

Reassessing Linguistic Theory in English Studies: Insights into Language, Structure, and Interpretation

Written By

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Abstract

In this paper, we attempt a critical evaluation of key linguistic theories and see how they are relevant and applicable in the context of the modern-day studies of the English language. The study takes the form of a qualitative, theory-oriented design that is integrated on both comparative analysis and interpretive critique in the review of classical models, structuralism and generative grammar, alongside contemporary models, functional linguistics, cognitive linguistics, and pragmatics. The study determines the way these theories conceptualise the interrelationship between language structure, meaning and interpretation and how these theories have stood the test of time as well as their theoretical shortfalls. Results indicate that structuralist and generative models offer the necessary rigor of analysis but do not have the context and interpretive aspects, whereas functional and cognitive approaches are more appropriate to provide a meaning of life but lack formal coherence. Through a combination of these views, this paper advances an Integrated Linguistic-Interpretive Framework (ILIF) the framework between linguistic form and interpretive practice. This re-evaluation adds to the current arguments about interdisciplinarity because it reconfigures linguistic theory as a descriptive and explanatory instrument. Finally, the paper pushes the discussion a step further in developing a harmonious discourse of how the theoretical integration contributes to linguistic enquiry, textual analysis, and pedagogical practice in the English study, and reiterates the necessity of utilizing theoretically based interpretive practices.

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Specific Contribution

In addition to its contribution to the study of linguistics and English, the paper re-assesses the classical and modern linguistic theories and how they explain the interpretive and analytic practices, as well as proposing an Integrated Linguistic-Interpretive Framework (ILIF) which is a combination of structural accuracy with the interpretative depth. The work narrows down to theoretical devices of studying language and provides an interdisciplinary synthesis in a meta-theoretical form of study that not only enhances cross-disciplinary knowledge but also has a solid theoretical underpinning of the English linguistic and literary studies.

Introduction

The conceptual framework of the English studies in the past 100 years has been based on the linguistic theory, which has influenced the perspectives on language, textual analysis, and interpretation. Nevertheless, it is true that even in English studies, the application of linguistic theory is still selective and, in most cases, outdated despite its intellectual heritage. In the works of scholars, educators often tend to use systems like Saussurean structuralism or Chomskyan generative grammar; these systems focus on structure and system rather than on context and meaning. However, relatively new paradigms, including functional linguistics, cognitive linguistics, and pragmatics, have given more prominence to meaning, use, and cognition, but they have not been consistently integrated into the mainstream of English studies. This gap has caused a continuous separation between theoretical linguistics and interpretive practice, forcing the level of explanation of the types of analysis that aim to understand the relationship between the form and textual meaning of languages.

It is thus necessary to revise once again linguistic theory in order to re-formulate a logical perception of how linguistic structures are coiled to assign meaning and how the theoretical knowledge may be used in order to enrich the interpretation. When applying linguistic theory in English studies, it cannot be said to be a descriptive tool that can be used to analyse syntax or phonology, it is a kind of interpretation that makes the text, discourse, and meaning to be formed and perceivable. The fast-changing world of linguistic thought structuralist differentials into cognitive metaphor theory and the functional-semantic framework has significantly changed people perception of language (Kövecses, 2010). Nevertheless, there has not been a systematic re-evaluation of these changes within English studies as regards to contemporary interpretive and interdisciplinary issues (Lillis, 2014).

Traditionally structuralism added a scientific approach to the study of language and regarded language as a closed system of signs (Saussure, 1916). Later

generative grammar developed this tradition by concentrating on in-built linguistic competence and cross universal grammatical patterns (Chomsky, 1957, 1965), which determined the analytical exactness of linguistic questioning. Halliday later called his systemic- functional linguistics language as a social semiotic that made more emphasis on both use and the context than the abstract structure (Halliday, 1978). The emergence of cognitive linguistics (Lakoff and Johnson, 1980; Langacker, 1987) created conceptual dimension of meaning, embodied dimensions of meaning and pragmatics (Grice, 1975; Levinson, 1983) added dimension of use, implicature and communicative intent. These theoretical advances have broadened the scope of interpretation in linguistics, but the partial uptake of them in the fields of English studies has not allowed a unified criterion of interpretation to be established.

