Questions in the Holy Quran: A pragma stylistic study

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Abstract

The study aimed to explore the frequency, distribution, and communicative impact of different speech act categories within the questions in the Holy Quran. It also sought to understand the unique communicative objectives served by these inquiries and the rhetorical devices employed. Additionally, the study examines the role of adverbs in enhancing the coherence and unity of the sacred text. The findings of this pragma-stylistic analysis contribute to a deeper understanding of the Quranic discourse and its persuasive and rhetorical tactics. This study adopts a qualitative research design to conduct a pragma-stylistic analysis of questions in the Holy Quran. The research paradigm employed is qualitative, focusing on a descriptive analysis of the data collected. The design ensures a close integration between data collection and analysis, allowing for a comprehensive and coherent examination of the collected data. For data collection, a series of questions from the Holy Quran have been chosen as the primary data for analysis.

The model of analysis employed in this study can be described as eclectic, as it combines elements of pragmatics and stylistics. **Searle's classification** of speech acts and **Leech and Short's inventory** of linguistic and stylistic categories form the foundation of the analysis. Additionally, statistical tools such as tables and figures are utilized to support the qualitative analysis, providing visual representations of the findings, The main conclusions of the study are: 1. the analysis of questions in the Holy Quran reveals their significance in conveying the message, engaging the audience, and prompting reflection. Representative questions, wh-questions, and rhetorical questions are commonly used, while tag questions have a limited presence. The diverse use of questions contributes to the Quran's rhetorical and stylistic appeal, making it a powerful and thought-provoking religious text. 2. The Quran utilizes a range of linguistic and stylistic categories, with grammatical categories being the most dominant. Figures of speech, including rhetorical devices and figurative language, are less frequent but add to the poetic and rhetorical beauty of the Quran. Rhetorical devices, such as metaphor, irony, hyperbole, and metonymy, add depth and impact to the questions, reinforcing key messages and beliefs. These devices capture the attention of the audience, making the inquiries more memorable and persuasive. 3. Lexical categories, focusing on specific words or vocabulary, and context cohesion questions contribute to the coherence and flow of the discourse. Adverbs and adjective phrases in the Quran enhance the coherence and unity of the sacred text. Negative adverbs caution against certain behaviors or actions, emphasizing the consequences or moral implications associated with them. Positive adverbs highlight virtuous qualities, commendable actions, or desirable attitudes, encouraging believers to strive for righteousness and foster a sense of unity. Neutral adverbs provide objective descriptions or explanations, ensuring the messages are unbiased and factual. Adjective phrases, in conjunction

with adverbs, enrich the meaning by adding descriptive details and qualifiers to nouns or pronouns.
4. The analysis of context cohesion categories in the Holy Quran reveals several key findings. Firstly, the Quran uses questions to encourage reflection and contemplation, encouraging intellectual engagement and challenging assumptions.

Contents

CHAPTER ONE

INTRODUCTION

1. "Introductory Note"

Through the formulation of the research inquiries, this chapter elucidates the primary focus of the investigation. In addition, a summary of the study's aims, methodology, limitations, and significance is included.

1.1 "Research Background"

A system is proposed for the translation of "the Holy Quran" based on neural network classification and query expansion techniques (Hamed & Ab Aziz, 2016). Notwithstanding substantial endeavors to develop systems that fulfill users' requirements for responses from "the Holy Quran", additional research is warranted to refine the existing "English translation systems of the Quran" and advance the methodology for extracting the accurate verse in response to user queries. The user's comprehension of certain Islamic phrases might be compromised due to their variability across different texts. Consequently, a "Question Answering System (QAS)" was developed, which locates the exact verse using "a semantic search of the Holy Quran".

The Qur'an contains a wide variety of pertinent inquiries. By focusing on the precise description of queries, this paper demonstrates the interconnectedness of the various sections of the Quranic literature. Contextual frameworks facilitate understanding of the inquiries stirred up by the narratives contained in the Qur'an. The application of the speech act hypothesis is achieved via content analysis. The findings indicate that the inquiries presented in the Qur'an serve as inquiries, demanding comprehension of the past, present, and future. The inquiries are specifically crafted to inquire about the time, location, quantity, conditions, and instances that are uncertain or ambiguous. Conditions are attached to terms enclosed in question marks.

The Qur'an encompasses an extensive array of questions. To illustrate the interdependence of the different sections of "the Quranic texts, this study" centers on the precise delineation of inquiries.

The utilization of contextual frameworks facilitates comprehension of the inquiries presented in the Qur'an's narratives. By utilizing content analysis, "the speech act theory" is implemented.

The result illustrates that the inquiries in the Qur'an function as terms of inquiry, posing concerns about the understanding of "the past, present, and future". The inquiries are deliberately designed to gather information regarding "the date, location, quantity, circumstances", as well as cases that are dubious or ambiguous. How question marks are placed in sentences reveals the multiple meanings of the words they contain. The function of questions has evolved from that of query words. As a result, the sentences lack that quality (Hamed & Ab Aziz, 2016).

Pragmatics, as defined by Crystal (1985), is an academic discipline that examines language from the perspective of its end users. Its primary emphasis is on the decisions and challenges that users face when employing "language in social" contexts, as well as the repercussions their language usage engenders among other participants engaged "in the communication process". Furthermore, pragmatics, according to Yule (1996), is the examination of meaning in the process by which it is transmitted "by a speaker (writer) and" comprehended by a recipient (reader). Consequently, its primary focus lies in the analysis of the significance that individuals communicate through their verbal expressions, rather than in the interpretation of the potential meanings of particular phrases or words.

Babajide (2000, 123) states that style is the effectiveness of expressing oneself, whereas stylistics is the examination of style at a more detailed level. According to Babajide (2000), "a speaker's emotional state and the situation or context" might influence their stylistic choices during "communication with the audience". Pragmatic stylistics refers to a style that incorporates a pragmatic outlook. "Pragmatic theories are" utilized in the analysis of literary works to evaluate the effectiveness of mechanisms and the usage of literary language in context (see Davies, 2007).

1.2 "Research Problem"

One can gain insight into the Qur'an by interpreting passages that are classified according to division, chapter, and verse, as opposed to those that are represented in "an ontology structure" (Khan et al., 2013).

