



## The Impact of Implicatures on the Interpretation of Indirect Speech Acts in “William Saroyan's the summer of The Beautiful White Horse”

Dr. Nagamurali Eragamreddy

Senior Lecturer, University of Technology and Applied Sciences, Salalah

**ABSTRACT:** This study explores “the impact of implicatures on the interpretation of indirect speech acts in William Saroyan's The Summer of the Beautiful White Horse.” Using qualitative literary analysis, the study explores how implicatures help readers comprehend the motivations and interpersonal dynamics of characters. To gather data, excerpts from the text that had instances of implicatures and indirect speech actions were chosen, and secondary sources such as academic journals and literary criticism were looked at to provide background information and provide support to the research. To determine the significance of implicatures, a thorough reading and comparison study with other works were part of the data analysis technique. The study reveals that implicatures provide the story with additional levels of meaning and encourage readers to actively participate in interpreting nuances. The references to different literary traditions, such as the Japanese “mono no aware,” highlight how indirect communication is a universal literary technique. The results imply that Saroyan's storytelling style makes use of implicatures to portray difficult moral and emotional issues, pushing readers to consider interpersonal relationships and cultural quirks. This work adds to the field of literary pragmatics by elucidating the intricacies of human interaction and enhancing the reading experience through implicatures.

**KEYWORDS:** Contextual Interpretation, Implicatures, Indirect Speech Acts, Literary Pragmatics, William Saroyan.

### 1. INTRODUCTION

#### 1.1 Overview of Indirect Speech Acts and Implicatures

Humans need a suitable language that both the speaker and the listener can understand to communicate to satisfy one of these needs. Language, according to Kridalaksana (2008), is a system of arbitrary sound symbols that people in social groups use to communicate collectively, converse, and establish their identity. Language is therefore essential to human existence. As social organisms, humans can use language to fulfill their desires and build relationships with other living things (Mercer, 2002). However, because of the phenomena of “direct and indirect speech acts,” proficiency in this mode of communication is required when learning a foreign language (FL) or second language (L2) (Baker & Bricker 2010). To prevent misconceptions during communication, it is essential to comprehend the meaning of every statement (Cameron et al., 2016). Thus, linguistic analysis is required to examine this kind of event. Phonology, morphology, syntax, semantics, pragmatics, and other fields of language study are all included in the field of linguistics (Sunubi, 2016). Because pragmatics deals with the meaning of language and its setting, it is essential (Kroeger, 2023). It entails depending on presumptions and expectancies, as well as the recognition of hidden meanings. The way a speaker organizes their points and the circumstances of the listener are both impacted by pragmatics, which is related to linguistic context. In addition to the “invisible” components, pragmatic learning includes speech acts, implicatures, context, and estimates. Handling speech acts in our native language is challenging enough, but they will be even more so in our L2 or FL. Understanding speech acts necessitates examining real-world conversations, especially in literary works (Aziza & Simanjuntak, 2022). Certain statements speak directly between form and function, or they have a literal meaning (Habiburrahim et al., 2020). Examining a statement's true intention or hidden meaning is the goal of indirect speech acts (ISAs) (Ruytenbeek, 2021). Sentences that are imperative, interrogative, or declarative are used to make requests, invite people, or ask questions. While ISAs happen when a sentence no longer accomplishes its original goal, direct speech acts are used by its regular function.

#### 1.2 Saroyan's “The Summer of the Beautiful White Horse”

The selected literary excerpt of Saroyan is an effective story that demonstrates his extraordinary ability to make the narrator the master of the story scenario through a series of extremely ordinary events. The beautiful spirit of the writing is portrayed in the first line, “... when I was nine and the world was full of every imaginable kind of magnificence, and life was still a delightful and mysterious dream.” This spirit is what gives the fiction its strength. The picture of Saroyan is so strong and reflects the spirit of the