The current research intends to fill this gap in theories and disciplines by reviewing prominent paradigms of linguistics in terms of their explanatory capacity in studies of English. It provides the insight of how linguistic theory can be used to explain the idea of structure, meaning, and interpretation through such comparative and interpretive analysis. The study claims that the enduring gap between grammatical form and functional performance can be filled with the more integrated theoretical framework to include structural, functional, cognitive and pragmatic approaches to linguistic expression.

With the re-consideration of these frameworks, it is hoped that the paper can sharpen the theoretical instrumentation that is used in both linguistics and English studies in general, and give it more conceptual coherence and interpretative depth. Finally, this reappraisal adds to the current academic discussions about interdisciplinarity, theoretic integration, the issue of the changing dependence of language and interpretation in the theoretical modern research.

Literature Review

Changes in linguistic theory have played a key role in influencing the study, interpretation, and teaching of language in the English studies. Due to progress in time, formalist and structural frames of linguistic analysis have been replaced by more functional, cognitive and pragmatic ones. Nevertheless, regardless of the richness of theoretical frameworks, researchers still indicate recurring contradictions between the linguistic theory and practices of interpretation. This section will overview classical and modern theories of linguistics, provide a summary of the main criticisms and will explore some of the recent interdisciplinary controversies. It ends by determining the conceptual gap, and thus suggests a theoretical reevaluation.

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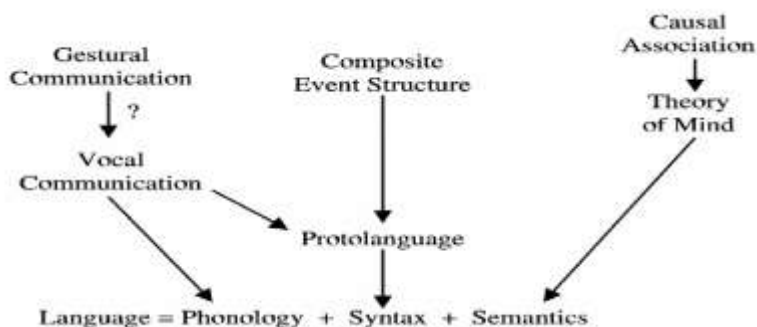


FIGURE 1 THE ORIGIN AND EVOLUTION OF LANGUAGE ((HOBBS, 2006))

Classical Linguistic Theories

Modern linguistics has its roots in structuralism paradigm which redefined language as a system of relationship. The Course in general Linguistics by Ferdinand de Saussure (1916/1983) created the basic totality that language functions not as a pre-determined reference, but rather as a difference between linguistic units. Such a move toward a scientific study of structure had far-reaching consequences on the study of literature and language, especially with the work of Roman Jakobson (1960) to create linguistic poetics, which connected grammatical structures to the literary work. In English studies, structuralism offered rigor of analysis and led to emergence of stylistics and semiotics.

Nevertheless, formalist emphasis in structuralism became a criticism because of its ignorance on the social, historical, and interpretive aspects. According to the arguments by scholars like Hodge and Kress (1988), internal relationships made it lose relation to communicative practice and according to a study that was conducted by Carter (1998), structuralist methods threatened to take away the meaning of language by abstraction. Nevertheless, the analysis accuracy of structuralism is still at the foundation of numerous linguistic approaches in spite of these shortcomings.