Yauri et al. (2013) identify several fundamental shortcomings associated with "the Al-Quran ontology search approach", one of which is its inability to retrieve relevant verses and pieces of information. Ain and Basharat (2011) posit that the absence of "a classification approach in the search and knowledge retrieval process" might result in ambiguity, thereby impeding readers' comprehension of the verses. The utilization of the current approach is difficult for "the majority of readers", including academicians, instructors, and students, because of its imprecision as well as its ambiguous interpretation of "Al-Quran ontology" (see Saad et al., 2009).

This study therefore attempts to fill this gap and answer the subsequent questions:

1) In what ways do the frequency and distribution of the different "speech act categories" utilized in the queries of "the holy Quran" differ, and how do these variations impact the overall "dynamics of communication"?

2) To what extent do the distinctions among "subcategories within each speech act category align" with the communicative objectives expressed in the sacrosanct Quranic inquiries?

3) What patterns and trends are evident in the utilization of various rhetorical devices and sentence structures in the queries of "the sacred Quran"?

1.3 Aims

The current study aims at:

1) Analyzing "the frequency and distribution of different speech act categories" that appear in the queries of "the holy Quran", as well as the impact that these patterns have on the overall communication dynamics within the courtroom setting.

2) Looking into the distinctions among the various categories of speech acts and contemplating "how these subcategories" symbolize the unique communicative objectives served by the inquiries in the Quran.

3) Undertaking an examination of the sentence structures and tendencies employed in the inquiries within "the sacred Quran", to discern the significance of rhetorical devices and discernible patterns to gain insight into the author's persuasive & rhetorical tactics.

1.4 Procedures

To accomplish the objectives of the current investigation, the subsequent protocols are to be adhered to:

1. Conducting a literature review encompassing pragmatism, aggression, and other pertinent subjects.

2. The process of choosing the data to be analyzed.

3. Constructing an eclectic framework for analysis that draws inspiration from the models "of speech acts proposed by Searle (1969), figures of speech utilized by Taylor (1981), the cooperative principle and conversational maxims established by Grice (1975), and impoliteness modeled by Culpeper (1996)".

1.5 Limits

"In ten verses", the query "whether?" is posed. They are included in inquiries that are translated into Arabic. I will begin by discussing the combination usage of the word "Afala." To make things more precise, (a) denotes whether (i) signifies then, and (y) signifies that the condition is not met. This sentence is intended to serve as a warning to the public that bad decisions prevent us from performing positive deeds. In "Surah al Anbiya (21), verse 67", Abraham's admonition to his people regarding the damnation of statues and themselves who adored deities other than Allah is elaborated. Were they incapable of recognizing the abhorrence and irrationality of their actions? As previously stated, the devotees of the statue were indeed besieged.

1.6 Significance of the Study

This study offers benefits to both researchers & graduates by introducing a novel data genre to test the approach. It is anticipated that linguists specializing in pragmatics & stylistics will find it useful. This research may prove beneficial to both instructors and learners. The research entailed an examination of the inquiries referenced in "the Holy Qur'an", which totaled over "two hundred and a thousand styles (1200)". This process involved distinguishing between "suspended and non-hanging questions, as well as questions" that required a tool or did not require one. Subsequently,

these inquiries were subjected to a grammatical & rhetorical analysis, which involved deriving their declarative and scientific classifications. Furthermore

CHAPTER TWO

LITERATURE REVIEW

2. Introductory Note

The main topics covered in this chapter are the theoretical underpinnings and the literature review. Following the provision of "a theoretical framework for pragmatics in the first section" is a synopsis of stylistics. "The concept of pragmatic stylistics" is elaborated upon in "the third section". "The fourth one", apart from definitions, offers details on the types, causes, forms, and additional pertinent aspects of the terms. An overview of the queries, "their formats, and their implications for the holy Quran" is presented in "the fifth section. In the sixth" and concluding section, several prior investigations that are relevant to the current one are discussed.

2.1 Pragmatics

Pragmatics is an area of linguistics that is relatively recent in development. Since "the 1970s", there has been a growing emphasis among linguists on this realm. Since its inception in "the 1970s", when it published 400 pages per year, "the Journal of Pragmatics" has expanded to nearly 2,500 pages per year as of 2009. Since its inception on the peripheries of philosophy & linguistic semantics, it has expanded into a vast field (Mey, 2001).

The concept of pragmatics originated in the semiotic theories proposed by Charles Morris in 1938. These ideas proposed pragmatics as one of the three subfields within semiotics, alongside syntax & semantics. Moreover, philosophers such as John Searle, "J. L. Austin", and Paul Grice established the groundwork for "pragmatic analysis" during "the 1950s and 1960s". It was contended that human beings employ language not only for verbal communication but also to perform actions (Warner, 2014).

The term pragmatics is subject to varying definitions among linguists. Yule (1996 a) defines pragmatics as the investigation of implicit meaning, or how individuals discern intentions even in the absence of explicit verbal (or written) communication. Pragmatics, according to Levinson (1983), is a branch of linguistics concerned with the effect of the "context" of a word on how people use the language in the environment where it is spoken. The study of particular connections "between language and context that have been inscribed" or grammaticalized into "a language structure" is pragmatics. Likewise, pragmatics is defined by Briner (2013) as the investigation of language usage that is sensitive to context.

The term "context" is employed by various authors to denote a variety of notions that are frequently interconnected and interdependent. Linguists often employ the term "co-text" to denote "the text that" is positioned adjacent to a given phrase or word. An additional frequent application of the term "context" pertains to the physical environment in which specific occurrences or dialogues occur (Christiansen and Dahl, 2005). According to Kreidler (1998), effective communication requires that the recipient comprehends two contexts accurately: "the discourse context", which comprises the information conveyed through "the words, and the physical-social context", which encompasses the recipient's perception of "the speaker", surroundings, and circumstances.

Pragmatics is conventionally regarded as one of three primary subdivisions of semiotics, alongside syntax and semantics (Crystal, 2008, 379)."Pragmatics is concerned with the interaction of semantic knowledge and our knowledge of the world, taking into account contexts of use," states Griffiths (2006) (p.1).