writer that, in a way, the writer is eluded (Kouymjian, 2014). The current selected literary excerpt is a moving short narrative that takes place in Fresno, California's Armenian-American neighborhood. Aram, the young narrator of the story relates his early recollections of his cousin Mourad and their horse-stealing incident. The story starts when Mourad, Aram's cousin, admits to taking the horse—which everyone thought had been taken by another villager. Mourad's admission and his defense of his theft of the horse demonstrate his sense of justice and his determination to make up for a perceived wrong—even in considerable personal danger. Saroyan deftly depicts a close-knit society and delves into topics of morality, fairness, and the intricacies of human conduct via Aram's perspective. The story is imbued with nostalgia and innocence, yet it also carries a profound message about the nature of truth, loyalty, and the bonds that tie families and communities together. "The Summer of the Beautiful White Horse" is a timeless coming-of-age story that resonates with readers for its rich characterization, evocative setting, and powerful exploration of universal themes (Saroyan, 2013).

### 1.3 Research Gap

The scant examination of how implicatures affect how readers understand ISAs in Saroyan's "The Summer of the Beautiful White Horse" is a significant research gap. Even though studies that already exist can spot instances of implicatures and ISAs, they frequently don't go deep enough to analyze the precise pragmatic mechanisms at work and how they affect the narrative's overall meaning. Subsequent investigations may explore the subtle ways implicatures influence the reader's comprehension of the goals, feelings, and interpersonal connections of characters (Musdalifa et al. 2022). This could entail a thorough examination of significant sections that use ISAs, paying close attention to the language signals, cultural allusions, and context that all contribute to the implicatures (Meibauer, 2019). Furthermore, a comparison with other literary works or cultural contexts may shed light on the distinctive qualities of Saroyan's storytelling style and its consequences for pragmatic interpretation. Overall, a more thorough examination of implicatures in "The Summer of the Beautiful White Horse" could improve our comprehension of Saroyan's narrative strategies and advance the study of literary pragmatics.

### 1.4 Significance of the Study

Examining how implicatures affect and how ISAs are interpreted in Saroyan's "The Summer of the Beautiful White Horse" is important because it can help us better comprehend Saroyan's narrative devices and advance the field of literary pragmatics as a whole. This study can unearth levels of meaning that may not be immediately obvious by exploring the subtle ways implicatures impact the reader's interpretation of characters' intents (Musdalifa et al. 2022), feelings, and relationships. Gaining an understanding of how implicatures influence how ISAs (Meibauer, 2019) are interpreted in Saroyan's work might help one better appreciate the complexity of human connection and communication as it is portrayed in the narrative. It can clarify the language and cultural subtleties interlaced throughout the story, enhancing our understanding of Saroyan's storytelling technique (Kouymjian, 2014) and the complexities of Armenian-American identity as it is represented in the literary excerpt. Furthermore, because the present research adds to the larger corpus of information on pragmatics and discourse analysis, its consequences go beyond the particular literary work. Researchers may learn a great deal about the relationship between language, culture, and narrative formation by studying implicatures in literary contexts (Benotti & Blackburn, 2014). This will help us comprehend language's role in both literature and society. Ultimately, by shedding light on the function of pragmatics in influencing meaning and interpretation in literature, examining the influence of implicatures on the reading of ISAs in "The Summer of the Beautiful White Horse" not only advances our comprehension of Saroyan's writing but also advances the field of literary studies as a whole.

### 1.5 Research Objectives

1. To investigate how implicatures in Saroyan's "The Summer of the Beautiful White Horse" impact our comprehension of indirect speech acts.
2. To investigate the subtle ways implicatures affect the text's overall meaning and narrative structure.
3. To investigate the linguistic and cultural subtleties present in Saroyan's use of implicatures and indirect speech acts.
4. To illustrate the unique features and consequences of the pragmatic interpretation of Saroyan's narrative's use of implicatures, contrast it with comparable literary works or cultural settings.