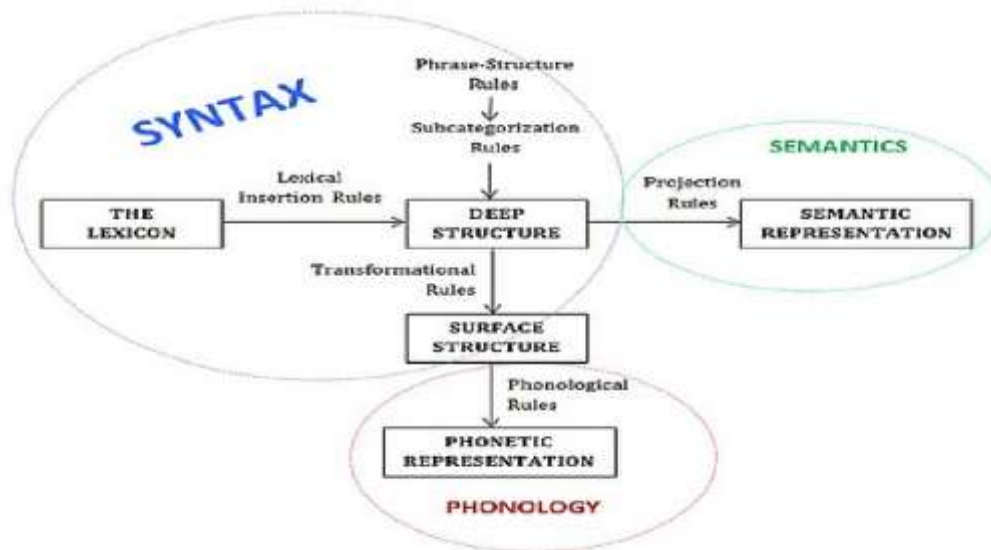


FIGURE 2 ASPECTS OF THE THEORY OF SYNTAX (D, 2025)

However, the different paradigm was brought forth by Noam Chomsky in his Transformational-Generative Grammar (TGG) (1957, 1965) which focused on the cognitive and mental aspect of language. Chomsky suggested that the human languages all have a universal grammar, indicating deep structures of surface expressions. This model took forward the academic goals of linguistics and concentrated on competence, which is controlled by rules instead of performance. In the English studies, generative grammar provided contributions in grammatical theory and signature linguistics. However, it was abstracted out of meaning and discourse, which restricted its use in studying the text or in the interpretation of the text (Newmeyer, 1986). The opponents like Widdowson (2003) have observed that even though generative grammar is highly successful in formal description, it provides very little information regarding the pragmatic or the aesthetic aspect of language in a text.

Framework	Key Scholars	Core Concepts	Contributions to English Studies	Limitations
Structuralism	Saussure (1916), Jakobson (1960)	Language as system of signs and differences	Developed stylistics and semiotic analysis	Lacks contextual and interpretive depth
Transformational Grammar	Chomsky (1957, 1965)	Innate linguistic competence; deep/surface structures	Strengthened syntactic and formal analysis	Abstract; neglects meaning and social use

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As well, both structuralism and TGG were promising in terms of the initial understanding of linguistic structure but lacked significant frameworks in their interpretation and it was necessary to have more meaning-related theories developed.

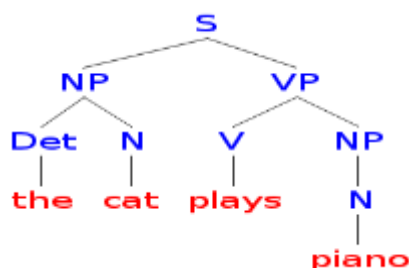


FIGURE 3 SYNTAX TREE DIAGRAM (ALLTHINGSLINGUISTIC, 2014)

Contemporary Linguistic Approaches

A theoretical shift that would evolve into functional linguistics, cognitive linguistics and pragmatics saw the late twentieth century turn towards meaning, function and cognition. These frameworks attempted to account for the weaknesses of formal models in placing language in practice, context and human experience (HUBACK, 2017).

Language is seen as a social semiotic system and is considered the realisation of meaning through the functions of language, and these views are promoted by the Functional Linguistics formulated by Michael Halliday (1978). Halliday developed three metafunctions ideational, interpersonal, and textual as a description of the way in which language constructs experience, interaction and coherence. In English studies, Systemic Functional Linguistics (SFL) has established itself as an influential discourse analysis, pedagogic linguistics and critical stylistics tool (Hasan, 1985; Simpson, 2014). Connecting the form of language with the social role of the language, it enables researchers to study how language carries ideology and identity. However, according to some scholars, SFL would be less cognitively inclined in meaning-making processes (Thompson, 2014) and cannot explain individual interpretation in full (Dąbrowska, 2018).

Cognitive Linguistics, proposed by George Lakoff and Mark Johnson (1980) and developed by Ronald Langacker (1987) is a paradigm shift of formalism into conceptual and embodied meaning. It holds that language patterns indicate human thinking and perception and experience patterns. The conceptual metaphor of image schema and frame semantics are the principles of the theory that articulate the fact that the abstract ideas are anchored on the physical experience. Cognitive linguistics has spawned cognitive poetics in the study of

English (Stockwell, 2002; Gavins, 2007), which examines how the reader is able to construct meaning by taking part in cognitive processes such as framing and mental simulation. Nevertheless, at full interpretive capacity, cognitive linguistics has come under criticism of being too informal in rigor and incommensurable in method (Geeraerts and Cuyckens, 2007).