Nevertheless, pragmatics operates at a higher level than both syntax as well as semantics. It refers to "the study of significance", not literal meaning. This implies that it pertains to the interpretation of verbal expressions and speech within the given context. "Pragmatics is the study of contextual meaning," states Yule (1996 b) (p.3). Moreover, participants employ language in a manner that is contextually structured. This is evident in turn-taking conversations. It is assumed by "speakers, writers, and addressees that all individuals involved in the communication are cognizant of and agree to the communicational norms" (Yule, 1996 b, 134). Language cannot function in isolation as a means for communicating unless individuals employ it for various objectives. This signifies that language evolves to its users' preferences.

According to Parker (1986: p.11), Pragmatics is distinct from grammar, which investigates the inherent structure of a language. Pragmatists' research primarily centers on the communicational functions of language. According to Verhaar (1996: p. 14), Pragmatics "is a subfield of scientific linguistics" concerned with the components of language structure that facilitate "communication between speakers and audiences", in addition to language signs used in "extra lingual" terminology. Yule (1996 a) presents "four definitions of pragmatics" in the following manner: (1) Field investigation of speaker meanings; (2) Field evaluation of speaker meanings about context; and (3) Field evaluation of speaker meanings beyond meaning interpretation. (4) An examination of how "social distance" affects the self-expression of individuals and prevents them from participating in specific dialogues.

Levinson (1983: p. 9) defines pragmatics as the scholarly investigation of the contextual and grammaticalized relationships between language and situation that are inherent in the structure of a given language. Pragmatics, as defined by Levinson (1983: p.12), investigates all facets of meaning that remain unexplored within the framework of semantic theory.

Pragmatism, as stated by Mukhroji (2019: p.1), is semantic. The fact that pragmatics & semantics both investigate meaning implies that the two disciplines are comparable. Pragmatics examines the external "meaning of linguistic" entities, as opposed to semantics' focus on their internal meaning.

The present study focuses on the analysis of specific inquiries posed in the Holy Quran. The analysis will be conducted by "pragmatic stylistic analysis principles". This is explicated within the subsequent "theoretical frameworks: Figures of speech, speech act theory, Grice maxims, and strategies for impoliteness".

A-Speech Act Concept

The theory of speech acts became extremely prevalent among theories of language in use. Conversely, it has garnered the attention of numerous language users. Numerous anthropologists, philosophers, psychologists, and linguists have as stated by Levinson (1983, 226), investigated "the theory of speech" actions. "The context of an utterance" is a component of "the communicative process" referred to as "the Speech Act". This encompasses all elements of

communication, such as the context in which the conversation occurs, the individuals involved, and whether the exchange is verbal or nonverbal (Black, 2006, 17).

As delineated by Austins (1962), "speech acts" encompass a multitude of concepts, potentially numbering in the hundreds:

"a) Statement: I live in Edinburgh for five years".

"b) Order: Pay this pill immediately".

"c) Prohibition: No right turn"

"d) Question: Where are you from?"

"e) Greeting: Hello"

"f) Invitation: Help yourself"

"g) Grudging apology: I hereby apologize as required by the magistrate".

"h) Felicitation: Happy New Year" (Griffiths, 2006, 148).

Consequently, the significance "of speech acts" is contingent upon the cultural background of the language users, irrespective of whether they are monoculture or multiethnic. The crucial aspect is their level of cooperation and mutual understanding. Furthermore, how they interpret the intent of the utterance rather than its literal meaning. Communication fails when the parties involved don't cooperate linguistically, as illustrated in the following scenario:

"Could you kindly pass me the salt?"

If the addressee interprets this statement as an inquiry, it signifies the absence of "communication between them", as the addresser intends to compel "the addressee to convey the salt" (Bayley and Lucas, 2007, 142).

B- "Searle & Vanderveken's (1985) Speech Act Classification"

John Searle & Danial Vanderveken put forth an all-encompassing theory about speech acts. The classification of discourse acts is as follows (P.182):

1) Declaratives "are those forms of speech acts" whose mere utterance brings about a transformation in the world. The addresser attempts to proclaim "a new social status" by articulating a sentence containing "a declarative speech act", as in: "I name this ship the Queen Elizabeth" (see Benjamins, 2004, 151-152).

2) "Representatives are speech acts" in which the speaker expresses whether or not they hold a particular belief. By means of this form of rhetorical device, the addressee is moved to share the sentiments of the speaker. The objective is to communicate the claims made by the addressee. Marianne (2000, p.25) cites the following as an instance of "a representative speech act: Tomatoes can" now be cultivated in arid regions.

3) Expressives refer to speech acts in which the speaker conveys his or her emotions; for instance, "I apologize for inadvertently stepping on your toe" (see Siemund, 2018, 270).

4) Directives are a type of "speech act" employed by presenters to compel another individual to perform a specific action. For instance, the following verbs may be used: ordering, requesting,

insisting, commanding, imploring, begging, inviting, challenging, and suggesting. Particularly, "I order you to grow taller" (Brighton, 2005, 303).

2.3 "Style and Stylistics"

A- The definition of style

The expression "style" was initially employed in "literary studies and classic works" (Hough, 1969, 1). Linguistically speaking, "style" pertains to the decisions made by language consumers. Additionally, it illustrates the language usage patterns of the users and how they can be differentiated from one another.

Style, as defined by Cuddon (2012), is a particular mode of expression in narrative or poetic form. It refers to how speakers and authors utilize language (P. 688). This demonstrates that the primary purpose of this concept was to facilitate poetic expression and literature. Nevertheless, defining style can be challenging, as Wales (2011) points out. The term "it" is frequently referenced "in literary criticism, translation studies, sociolinguistics, and stylistics", in addition to the literature. Furthermore, he states, "Simply put, style denotes the discernible unique way of expressing oneself in writing or speaking, much like how one perceives the execution of tasks, such as painting or playing squash." The term "style" also pertains to how linguistic expressions are conveyed (P.397).

"The study of style is essentially the study of variation in the use of language," states Leech (2013). (P.55), this implies that the utilization of language is contingent upon the speakers or writers, as evidenced by how terms & expressions are utilized differently. Furthermore, language usage may differ among users depending on the specific context. This is the definition of style.

B- Stylistics

The phrase "style" originates "from the Latin word" "stylus," which signifies a writing instrument, according to etymology. At present, it signifies a specific mode of self-expression (Wales, 2011).

