a bird you would probably think of a robin before you would think of an ostrich.
8. The sentences "A colorless gas is blue" and "Oxygen is blue" are both false but they are false for different reasons.
9. The sentence "John's wife is six feet tall" is neither true nor false, if John does not have a wife.

Within the scope of meaning are involved the relations between utterances, written and the world at large. Meaning is an attribute not only of language but of all sign and symbol systems and the study of meaning is called semantics, which, therefore, embraces a wider range than language alone. However, since language incorporates by far the most extensive symbol system in man's use as well as the central one, much of semantics and of semantic theory is concerned with language and languages [5].

What one is really trying to do in semantics, or in making statements about meaning is to explicate, to make explicit, the way in which words, and sentences native or various grammatical constructions, are used and understood by native or fluent speakers of a language. Sentences consist of words, but of words in specific grammatical relations with in constructions, and words used in speech and in writing as components of sentences. This applies equally to the so-called one word sentences, in which a single word comprises complete sentences. Nonetheless semantics can be considered from the point of view of word meaning and from that of sentence meaning.

E. Word meaning

The investigation of word meaning has been based on the relationships of reference and denotation. Meaning includes the relations between utterances and parts of utterances (e.g- words) and the world outside and reference and denotation are among such relations. But for the purpose of linguistic, it is desirable to deal with meaning by a more comprehensive treatment.

Reference is (in semantics) the relationship between words and the things, actions, events, and qualities, they word stand for. An example in English is the relationship between the word “tree” (referent) in the real world. Reference in its wider sense would be identical with denotation. In its narrower sense, it is used only for the relationship between linguistic expressions and specific phenomena, and not classes and types [3].

Words are, in general, convenient units about which to state meanings, and no harm is done provided it is in mind that words have meanings by virtue of their employment in sentences, most of which contain more than one word and that the meaning of a sentence is not to be thought of as a sort of summation of the meaning its component words taken individually. The grammatical structure and certain phonological features such as intonation may themselves give an indication of parts of its meaning as we can easily see. When we consider the part played in English and in many other languages by word form, word order and intonation in the indication of questioning, commanding, and making statements. With many words particular meanings or uses are only found when they are used in conjunction with other words.

If it is accepted that statements of word meanings in descriptive linguistics are simply summaries of the ways words are used in sentences by speakers at a particular time, it is clear that historically antecedents. Without specialized study speakers are ignorant of the history of their language yet they understand each other. Certainly the meaning of any word is causally the product of continuous changes in its antecedent meaning or uses, and in many cases it is the collective product of generations of cultural history.

F. *Sentence meaning*

Different intonations may sign at excitement, irritation, anger, friendliness, social distance, and many other feelings and personal relation, as well as the more formalized differences between statement and question. The grammatical categories of declarative (indicative), interrogative and imperative have a partial correlation with the semantic categories of statement enquiry, and command (request, prohibition, etc.)

While the lexical content is the same, we all know that the word order of “John loves Marry” marks a different sentence from that of “Marry love John”.

More subtly much attention is paid today to the semantics or presuppositions of certain constructions. In English “John regretted (or didn’t regret) that his son had failed his examination “implies ordinarily that his son had failed. “John was sure that his son had failed” carries no such implication [6].

G. *Extralinguistic Context*

Clearly the understanding of word and sentence meaning involves intralinguistic and extralinguistic factors.

To know when a request, “please close the window,” a politer request, “would you mind closing the window?” or a brusque order, “close the window,” would be appropriate requires a considerable knowledge of personal relation, social conventions, etc; in part these can be taught , but in general they are acquired in daily life, or in the course of learning a second language [6, 8].

IV. CONCLUSION

Meaning in language is not a single relation or a single sort of relation, but involves a set of multiple and various relations holding between the utterance and its parts and the relevant features and components of the environment, both cultural and physical, and forming part of the more extensive system of interpersonal relations involved in the existence of human societies. The implication of semantic changes is very significant in the society. It indicates the social value and its nature. It shows the change of occupation and its status in the society. Teachers can teach with positive connotation for different meaning of good words. Teachers also can teach negative connotation for dangerous and bad words. Students can be more remembrances with their feelings with denotations of words. This approach can support for pre-learning students of teaching in classroom.

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