Pragmatics, followed H. P. Grice (1975) and Stephen Levinson (1983) with the emphasis on the meaning as context dependent and inferential. It explores the way speakers suggest, determine and detect inferences outside literal meanings with the help of concepts like implicature, relevance, and politeness. Pragmatic strategies have been of great use in discourse analysis, stylistics, and literary pragmatics to shed light on how the readers interpret irony, ambiguity, and tone. Regardless, the role of pragmatics in English studies is not always theoretically integrated, as it is rather applied implicitly and without structure (Birner, 2013).

TABLE 1

Framework	Key Scholars	Core Concepts	Contributions to English Studies	Limitations
Functional Linguistics (SFL)	Halliday (1978); Halliday & Matthiessen (2004)	Language as social semiotic; metafunctions	Enhances discourse and critical stylistic analysis	Limited attention to cognition and interpretation
Cognitive Linguistics	Lakoff & Johnson (1980); Langacker (1987)	Embodied meaning, conceptual metaphor	Advances cognitive poetics and reader-response studies	Methodological inconsistency
Pragmatics	Grice (1975); Levinson (1983)	Contextual and inferential meaning	Explains textual tone and reader interpretation	Lacks systematic theoretical application

These modern paradigms have the force of rebranding language as a means of making meaning, but they have caused a fragmentation of theories, especially in English studies.

Theory–Practice Gaps in English Studies

Although there is abundant range of linguistic structures that can be used, researchers have traditionally identified a lack of correspondence between theoretical and applied interpretation. Carter (1998) and Widdowson (2003) note

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that a lot of linguistic theories have been perceived as a mere description and not interpretation that has seen superficial analysis of texts. Simpson (2014) claims that although the style idiom uses linguistic terms, it often does not talk in depth with the conceptual suppositions of the theories. Jeffries (2015) also observes the same that linguistic models of literary and discourse analysis are applied fragmentarily, with no theoretical unity.

Toolan (2016) and Mahlberg (2020) protest that English studies usually have a disciplinary compartmentalization, with structural, cognitive, and functional models working independently of each other. This atomism restricts this ability on the part of scholars to examine the manner in which linguistic form, cognitive process and social context combine to generate meaning. It is therefore true that English studies apply linguistic tools, but they do not make full use of their theoretical possibilities.

Interdisciplinarity and Theoretical Integration

Over the last few years there has been growing call among scholars to adopt interdisciplinary methodologies which involve the integration of language theory, literary analysis and cognitive psychology. In this respect, considerable contribution is made by such areas as cognitive stylistics (Stockwell, 2002; Gavins and Steen, 2003) and critical discourse analysis (Fairclough, 2014). Cognitive stylistics examines the conceptualizations of literary texts held by readers whereas CDA combines functional linguistics with ideology criticism in order to unveil the power relations upheld in discourse.

Nevertheless, these attempts are quite fragmented, theoretically speaking, according to McIntyre and Busse (2010) and Mahlberg (2020), there is simply no meta-framework that could connect with several paradigms. The difficulty is to come up with an integrative model that would embody the structural regularities of language as well as interpretation of meaning-making processes. The absence of interaction between disciplines in this tension provides a resurgence of theoretic synthesis in English studies.

Identified Research Gap

The critique presents the same shortcoming of both the classical and contemporary systems, the absence of an inclusive theory that has the capacity to combine linguistic structure, social life and interpretive meaning. CR and interpolative grammars have accuracy in structure but lack interpretation; cognitive and functional linguistics offer deep tools on the interpretative level, but little structural coherence. Pragmatics provides the contextual insight but it is not theoretically consistent across fields (Haugh & Culpeper, 2018).

Thus, this paper addresses a gap critical requirement, namely, the necessity to review and re-evaluate the main theories of linguistics in the effort to create an integrated system of theories that can successfully mediate between linguistic analysis and interpretive practice in the English studies. Through this re-evaluation, it is hoped that the study will be able to add to the theoretical and analytical richness by assisting in a more comprehensive comprehension of the nature of language, as a structured system and as an interpretive activity.

Research Objectives and Research Questions

Objectives

To critically evaluate the key theories of linguistics and its application to English studies.

To investigate the effects of the linguistic theory on the interpretation of language and structure in the English texts.

Research Questions

What role do the old linguistic theories play in defining the present structures and meaning of the English studies?

Which theoretical contributions would help to enhance the process of interpretation and interpreting linguistic analysis to textual meaning?