Stylistic essentiality refers to "the efficacy of a mode of expression," whereas stylistics investigates "style." Numerous elements, such as "the situation or context and the speaker's emotional state" during the interaction with the audience, can impact any style decision (Babajide, 2000, 123).

Style and stylistic variation may also be assessed about particular attributes. The term "feature" denotes the presence within "a text of" a particular linguistic and stylistic category. Leech & Short (1981) delineated distinct heading categories: "lexical categories, grammatical categories, figurative language, and context" and cohesion to analyze stylistic characteristics. Lexical categories pertain to the selection and manner of words. Stylistic judgments regarding grammar can be ascertained through an examination of sentence structure. The author's selection of figurative language may be incorporated into the analysis of "stylistic use of figurative language". Through the connections between different sections of the text, cohesion is established.

The emphasis on context is the text's relationship to real-life social discourse. Individuals who wish to conduct literature research using linguistic methods are required to "employ linguistic categories" to analyze "the language of literary works". Literary studies can be advanced by linguists through the demonstration of linguistic features utilized and their subsequent reorganization within a specific literary piece. According to Culler (1975),

Moreover, "Stylistics is the study of how literary and other forms of textual meaning are constructed through language. "One individual's language manner is distinct from another. How individuals articulate "themselves and the world" at large varies. In the past, literary texts were evaluated through the lens of stylistics (Norgaard et al., 2010, 1).

It has emerged as a distinct linguistic discipline dedicated to the analysis of language, with a particular focus on language style. "...whereas linguistics examines how a language can be employed to convey meaning, stylistics investigates how a language can be utilized to generate stylistic effects," states Taylor (1980). This indicates that while the underlying concept is language, the practical implementation of language differs significantly. "For one, the explanatory function is the meaning-function of language; for the other, it is the stylistic function," he explains. Stylistics, in a similar vein, examines how presenters and writers convey their thoughts and opinions through the use of language (16-17).

Stylistics, according to Crystal (2008), is a field of linguistics that examines the unique characteristics of language types used in different situations. It aims to provide rules that explain the specific language choices made by individuals and social groupings (260).

Norgaan (2018) defines stylistics as the exploration of how writing communicates verbally. He explains that modern linguistics has influenced various specialized sub-branches in stylistics, including "formalist stylistics, functionalist stylistics, pragmatic stylistics, historical stylistics, and corpus stylistics". He also includes additional disciplines like "feminist stylistics, critical stylistics, and cognitive or poetic stylistics

Examining the efficacy of language employed by presenters and authors has, nevertheless, remained a crucial area of study. As a result, linguistic strategies employ it extensively.

C- "Leech and Short's (2007) Linguistic and Stylistic Categories":

A method of analysis and several instances are included in "the second edition of Style in Fiction: A Linguistic Introduction to English Fictional Prose (2007)", authored by Geoffrey Leech & Mick Short.

Notably, they assert that the objective of each style analysis is to reveal "the artistic principles that govern" the language selections of the author. Each author and text possesses distinctive qualities. Thus, elements that are particularly noteworthy "in one text may not" hold the same significance in another text authored by the same individual or an entirely different individual. As of now, there is no failsafe approach to ascertaining significance. Each text necessitates a novel perspective, taking into account the cumulative artistic influence and how linguistic components contribute to the broader context (P.60).

Moreover, this analytical model exhibits selectivity. "This is because not all" characteristics or elements of the text are of equal importance or relevance in comprehending the artistic principles that govern the language choices of the author (or speaker). Particular texts & authors possess distinct attributes, and what is deemed significant "in one text" might not "hold the same" weight in another. Consequently, the analysis centers on the identification and scrutiny of particular "categories that are more" inclined to furnish stylistically pertinent information and aid in comprehending "the text's overall artistic" impact. The implementation of this selectivity enables a more streamlined and focused examination "of the text's style" (see Leech and Short, 2007, 60-61).

The following categories are arranged in descending order from the following four primary "categories: lexical, grammatical, figure of speech, and context and cohesion".

1. Incorporate the primary lexical categories, namely adjectives, nouns, verbs, and adverbs. Furthermore, language style and general usage of vocabulary are covered under the heading General.

2. "Grammatical Categories": encompass noun phrases, verb phrases, sentence "complexity, clause types, clause structure, other phrase categories, word class, and general".

3. "Figures of Speech": the foregrounded characteristics are implemented in this section of the model. The authors provide explanations for the code of linguistic deviations. They thus make use of phonological schemes, tropes, and grammatical and lexical structures.

4. The section on Context & Cohesion examines both the internal and external organization of a text (61-64).

Metonymy refers to "the cognitive process" by which a specific concept is evoked through the utilization of "a closely associated concept with another concept", thus inducing robust mental associations. The correlation between these two notions is predicated upon an advantageous experiential link (Bolognesi et al., 2019, 54).

A simile is a vivid analogy utilized to enrich representations of things, people, places, entities, sentiments, and behaviors. By establishing correlations that illustrate the intrinsic similarity of different elements, they establish connections among them (Terban, 1993, 10).

Utilizing phrases to convey the meaning opposite to "their literal interpretation or to emphasize" a disparity between expectations & reality constitutes irony as "a figure of speech". Furthermore, irony occurs when a literal interpretation of a term or phrase is opposed to its practical meaning through its usage (Corbett, 1965, p. 444).

Personification: refers to a rhetorical or written communication device in which human qualities are ascribed to inanimate objects and abstract concepts (Myer, 2009, 37).

Paradox: Contradictory or illogical at first glance, a paradox may conceal a truth or present an unanticipated viewpoint once further examination is conducted. Comparable to a puzzle, it forces us to consider in a different direction and challenges our comprehension (Leech, 1969, 142).

Hyperbole: refers to a purposeful and inflated declaration or exaggeration that is employed to generate intensity, underscore a particular aspect, or elicit a profound emotional reaction, frequently with comedic or dramatic intent (Zhukovska, 2010, 93).

"Cohesion and Context": "One of the most" notable characteristics of cohesion is lexical repetition, as evidenced by the presence of certain words that are repeated (Leech, 2007, 76).

2.4 "Pragma-stylistics"

It emerged "in the 1960s as a subfield of stylistics within" the discipline of linguistics. This term denotes the correlation that exists between pragmatics & stylistics, two subfields of linguistics. Stylists, through the application of linguistic models, techniques, and theories, elucidate the mechanisms and rationales underlying the functioning of a given text. Additionally, "how textual meaning is encoded and decoded" Black (2006) and Busse et al. (2010, 1), (cited in Al-Hindawi et al., 2017, 109) concur.