## 1.6 Research Questions

1. What impact do implicatures have on the reader's understanding of "The Summer of the Beautiful White Horse" in indirect speech acts?
2. What particular pragmatic mechanisms are at work in Saroyan's use of implicatures, and how do they add to the text's overall meaning?
3. What impacts do linguistic and cultural factors have on how one interprets the narrative's indirect speech acts and implicatures?
4. How can we better grasp Saroyan's narrative style and its implications for pragmatic interpretation by comparing it to other literary works or cultural contexts?
5. In what ways can a more thorough analysis of the implicatures in "The Summer of the Beautiful White Horse" advance our knowledge of literary pragmatics and the intricacies of interpersonal communication?

## 2. LITERATURE REVIEW

### 2.1 Theoretical Background of Indirect Speech Acts and Implicatures

Fundamental ideas in pragmatics, a field of linguistics that examines how language is employed in context to communicate content other than what is literally said, are implicatures and ISAs (Kravchenko, 2017). Since being initially presented by philosopher Paul Grice (1975) in his influential book "Logic and Conversation," these ideas have been extensively researched and used in a variety of disciplines, such as communication studies, psychology, and literature. When a speaker uses words that have a meaning other than their literal meaning, this is referred to as an indirect speech act. This can happen when someone asks a question, makes a remark, or makes a request to communicate another illocutionary force. For example, asking a question can be used to indirectly make a request. Take the statement "Could you pass the salt?" as an instance. The intended illocutionary force is a request to pass the salt, even if the literal meaning is a query regarding one's capacity to do so. Contrarily, implicatures are inferences that the listener makes based not so much on the words' exact meaning as on the utterance's context. The context and the speaker's intended communication strategies suggest these conclusions, even when the speaker does not declare them directly. Conversational implicatures and conventional implicatures are the two categories of implicatures that Grice (1975) identified.

Grice suggested the cooperative principle as a guiding concept for communication, from which conversational implicatures flow (Bakoko & Pratiwi, 2021). The cooperation principle states that participants should expect speakers to contribute in a way that is pertinent, instructive, honest, and unambiguous. An implicature is frequently inferred by the listener to make sense of a speech when a speaker breaks one of these maxims. Saying, "I have a lot of homework tonight," for instance, might imply that the speaker is preoccupied and unwilling to interact with others.

In contrast, conventional implicatures are connected to certain words or phrases that have deeper meanings than only what they signify literally (Potts, 2007). Conventional implicatures are inherent to the meaning of the language utterance; whereas, implicatures rely on the context and the cooperative principle. In the statement "John is poor but honest," for instance, the word "but" often suggests a difference between the two. To strengthen the story and further the character development in "The Summer of the Beautiful White Horse," Saroyan uses implicatures as well as ISAs. For instance, Mourad's indirect speech act demonstrates his sense of justice and desire to make up for a perceived injustice when he admits to stealing the horse. This implies that Mourad is prepared to accept accountability for his deeds, even at significant personal risk, which gives his character additional depth. Thus, ISAs and implicatures are essential to communication because they enable speakers to quietly transmit meaning and listeners to deduce meaning from context and pragmatic considerations. These ideas are applied in literature to produce complex, multilayered stories that entice readers to interact with the work on several levels.

### 2.2 Previous Studies on Indirect Speech Acts and Implicatures in Literary Excerpts

"The direct and indirect speech acts used by characters in the Princess Hase-Hime story" are analyzed by Rahmayanti et al. (2021) and show how these acts are used differently by different characters and how they affect the plot. Direct speech acts are more common than ISAs, according to the study, suggesting that direct communication predominates in the narrative. This emphasizes how crucial it is to comprehend the subtleties of ISAs in literature as they might reveal more about the motivations and connections



of characters. The study also reveals that literary texts such as Princess Hase-Hime may be excellent tools for pragmatics instruction, improving students' comprehension of language use in various circumstances. Literary devices known as ISAs, like those in Tennessee Williams' "A Streetcar Named Desire," give characters' relationships and motivations more nuance and complexity. They permit complexity and nuance, enhancing the text with hints of meaning and emphasizing the complexities of interpersonal communication. Since ISAs are frequently used to represent societal norms and values, analyzing them in literature not only improves our knowledge of the text but also sheds light on cultural and social settings. Ahmad and Zainurrahman's (2021) work serves as an example of how examining ISAs in literature may reveal the dynamic character of language and its function in storytelling.