Research Methodology

Research Design

This paper will utilize a theoretical interpretive analytical study because it focuses on conceptual richness and synthesis as opposed to empirical quantification. This methodology is aimed at reevaluating the leading theories in linguistics and testing their applicability to English studies by comparing theories and making interpretive arguments (McIntyre, 2013). A qualitative approach is best due to the fact that the research is concerned with frameworks, principles, and implied interpretations but not the observable variables. Such a design will enable fine-grained analysis of linguistic theories - investigating their conceptualization of linguistic structure, meaning and interpretation and enable critical reflection on whether they are relevant to English studies nowadays (Taylor, 2014).

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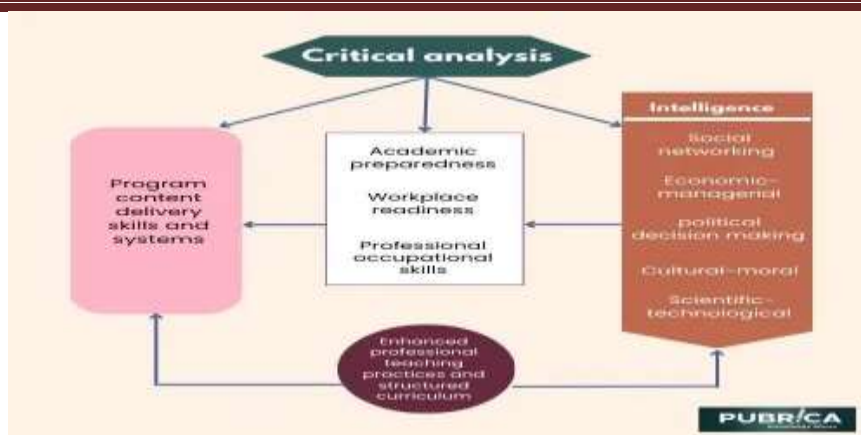


FIGURE 4 METHODOLOGICAL FRAMEWORK / RESEARCH DESIGN (GANESH, 2025)

Comparative Theoretical Framework

The key element of the methodology is the comparative analysis of the significant linguistic paradigms, both classical and current. They are structuralism (Saussure, 1916), generative grammar (Chomsky, 1957, 1965), functional linguistics (Halliday, 1978), cognitive linguistics (Lakoff and Johnson, 1980) and pragmatics (Grice, 1975). Both theories have been considered based on the conceptual coherence of the theories, the scope of explanation, and its usefulness in English studies. This comparative study determines the main assumptions of each of the paradigms and the way these assumptions influence analytical practice in the interpretation of language and text (Carter-Thomas, 2010). The comparison of these structures reveals both points of convergence and divergence, and, therefore, the study introduces a bridging theoretical synthesis based on the synthesis and interpretation of linguistic form and interpretation (Bateman et al., 2017).

Interpretive Analytical Procedure

The paper uses an interpretive analytical process, which involves the theoretical understanding of English language and textual data on the chosen examples. These instances which are based on the literary discourse, stylistic analysis and the use of language in our day-to-day life are used to demonstrate how various linguistic theories define the language structure and meaning (Gee, 2025). The process has four steps, which include identifying the most important theoretical concepts, comparative explanatory power, setting the interpretations in context, and integrating lessons to a unified model. In the process, the analysis indicates

that the linguistic theory is both a descriptive and interpretive tool that can guide the meaning-making in the English studies.

Justification for Theoretical Methodology

Theoretical and not empirical approach is taken since the purpose of the study is conceptual re-evaluation but not hypothesis testing (Ruddin, 2006). Although empirical methods are useful in data validation, they are not suitable in being provided to handle philosophical and interpretive aspects of linguistic theory. Theoretical inquiry helps the researcher to examine how the linguistic paradigms conceptualize meaning and how the conceptualizations are manifested in the interpretive practice. The further development of the linguistic knowledge implies, as Widdowson (2003) and Toolan (2016) purport, critical examination of the theory as such, followed by the empirical application. It is with this approach, then, that a new intellectual basis to reconsider the role of the linguistic theory in knowing English studies is made possible with the integrated and interpretive engagement (Pluim et al., 2020).