The primary emphasis of Pragmastylistics is the analysis of the widespread utilization "of speech acts", prioritizing this "over other linguistic phenomena". The examination encompasses not only the overarching qualities linked to carrying out these actions but also the unique qualities that emerge during their expression, including discrepancies in the terminology employed for particular declarations (Kasper, 2006, 143).

Furthermore, Pragmastylistics focuses on the practical application of pragmatic theories about the notion of "linguistic style". The pragmatics & stylistics of linguistic speech forms are additional areas of focus.

The main emphasis of this approach is on dialogues and interpersonal communication, with particular attention given to linguistic elements including "speech acts, discourse markers, and strategies" for civility (Kasper, 2006, 181). To be more precise, linguists examine the language producing itself when they study a language. The pragmatic emphasis lies on the definition of "produced language" as communicated among language users. The purpose of stylistics is to uncover how individuals employ language. Depicting pragmatic elements and concepts into the notion of "style is the essence of pragmatic stylistics" (Hickey, 1993).

Huang (2012, 19) & Allan (2016, 217) define pragmatic stylistics as an academic discipline that employs "pragmatics theories" to investigate the correlation between systematic variations in language usage and linguistic style, including written and spoken forms. Exploring Pragmastylistics thus results in a more profound comprehension of the relationship between "linguistic style and the systematic variations observed in language usage". Through the application of pragmatic theories, scholars and researchers can analyze how various linguistic elements, including "speech acts, discourse markers, rhetorical devices, and decorum strategies, contribute to a text's overall stylistic impact." This analysis facilitates the revelation of the deliberate decisions that authors make to communicate significance, elicit feelings, and captivate the readership. In addition, a "more nuanced interpretation of literary and non-literary texts" is possible through the study of Pragmastylistics, which illuminates the dynamic relationship between language, context, and stylistic decisions. In essence, the investigation into pragmastylistics enriches "our comprehension of the efficacy and artistry of spoken and written discourse and contributes to a more comprehensive understanding of how language operates in diverse communicative contexts" (Hickey, 2014, 8).

Morphological analysis reveals that pragmatics and stylistics comprise "the term pragma-stylistics". Phenomenology and stylistics converge at the intersection of these two distinct yet interconnected fields of study. The amalgamation of pragmatics and stylistics implies that their relationship can be traced back to the subfield of stylistics referred to as pragmatic stylistics. The preference of stylistics is evidently to benefit from the insights provided by pragmatics, given that pragmatics investigates language usage and takes into account specific elements that are absent in grammar & semantics (see Black, 2006).

Pragmatics places significant emphasis on the concept of foregrounding or (defamiliarization), which stands in stark contrast to automatization. Automatization, according to Leech (1969), is defined as the consistent use of linguistic devices that fail to elicit the listener's specific attention. On the other hand, foregrounding pertains to the diverse range of stylistic effects present in literary works, as also defined by Leech (1969). According to Leech & Short (1981), foregrounding is a deliberate deviation driven by artistic considerations. Leech (1969) identifies several classifications

of deviation, including phonological, grammatical, lexical, and graphological. As a result, foregrounding has the potential to manifest across all linguistic levels, including semantics, pragmatics, phonology, graphology, morphology, lexis, and syntax. Typically, the objective is to enhance the memorization of a text, highlight significant passages, and promote critical thinking.

2.5 "The Concept of" question

A query is an information-seeking statement. On certain occasions, it is possible to differentiate interrogatives, which are grammatical forms commonly employed to pose inquiries, from the questions themselves. For instance, rhetorical inquiries, despite possessing an interrogative structure, may lack validity as they do not intend to elicit responses.

In linguistics & philosophy of language, exhaustive investigation is devoted to inquiries. In the subfield of pragmatics, inquiries are regarded as illocutionary acts that pose a dilemma requiring resolution during discourse. Denotations of interrogatives are regarded as questions in formal semantics approaches such as inquisitive semantics and alternative semantics. Generally, they are acknowledged as collections of propositions that furnish responses to the interrogatives.

2.5.1 "Definition and Nature"

Information gathering is incomplete without inquiries, which necessitates responses, allows for revisions in light of new information, promotes comprehension, instills self-control, and encourages discussion. Question-asking is a skill that is frequently undervalued and inadequately instructed during the pursuit of information. For the formulation of quality, higher-level queries, precise instruction is required. Additionally, developmentally appropriate processes must be taken into account in this type of instruction. This research investigates how young individuals inquire, tackles the issue "of question locus of control", and offers recommendations on how to assist young people in posing perceptive questions that question authority and facilitate information retention.

In essence, questioning is "a communication issue". A discourse is in progress between two individuals, employing either written communication or face-to-face engagement. A query requests additional information or "clarification (What does Q.E.D. mean?)". To gain comprehension "(Is Sacramento the designated capital of California?), knowledge (How is the President selected by the Electoral College?) Or evaluation (To what extent is the author recognized?)". When an individual deliberately presents a query in response to an external stimulus, such as a phrase from a literary work, a sound, or a glimpse. A query is generated when previously acquired information is contradicted by newly acquired information or when a stimulus such as a man biting a dog is absent or inconsistent with it. This is "because the mind" is striving to regain equilibrium. Ciardiello (2003) employs discrepant events, like a seemingly illogical image, to generate conceptual conflict while encouraging inquiry.

Therefore, the query that arises should align with the informational requirement: "What is the reason behind the man biting the dog?" is a more relevant inquiry than "Does the man possess canine teeth? "Previous cognitive frameworks, lexicon, and practical knowledge impact the question's structure.

To perform "the predetermined task" of ranking the most vital components of the present document, it is necessary to make explicit the inherent action of questioning information. When individuals interact with data, the initial inquiry that frequently arises is "What does this mean?"

To assist students in answering this inquiry, librarians guide them through the steps of examining an introduction, identifying key terms and images, and perusing a document for essential information. Feldt (2001) discovered that "elementary school students" who understood the structure of a text (e.g., effect and cause, contrast and compare, problem-solution) had an easier time formulating and responding to germane questions concerning the data. Whether through Cornell notes or iPod dictation, asking more specific questions when one encounters new information or circumstances must be "a deliberate action that is documented in some way".