The study conducted in 2022 by Dakheel and Al Abdely on the grasp of ISAs in "Jane Eyre" by Iraqi EFL learners provides insight into the difficulties that language learners have while attempting to comprehend complex forms of communication. The results imply that although students may possess a firm command of syntax and vocabulary, they could find it difficult to understand pragmatic components of language, including deducing the intended meanings from ISAs. This emphasizes how vital it is to include pragmatic competence in language acquisition curriculum as it is essential to clear communication. The study also emphasizes the need for more investigation and pedagogical approaches to improve students' pragmatic abilities in literary contexts. The study conducted in 2023 by Syahputra et al. on ISAs in "Jean Craighead George's" book "On the Far Side of the Mountain" emphasizes the complex interpersonal and communication dynamics between individuals. Through the classification of direct and indirect speech acts, the research highlights the nuanced use of language in the book and how the intents and feelings of the characters are expressed through conversation. This study deepens our comprehension of the text and highlights the significance of ISAs in literature, which support the growth of characters and the complexity of the story.

Pozhar (2020) offers important insights into the subtle meanings that temporal adverbs might express about characters' ages. Specifically, his study focuses on the triggers of traditional implicatures in age descriptions in English-based literary discourse. The study reveals how temporal adverbs such as "still," "just," "suddenly," and "recently" elicit implicatures regarding characters' looks, conduct, sentiments, and physical well-being by applying Grice's and neo-Gricean inferential pragmatics. The discovery of these triggers advances our comprehension of how language is employed in literature to imply subtly different ages for characters. Furthermore, the study's emphasis on age-related conventional implicatures in the dialogue of characters deepens our understanding of how the language reflects societal norms and age-related prejudices. It also emphasizes how crucial it is to take pragmatic variables into account while analyzing literature since they greatly enhance the richness and nuance of character representation. Pozhar's study demonstrates, in general, the complex relationship that exists in literary discourse between language, age, and characterization.

The research by Zhang and Gu (2023) on the short story "A Woman on a Roof" by Doris Lessing provides an intriguing look at how conversational implicatures enhance our comprehension of literary characters and ideas. The study reveals the behaviours, inspirations, and power dynamics of characters through the use of Grice's Theory of Conversational Implicatures, which identifies subtle clues and subtleties in character conversations. This study improves our understanding of the themes of the story and helps us better understand the characteristics of the characters. The study emphasizes the use of pragmatics in literary analysis by showing how dialogue's hidden meanings advance the story and thematic development as a whole. The complex interaction between pragmatic and semantic elements in the processing of scalar implicatures is clarified by Eragamreddy's (2024) research. The study shows that pragmatic appropriateness and semantic meaning have an impact on responders' assessments and suggestions, especially in key trials. It's interesting to note that there are situations in which claims that make sense logically are judged to be pragmatically incorrect, suggesting possible inconsistencies in reasoning. The significance of language modifications to satisfy semantic accuracy and contextual criteria is further highlighted by participant comments. Therefore, this study advances our knowledge of scalar implicatures by highlighting the significance of pragmatic elements in addition to semantic ones. It draws attention to how difficult it is to absorb language and how linguistic analysis must take both levels of meaning into account.