Data Collection and Analysis

Nature and Scope of Data

Even though this paper is abstract and not an empirical one, the data is conceptual and textual in the research. The major data sources would be in the field of linguistic theories, academic literature as well as representative English texts which could be used as interpretive examples (McEnery & Hardie, 2011). The theoretical material includes classical theories, i. e., Saussurean structuralism and Chomskyan generative grammar, as well as the modern paradigms e.g. Hallidayan functional linguistics, cognitive linguistics, and pragmatics. The inclusion of scholarly discourse and critical interpretation based on peer reviewed studies in the domains of linguistics and English studies is also considered secondary analytical references. The representative texts of the English language, both literary fragments and discourse and stylist-structural patterns samples, serve as illustrative data intended to show how various theories of the English language process the meaning and structure (Friginal, 2013). Such a combination guarantees the rigor in theories and at the same time one would expect a grounding in applied analysis (Braun & Clarke, 2020).

Analytical Tools and Techniques

Analytical methods are used in the study; the main analytical methods are linguistic comparison, conceptual mapping, and interpretive critique.

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Linguistic comparison is a method of analysing the conceptualizations of language and sense as represented in different theories systematically with the aim of uncovering areas of similarity and difference in the assumption and explanatory hypotheses.

Conceptual mapping in doing this, conceptual mapping is taken to trace theory interconnections, where ideas like structure, functionality and interpretation are being treated in various paradigms (Cañas & Novak, 2008).

Interpretive critique as an analytical layer, has the benefit of giving a reflection of not merely something that theories purport to do but how well they complement the interpretive practices in English studies.

The combination of these tools enables a complete reevaluation of linguistic theory on the level of analytical and epistemological perspectives (Bunnell, 2010).

Evaluation Criteria

A systematic analysis is done to evaluate every linguistic theory in 4 important criteria:

The conceptual coherence, the logical consistency, internal and the theoretical clarity.

Applicability – usefulness in practical terms in English language and interpretation of literature (Larsen-Freeman, 2023).

Explanatory power this is the degree to which the theory is able to explain structure, meaning and interpretation.

Limitations – There are weaknesses in the theoretical framework or the context considering the study or its interpretation.

A summative table on the role of these criteria in the comparative assessment is as presented below:

TABLE 2

Linguistic Framework	Coherence	Applicability to English Studies	Explanatory Power	Identified Limitations
Structuralism (Saussure, Jakobson)	High – systematic and formal	Moderate – useful for textual structure	Strong in analyzing patterns	Weak in contextual and interpretive aspects
Generative Grammar (Chomsky)	High – rigorous and rule-based	Low – abstract and formal	Strong for syntax	Limited for meaning and discourse

Functional Linguistics (Halliday)	Strong – socially grounded	High – effective in discourse and stylistics	Broad explanatory range	Limited cognitive focus
Cognitive Linguistics (Lakoff, Langacker)	Moderate – interpretively rich	High – valuable in cognitive poetics	Strong for meaning and metaphor	Weak structural precision
Pragmatics (Grice, Levinson)	Strong – contextually consistent	Moderate – adaptable to discourse	Strong for inferential meaning	Lacks formal analytical structure

Analytical Process

There are three major stages in the analytical process. First, theoretical mapping determines the basic assumptions and orientations of interpretation of each framework. Second, comparative evaluation makes use of the above criteria to evaluate the conceptual strengths and weaknesses of each theory. Third, synthesis brings together the wisdom of paradigms to develop an interdisciplinary model of interrelation of linguistic form and social performance and interpretation (Hyland, 2023). Such an examination method guarantees that the reassessment does not simply settle on a descriptive comparison but is indeed theorized to the point of proposing a logically functioning methodology that will guide further linguistic and interpretive analyses of the English studies (Saldaña, 2018).

Results

Overview of Findings

The comparative and interpretative analysis resulted in a chain of discoveries that explain the goodness and weaknesses of leading theories of linguistics as applied in English studies (Givón, 2009). The findings show that classical models of structuralism and generative grammar are still essential in the attainment of linguistic accuracy and systematic description, but give little direction in the interpretation or context of analysis. The modern paradigms, such as functional linguistics, cognitive linguistics, and pragmatics do provide more dynamic and context-specific information of meaning, discourse, and meaning but tend to be less formally coherent and structurally rigorous as to their predecessors. It, hence, reveals a hypothetical disequilibrium between formalist and interpretive flexibility in the study that requires integrative refinement

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Strengths and Weaknesses of Major Frameworks