Librarians exhibit the ability to assess information critically through reflective speaking or commentary on exemplary readings, similar to how they apply this skill to general analysis. Additionally, they can discuss how children inquire about personal matters and provide recommendations on how to improve.

It is improbable that micromanaging question strategies would be effective, given that individuals contribute unique experiences and interests to the educational journey..

2.5.2 Question Categories

The optimal research query can be answered convincingly through a systematic study. To effectively investigate the issue at hand, the research query seeks a response that is warranted. A research topic, as defined by Booth and colleagues (2001), is a challenging issue that the reader deems it valuable to investigate. Therefore, for scholastic research to produce viable conclusions and suitable recommendations, it is necessary to commence with "the formulation of a precise inquiry".

There has been a notable surge in interest regarding question answering over the last decade (Prager, 2006). By providing the response phrase instead of the complete document, it endeavors to deliver a response that is written in the natural language. Classification of questions based on the type of expected response is an essential component of "question answering (QA)". The inquiry about the individual responsible for the discovery of X-rays, for instance, is classified as an instance of human inquiry. To locate the appropriate answer string, this data would facilitate the process of reducing the search space. Additionally, this information may suggest diverse methods for locating and validating a potential response. Indeed, a pivotal approach in modern question processing involves the integration of question classification and recognition of named entities.

This should be addressed through the use of fundamental research questions so that reasonable answers can be discovered throughout social research. As a result, in pursuit of answers, researchers generally inquire into three principal categories of academic questions. The initial inquiry is a comprehensive describing question that emphasizes the necessity of examining "the present condition of affairs in a specific domain of societal existence" (Geraghty, 2006, 42) through the utilization of targeted instruments such as opinion polls and surveys, which seek to quantify the proportion of participants who maintain a particular viewpoint. The second relational inquiry pertains to challenges and requires an analysis of "the relationship between two or more factors" (ibid. 42). For instance, it could involve investigating potential correlations between gender and compensation. The third inquiry about research is causal. "It examines causes and effects" (ibid. 42)

and attempts to comprehend how events transpire. This is illustrated by a research investigation into the effect of drawing on the memory abilities of children.

The three question categories and "the various social contexts in which the inquiries" may be utilized will be defined and enumerated in this letter. It will be accompanied by illustrations that underscore the three classifications of inquiries that were earlier deliberated. The initial query type is descriptive.

Trochim (2002) asserts that this category is frequently employed in research that describes actual social cases. Public opinion polls are an illustration of this, as they are predominantly employed to characterize the true proportion of individuals who maintain diverse viewpoints. To illustrate, this category of research might be employed to ascertain the proportion of the populace that would lend support to "Fine Gael in the upcoming" Irish election.

Two aspects of description studies were examined by Vaus (2001) in the book "Research Design in Social Research". "The initial component comprises precise description inquiries, such as delineating the demographic composition of "a community or the age distribution of its members." The second facet comprises conceptual inquiries, such as the degree of secularism within society or the trajectory of social inequality, specifically whether it is increasing or decreasing. The findings of the research may therefore be influenced by both quantitative and qualitative information that it comprises.

In addition, this category of inquiry (e.g., "What is?") finds its principal application in descriptive research.

In the context of descriptive research, descriptive queries, "designs, and data analysis" are consistently applied to social cases. Consequently, any reply will pertain to the analysis of descriptive statistics (AECT, 2001). Furthermore, according to Torchim (2002), the purpose of employing descriptive statistics in an investigation is to define the essential attributes of the data.

The concise summary and the sample can both be extracted from the aforementioned statistics. Quantitative data analysis is possible with the aid of instruments such as basic graphics. Descriptive statistics are utilized to answer inquiries that possess a descriptive quality, such as "what is," "how does," or "what the data indicates," or "how the data presents itself." This is illustrated by the question, "What is the mean percentage of Americans who complete household chores daily?" (Thompson, 2012).

In addition, this category of inquiry (e.g., "What is?") finds its principal application in descriptive research.

In the context of descriptive research, descriptive queries, designs, and data analysis are consistently applied to social cases. Consequently, any reply will pertain to the analysis of "descriptive statistics" (AECT, 2001). Furthermore, according to Torchim (2002), the purpose of employing descriptive statistical techniques in an investigation is to define the essential attributes of "the data".

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illustrated by the question, "What is the mean percentage of Americans who complete household chores daily?" (Thompson, 2012).

Questions falling under the second category are relational. According to Trochim (2002), this type is employed to investigate the relationships among multiple variables. These types of inquiries are utilized in relational studies, per Trochim, to ascertain the relationship between multiple variables. For instance, incorporating relational inquiries into a research study investigating the correlation between gender and lower wages or "voting preference would be fundamental and precise".

In the words of Walliman (2006, 213), "relational studies are an investigation of possible relationships between phenomena to determine whether a correlation exists and, if so, its extent. "While the research may yield conclusions with limited or no prior knowledge, it is exploratory by employing relational inquiries and lays the groundwork for future investigations. Consequently, the research query should address the variables of the social case, their interrelationships, and the potential ramifications of further investigating those relationships.

An investigation conducted in the United States by "California State University, Fresno" examined whether adult females aged 18 to 35 achieved higher scores on the WAIS-III in comparison to adult males of the same age. To what extent do women surpass males in intelligence? The variables of the investigation are gender and intelligence. It is necessary to measure and test the relationship between these two variables to assess prospective future outcomes and the relationship itself.

2.6 "Theories of Questions"

"Formal semantic theories" posit that the meaning of a sentence is commonly deduced from its "truth conditions". Put simply, comprehending the meaning of a sentence requires knowledge of the conditions under which it can be deemed true or false. Although this notion of meaning has demonstrated remarkable utility in the examination of "declarative statements, it lacks direct" applicability to "questions because questions are not typically regarded as true or false under specific circumstances".