### **2.3 Relevance of Implicatures in the Interpretation of Indirect Speech Acts**

Interpreting ISAs requires the use of implicatures, which enhance the communicative substance beyond the literal meaning of the words employed. The principles of Grice's Cooperative Principle offer a theoretical structure for comprehending the ways



implicatures influence the interpretation of ISAs. When someone uses indirect communication, they frequently imply something other than what they want to say. For instance, when someone requests, "Could you pass the salt?" at the dinner table, they could be making a request rather than inquiring about the listener's capacity. This implicature, which suggests that the speaker is giving just enough information for the listener to get the intended meaning, is based on the cooperative principle's maxim of quantity. The significance of implicatures in the interpretation of ISAs is further elucidated by Brown and Levinson's (1987) politeness theory. They contend that speakers employ indirectness to preserve cordial social connections by averting potentially embarrassing activities. Rather than stating, "I need your help," for example, a speaker can say, "Do you think you could lend me a hand?" To minimize the imposition on the listener's face and still convey the intended idea, this indirect request makes use of implicatures.

Furthermore, implicature interpretation in ISAs is influenced by contextual and cultural circumstances. There might be miscommunications since different cultures have different expectations about indirection and courtesy. For instance, direct communication is prized in certain cultures, whereas indirectness is regarded as a sort of politeness in other cultures. The intricacy of human communication and the significance of implicatures in expressing meaning beyond the literal interpretation of words are highlighted in the literature on implicatures and ISAs. Comprehending implicatures is crucial for proficient communication, especially in situations when being indirect is customary or favored.

### 3. METHODOLOGY

#### 3.1 Method

The present research used a qualitative methodology—more precisely, a literary analysis—to investigate how implicatures influence and how readers understand ISAs in Saroyan's "The Summer of the Beautiful White Horse." To fully explore the text and understand every aspect of implicature and ISAs as they relate to the narrative's overall meaning, a qualitative technique was selected. Despite being primarily used with fictional works, literary analysis provides useful instruments for qualitative research (Creswell & Poth, 2018). Qualitative researchers can analyze materials like transcripts to find deeper meanings and themes, much like literary critics do with texts (Mertova & Webster, 2019). Researchers can obtain deep insights into the experiences and viewpoints of participants by using close reading techniques and examining features like language choices, metaphors, and story structures (Gehman et al., 2018). This methodology cultivates a sophisticated comprehension of the subjective realm specified in qualitative data.

#### 3.2 Data Collection

The text of Saroyan's "The Summer of the Beautiful White Horse" served as the main basis of data for this research. The researcher selected excerpts from the text that had examples of implicatures and ISAs. The usage of implicatures in these excerpts and how they affect and how ISAs are understood were the subjects of analysis. Furthermore, scholarly publications and literary criticism were examined as secondary sources to offer context and support the study.

#### 3.3 Data Analysis Techniques

To identify instances of implicature and ISAs, a detailed reading of the text is necessary for the data analysis. Every occurrence was assessed within its literary framework to ascertain its importance to the main story. To further comprehend the significance of implicatures, the author also carried out a comparison analysis, contrasting the usage of implicatures in "The Summer of the Beautiful White Horse" with those in other literary works or linguistic theories.

### 4. RESULT AND DISCUSSION

#### 4.1 Identification and Analysis of Indirect Speech Acts

S.No.	Indirect Speech Act	Analysis
1	Couldn't believe	Inferred surprise or dismay at spotting Mourad mounted on the horse.
2	You're not dreaming	Implied confirmation that this is a genuine circumstance rather than a fantasy.
3	Sitting on a horse	Mourad's implied behavior or situation in bringing the horse.