It was determined that there is an existence of conceptual contributions and limitations throughout the five fundamental linguistic paradigms (Evans & Green, 2018). Structuralism is also highly dependent in textual form analysis and thus forms the basis of the inquiry of style and semiotic nature. But it is limited to interpretation due to its lack of contextual dependence. The syntactic and cognitive modelling Generative grammar is no longer useful in the study of the meaning or social role because its abstraction is formal. Functional linguistics prepares a social-based insight into language as a meaning-making system, but offers inadequate comprehension of cognitive and inferential aspects of interpretation. Cognitive linguistics is the approach that mediates language and human experience in views of conceptual metaphor and embodiment but loses structural accuracy (Evans, 2019). Lastly, pragmatics adds to interpretive analysis by providing meaning an established context; however, it does not fully elaborate a fully paid theoretical framework to develop complex discourse patterns (Ariel, 2010).

Comparative Summary of Findings

TABLE 3

Linguistic Framework	Core Strengths	Key Weaknesses	Effect on Interpretation
Structuralism	Offers systematic analysis of language structure	Neglects context and reader interpretation	Emphasizes textual form over meaning
Generative Grammar	Strong formal and cognitive modeling	Limited attention to communicative use	Treats interpretation as secondary to syntax
Functional Linguistics	Connects language to social function and discourse	Minimal engagement with mental processing	Expands interpretive focus on meaning in context
Cognitive Linguistics	Explains conceptual meaning and metaphor	Lacks structural consistency	Deepens interpretive insight through embodiment

Pragmatics	Illuminates meaning in context and inference	Theoretical fragmentation	Enhances contextual and reader-oriented interpretation
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Misapplications and Gaps in English Studies

There are also recurrent cases of misapplications and oversimplifications in the English studies that are revealed in the findings. Mechanically involving structuralist and generative models with the little or no concern regarding the theoretical assumption's durations, and giving rise to excessively formalized analyses that do not involve interpretation. Cognitive and pragmatic theories on the other hand are frequently undertaken impressionistically, without adequate methodological underpinning, leading to piecemeal or hypothetical readings. This selective application is symptomatic of an otherwise absent system: the absence of a consistent system that would have to combine the description of linguistics with its interpretative knowledge. The study of English must have closer attention to the epistemology of linguistic theory.

Refined and Blended Theoretical Insights

Based on such results, the paper will hypothesize the development of a superior integrative paradigm which combines the analytical power of structuralist and generative precision with the interpretive richness of functional, cognitive, and functional approaches. This model is a hybrid that de-position of the linguistic theory as a descriptive system and an interpretive practice and is termed an Integrated Linguistic-Interpretive Framework (ILIF). The ILIF focuses on three dimensions ICT, and they are complementary:

Linguistic rigor, maintenance of structural coherence;

Functional contextuality, the acknowledgement of language as socially and pragmatically contextualize; and

Cognitive-interpretive depth, forwards meaning as the process of dynamic mental and cultural working.

This synthesis offers a more equalized theoretical basis to the English studies, where the linguistic enquiry is involved with the form of the language as well as interpretive actions through which the meaning is constructed.

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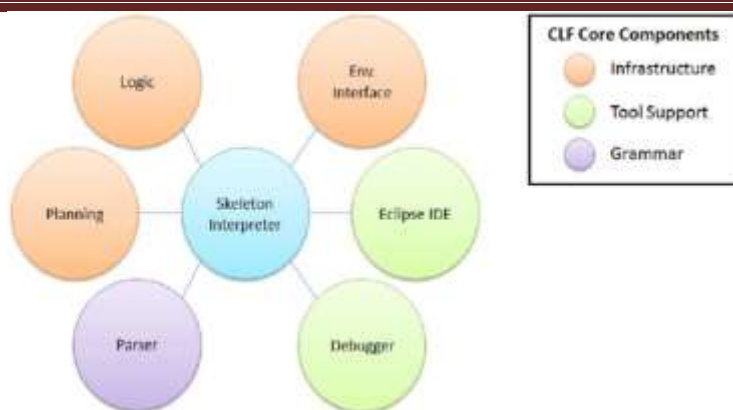


FIGURE 5 SCHEMATIC OF THE COMMON LANGUAGE FRAMEWORK (RUSSELL ET AL., 2011)

Discussion

Challenging and Enriching Existing Perspectives

The re-evaluation of the key linguistic theories disfigures the traditionally accepted rift between formalist and interpretive approaches to English studies. Structuralism and generative grammar have been considered as traditional paradigms that are objective, rule-based systems that are independent of the processes of meaning making, whereas functional and cognitive linguistics are a focus on use, context and conceptualization. This paper has shown that these simple dichotomies are too simplistic and that these paradigms when well combined will have complementing information. The revaluation fills out the perspectives in the present state of thought by locating linguistic theory not simply descriptive but explanatory and interpretive hence fills the divide between linguistic science and humanistic enquiry.