"The conceptualizations of the propositions" comprising the semantic content of a question vary across frameworks. For example, in the context of semantics, they are regarded as data bits addressing the issue the question poses in inquisitive semantics (Groenendijk and Stokhof, 1984), "potential answers in alternative semantics" (see Hamblin, 1973 and Karttunen, 1977), and "comprehensive answers in partition semantics

2.7 "Causes of Questions"

"Automated question generation (QG)" has the potential to significantly influence education by producing inquiries that assess students' comprehension and knowledge of textbooks and other material for reading (Thalheimer, 2003 and Kurdi and colleagues, 2020). By employing an exceptional QG system, educational institutions may be able to reduce personnel expenses and allocate more time for pedagogical purposes (Kurdi et al., 2020).

"Skow's theory of reasons why (2016, 2017)" is conceptualized as a theory of responses to inquiries regarding the "[...] occurrence of a concrete event" (2016, p. 27). A primary contention posits that appropriate replies to these types "of why-questions do not allude" to regularities that are

not coincidental; instead, they solely discuss factors that contribute to or partially justify the questioned occurrence "(2016, 3, 2017, 907)". This claim is based on the distinction between varying levels of justifications. "Second-level reasons why" are regularities that are not coincidental, whereas "first-level reasons why" exclusively pertain to causes & grounds.

2.7.1. Extraction of Causal Relations

"Causal extraction systems" aim to ascertain the presence of a stated causal relationship within a given text and, if one is detected, to establish its cause and impact. The development of models for answering informed questions has been facilitated by the extraction of causal relationships (Girju, 2003; Brejas and Jain, 2020). Certain studies have employed neural networks to "generate explanations" for "why" queries in the open domain without referring to "external knowledge sources" (see Nie et al., 2019).

2.7.2 Responses to Questions

Active in the field of "neural question answering (QA)" research are numerous large datasets of queries compiled by crowd workers. "NewsQA (Trischler et al., 2016) and SQuAD (Rajpurkar et al., 2016)" are repositories of over one hundred thousand questions contributed by community workers from articles on Wikipedia & CNN.

Chapter Three

Methodology

3. Introductory Note

The purpose of this study is to conduct a pragmatic analysis of certain queries found in the Holy Quran. This chapter describes the nature of the data that will be analyzed. From where do the data points originate? How does one acquire it? Additionally, what is the analytical methodology?

3.1 Research Design

The current study is primarily structured within the qualitative research paradigm, demonstrating a descriptive analysis of the targeted data from a pragmatic standpoint. The qualitative study components arise when data is collected based on a specific speech act, divided into syntactic forms, examined for intended meaning, and classified using Searle's Taxonomy 1969 and Leech & Short's (2007) inventory of linguistic and stylistic categories. According to Tuckman and Harper (2012), a qualitative investigation establishes a meaningful relationship between data collecting and data analysis in order to achieve a cohesive data elaboration.

3.2 "Data Collection"

The data that has been chosen for analysis comprises a series of questions that occurred within the sacred Quran. The data consists of ten written questions presented as texts. They have been collected from "the Holy Qur'an". The research focuses on inquiries about speech that examine "his linguistic style and assess the pragmatic and stylistic efficacy of the selected language".

The main source of the data is the Glorious Quran which consists of 114 chapters; each chapter (surah) includes a different size and number of verses (ayah). The Quran, the holy book for Muslims, is revealed to the prophet Muhammad in the 7th century by the angel Gabriel in Mecca and Medina. In 6236 Quranic verses, the Quran conveys the message of Islam as it tackles many divine rules, stories, and scientific facts (Deedat, 1991).

3.3 Data Analysis

To identify and classify speech acts by "Searle and Vanderveken's (1985) framework", the questions are systematically examined during the data analysis phase. Additionally, "the linguistic and stylistic categories" are examined by Leech & Short's (2007) methodology. Due to the selective nature of Leech & Short's model of analysis, it is crucial to reiterate the following distribution of linguistic as well as stylistic categories: "Adverbs comprise lexical categories, while sentence types, sentence length, verb phrases, adjective phrases, and figures of speech including metaphor, metonymy, simile, personification, irony, hyperbole, and paradox comprise grammatical categories".

The aforementioned analysis offers valuable perspectives on the pragmatics of the questions, the deliberate intent conveyed through "the speech acts, and the stylistic decisions" implemented to augment the efficacy of the communication (Leech, 1969, p.142-167).

3.4 "Model of Analysis"

The current investigation employs "the eclectic model" of analysis, also known as the pragmatic-style model. This indicates that the analytical section employs two methods, one of which corresponds to "data selection". Consequently, it is pragmatically & stylistically grounded in Searle's (1985) classification of speech acts, utilizing Leech & Short's (2007) inventory of linguistic and stylistic categories. In addition, the analysis is supported by statistical tools in the form of tables and figures, which enhance this qualitative technique

Chapter four

Data Analysis and Discussion of Results

4. Preliminary Remarks

This chapter introduces the practical part of this study. It mainly describes the procedures for analysis and analyzes the targeted data based on the model. Additionally, it introduces the results of the analysis and their discussion.

4.1 Analytical Procedures

The process of analysis encompasses a number of procedures to be followed in accomplishing the current study. These procedures are as follows:

- Corpus Selection:

Select a representative corpus of Quranic verses containing questions (50 surahs). Cover various themes and contexts. Manageable yet comprehensive in scope.

- Data Collection:

Compile the chosen corpus of Quranic verses with questions. Manually identify or use digital tools for accuracy and completeness.

- Categorization of Question Types:

Develop a categorization system for different question types. Include rhetorical, interrogative, yes/no, and other specific types. Assign each question to its appropriate category.

- Pragmatic Analysis:

Investigate pragmatic functions of the questions. Examine their engagement, thought-provoking nature, beliefs, indirect meanings, and emphasis. Consider intended effects on the audience and their role in communication.

- Interpretation and Significance:

Reflect on interpretations and significance of Quranic questions. Consider theological, philosophical, ethical, and moral dimensions. Explore different scholarly interpretations and perspectives.

4.2 Pragmatic Analysis

In this result of the analysis, questions are meant that the hearers have to provide particular information to the speakers.

Chapter five

Conclusions, Recommendations and Suggestions for further Research

5. Introductory Note

This chapter presents the conclusions arrived at in light of data analysis. It also concerns offering recommendations founded on the outcomes of the study, and suggestions for future research.

5.1 Conclusions

A number of conclusions can be drawn from the findings. The aims and research questions of the current study are connected to the results that follow.

5.1.1 Concluding Remarks of Research Aim1

Based on the analysis of the distribution and frequency of different types of questions in the Holy Quran, as classified by Searle's speech act theory, the Quran predominantly utilizes representative questions, which seek to obtain information or confirm facts. These questions are frequently employed to engage the audience, prompt reflection, and convey knowledge. They form a

significant portion of the Quranic discourse, indicating their importance in conveying the message of the Quran. Expressive questions, which express emotions or attitudes, and directive questions, which issue commands or requests, have a relatively lower frequency compared to representative questions. However, they still play a role in the Quranic discourse, contributing to the emotional and instructional dimensions of the text. Declarative questions, which make statements or provide information, and commissive questions, which involve making commitments or promises, occur sporadically in the Quran. While they have a lower frequency, they serve important functions in conveying specific messages within the Quranic context.

5.1.2 Concluding Remarks of Research Aim2

The analysis of questions in the Holy Quran highlights the diverse range of question types utilized, the importance of understanding their intended effects through Searle's classification, the significance of context in interpreting questions, the presence of stylistic features within questions, and the overarching focus on guiding humanity. By employing a variety of question types and utilizing stylistic elements, the Quran effectively engages its readers, prompts reflection, and conveys guidance towards a deeper understanding of faith and spirituality.

The Holy Quran predominantly utilizes representative questions, which seek to obtain information or confirm facts. These questions are employed to engage the audience, prompt reflection, and convey knowledge. They play a significant role in conveying the message of the Quran. Within the category of representative questions, wh-questions (who, what, where, when, why, how) and rhetorical questions are frequently employed. Wh-questions are used to inquire about specific details, seeking information or clarification. Rhetorical questions, on the other hand, are intended to make a point or emphasize a particular message. Both types of questions contribute to the Quranic discourse by stimulating thought and encouraging contemplation.

Tag questions, which involve a statement followed by a question that seeks confirmation or agreement, are used less frequently in the Holy Quran. While they occur sporadically, they serve specific functions within the text, such as seeking affirmation or implying a particular message. The diverse use of different types of questions in the Holy Quran indicates the Quranic text's multifaceted nature. Questions are employed to engage the audience, challenge assumptions, provoke thought, provide guidance, and reinforce messages. The Quranic discourse employs questions as a powerful tool for communication and conveying its teachings effectively. Questions add to the poetic and rhetorical beauty of the Quran. They enhance the emotional and persuasive impact of the text, capturing the attention of the audience and inviting them to reflect on the profound messages within the Quranic verses..

5.1.3 Concluding Remarks of Research Aim3

The analysis reveals that questions in the Holy Quran serve various functions and employ different stylistic elements. Representative questions are the most prevalent, followed by expressive, directive, declarative, and commissive questions. The Quran utilizes a range of linguistic and stylistic categories, with grammatical categories being the most dominant. Figures of speech, while less frequent, enhance the Quran's literary appeal. Among the linguistic and stylistic categories identified in the analysis, grammatical categories, such as yes/no questions and wh-questions (who, what, where, when, why, how), are the most prevalent. This underscores the significance of

language structure and grammar in shaping the questions found in the Quran. Figures of speech, including rhetorical devices and figurative language, are less frequent but add to the poetic and rhetorical beauty of the Quran. These questions enhance the aesthetic quality of the text and contribute to its overall literary appeal.

By analyzing the rhetorical devices and discernible patterns used in the questions, one can gain insight into the author's persuasive and rhetorical tactics. The questions in the Quran invite reflection and contemplation, encouraging individuals to think deeply about their beliefs, actions, and the world around them. This serves as a persuasive tactic to engage the audience intellectually and emotionally, prompting them to consider the truth and wisdom presented in the Quranic verses. The use of rhetorical devices, such as metaphor, irony, hyperbole, and metonymy, adds depth and impact to the questions, reinforcing key messages and beliefs. These devices capture the attention of the audience, making the inquiries more memorable and persuasive.

5.1.4 Concluding Remarks of Research Aim 4

Lexical categories, focusing on specific words or vocabulary, and context cohesion questions, which contribute to the coherence and flow of the discourse, have a relatively lower frequency. However, they still contribute to the overall structure and organization of the Quranic text. Adverbs and adjective phrases in the Quran enhance the coherence and unity of the sacred text. Adverbs provide additional information and modify the meaning of verbs, adjectives, or other adverbs. They allow for precise and nuanced expression, ensuring the intended meaning is effectively communicated. Negative adverbs caution against certain behaviors or actions, emphasizing the consequences or moral implications associated with them. Positive adverbs highlight virtuous qualities, commendable actions, or desirable attitudes, encouraging believers to strive for righteousness and foster a sense of unity. Neutral adverbs provide objective descriptions or explanations, ensuring the messages are unbiased and factual. Adjective phrases, in conjunction with adverbs, enrich the meaning by adding descriptive details and qualifiers to nouns or pronouns. By incorporating negative, positive, or neutral adjective phrases,

The analysis of context cohesion categories in the Holy Quran reveals several key findings. Firstly, the Quran uses questions to encourage reflection and contemplation, encouraging intellectual engagement and challenging existing notions. Secondly, the Quran directs actions and decisions by building upon previous commands, providing clear instructions and encouraging believers to follow its principles in their daily lives. Lastly, the Quran seeks to understand causes and reasons by following surprising events or actions, enabling believers to develop a deeper understanding of divine wisdom and guidance.

5.2 Recommendations

The following pedagogical recommendations are made in light of the aforementioned conclusions:

1. Utilize questions to analyze the pragmatic functions and rhetorical effects in the Quran.
2. Explore the context, purpose, and audience of different types of questions to deepen understanding.
3. Foster analysis of the significance and insights embedded in the question-answer interplay.

4. Explore the implications and teachings conveyed through the Quranic questions and corresponding answers.
5. Investigate the social, political, and religious milieu in which the Quran was revealed.

5.3 Suggestions for further research

The suggestions are given in this study are as follows:

1. Compare and contrast the pragma-stylistic features of questions in the Quran with those in other religious texts.
2. Investigate how questions are used to convey meaning and engage readers in different religious traditions.
3. Conduct a detailed analysis of the syntactic and semantic structures of questions in the Quran.
4. Examine how the linguistic features of questions contribute to their rhetorical effects and pragmatic implications.
5. Explore how question-asking strategies in the Quran vary across different cultural and linguistic communities.

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