Implications for Pedagogy, Textual Analysis, and Theory

The outcomes have serious implications to the field of the linguistic pedagogy, which implies that it should leave behind the field of isolated theoretical teaching and proceed to a multi-theoretical literacy. Teachers are to encourage learners to use a combination of different frameworks together, they should become aware of the interaction between linguistic structure, context and mind to construct meaning. In textual analysis, the analysis stimulates the analysts to critically follow up theoretical assumptions that constitute the incorporation of functional and cognitive instruments to enhance interpretive comprehension. In the case of theoretical research, such revaluation begs towards making a metathetical

synthesis, whereby linguists seek the intersection with each other instead of drawing hard boundaries between disciplinary boundaries.

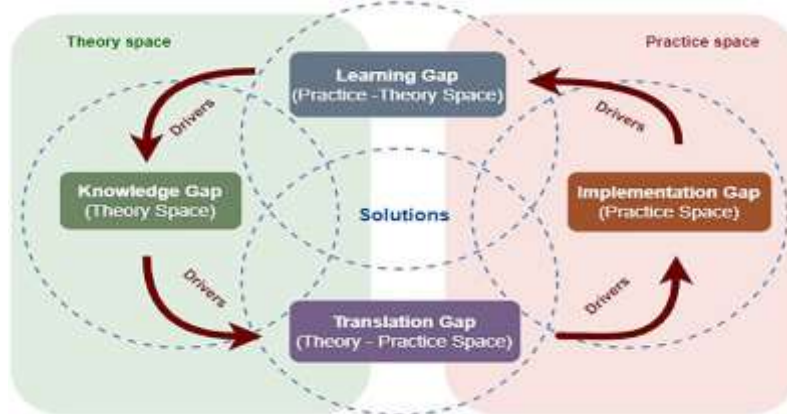


FIGURE 6 THE THEORY-PRACTICE GAP CONCEPTUAL MODEL (ARTEAGA ET AL., 2024)

Guiding Future Studies and Reshaping Assumptions

The Integrated Linguistic-Interpretive Framework (ILIF) proposed herein presents a theoretical avenue in which future research can be directed in an attempt to bridge language form and social functionality coupled with interpretation. It transforms the paradigms of English studies when it focuses on language as a meaning-making practice as part of cognition and culture and not a structural system. The present model can be developed further in future studies by employing corpus-based, cognitive, or discourse-oriented studies that would examine how the model may be interpreted in a more refined manner. Eventually, such a combination brings the discipline to a more integrated conception of the way that theory defines interpretation, restoring the theoretical backgrounds of English studies.

Conclusion and Recommendations

It is demonstrated that linguistic theory and interpretive practice are quite essential in English studies by this research. By re-evaluating the major systems of linguistics, such as structuralism, generative grammar, functional linguistics, cognitive linguistics, and pragmatics, it proves that each of them provides useful but incomplete information on the connection between language, architecture, and meaning. This study points out that in the study of language, disciplinary isolation is unfathomable, but theoretically, it is full integration.

The proposed framework of the Integrated Linguistic-Interpretive Framework (ILIF) will be a refinement of the proposed ideas in terms of the combination of structural coherence, functional contextuality, and cognitive-interpretive depth. This synthesis fills in the old dichotomy between the linguistic form and the

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interpretive meaning and provides a more equal and inclusive method of analysing language.

To extend the progress, the study suggests that the researchers should seek to interdisciplinary research which connects linguistic theory with discourse and cognitive science; the educators should aim at using multi-theoretical method which builds students critical interaction with various linguistic models; and linguists should seek to understand the way theory works with consideration to the way theories influence interpretation. Ensuring the continuation of linguistic theory as an active, meaning-based discipline by intensifying theoretical training in English departments will produce scholars who can bridge the gap between linguistic rigor and interpretive insight and provide the theory with a future as a lively discipline.

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