4	Jumped out of bed	Explicates the speaker's feelings upon seeing Mourad and the horse, rather than the reason for those reactions.
5	Make it quick	If the listener wants to ride the horse, there is an implied request or advice to proceed swiftly.
6	Couldn't believe	Suggested disbelief or uncertainty over the horse's connection to the speaker, his cousin, or their family.
7	Leap out of the window	Without saying it directly, there is an implied invitation to ride the horse.
8	Where did you steal this horse?	A query concerning the origins of the horse that isn't explicitly accusing Mourad of stealing.
9	Stealing a horse	Implied defense or explanation for the horse-stealing act.
10	If you were crazy about horses	If someone is excited about horses, there is an implied defense or excuse for stealing a horse.
11	Let me put on some clothes	Indicated suggestion to dress before getting on the horse.
12	Hurry	Without explicitly stating it, there is an implied agreement to expedite the request.
13	Began to sing	Mourad's singing is impliedly described as booming without being specifically called out as such.
14	Craziest member of our family	Mourad is impliedly characterized without being specifically stated.
15	Natural descendant of the crazy streak	Inferred relationship or likeness between Mourad and his ancestry.
16	Get down	Mourad is given the implicit order to get off the horse, without explicitly stating it.
17	Will you let me ride alone?	Indirectly requesting permission to ride alone is an implied request.
18	That is up to the horse	Without explicitly saying so, it is implied that the horse will decide whether or not the speaker is capable of riding alone.
19	The horse will let me ride	There is an implied trust that the horse will let the speaker ride by themselves, without explicitly stating it.
20	For the sake of your safety	Refers to a possible lack of experience with horses while gently raising the prospect of safety concerns.
21	"You've got to let me try to ride alone"	Without making a verbal request, an implicit offer to attempt riding alone.
22	"We'll either take him back or hide him"	Without stating the options clearly, it is implied that you should either return the horse or hide it.
23	"I knew he'd hide him and not take him back"	Inferred conclusion on Mourad's actions without explicitly stating it.
24	"How long ago did you steal this horse?"	Indirect query regarding where the horse came from without explicitly calling Mourad a thief.
25	Who said anything about stealing a horse?	Without explicitly denying the charge of horse theft, there is implied uncertainty.
26	Not until this morning	Unspoken answer to the question of when they started riding.
27	Are you telling the truth?	Inferred query on authenticity without directly charging Mourad with deception.
28	Of course not	Inferred answer regarding whether they are speaking the truth without expressing it.
29	It wasn't easy	Implied, without stating it, that it was difficult to handle the horse.
30	As I've told you	Implied horsemanship without explicitly stating it.
31	It's no harm	Without explicitly stating it, the horse's theft was implicitly discounted in favor of other losses.



32	Pay no attention to it	The admonition to not worry about the returned horse is implied, without explicitly stating it.
33	My left leg pains me	Pain or anguish that is implied but not stated explicitly.
34	That horse cost me sixty dollars	Unstated information concerning the horse's price that was implied.
35	I spit on money	Money is implied to be disrespected without being explicitly stated.
36	He has a gentle heart	Without explicitly saying so, an implied justification for the uncle's actions.
37	He wants his horse	Request for the horse's return that is implied rather than expressly stated.
38	Quiet, man, quiet	Unstated but implied disregard of the farmer's complaints in light of previous losses.
39	"My white horse which was stolen last month"	Without making it clear, an implied explanation or defense of the horse's absence.
40	My left leg pains me	Implied declaration of pain or anguish without making the statement explicitly.
41	That horse cost me sixty dollars	The price of the horse is implied rather than stated explicitly.
42	I spit on money	Implicit statement of disdain for money without making the statement explicitly.
43	He has a gentle heart	Without explicitly saying so, an implied justification for the uncle's actions.
44	He wants his horse	Request for the horse's return that is implied rather than expressly stated.
45	"Are you inviting a member of the Garoghlanian family to steal?"	Indirectly accusing the speaker for advocating theft, but implying a caution against keeping the horse longer.
46	Let me do the talking	Inferred capacity to communicate well with farmers without expressing it explicitly.
47	Good morning, son of my friends	Asking specifically about the horse's name is an implicit request for information.
48	I could swear it is the horse	Without making specific accusations, it is implied that he was the victim of horse theft.
49	May I look into his mouth?	Without explicitly asking, an implied request is made to examine the horse.
50	Tooth for tooth	Doubt is expressed subtly regarding the identification of the horse without making specific reproaches.
51	"The horse is the twin of my horse"	Unspoken declaration of conviction that the horse is his without making any reproaches.
52	Good day, my young friends	Bidding farewell without expressing it explicitly.
53	"The dogs, I whispered to my cousin Mourad"	The fact that the dogs did not bark was expressed with implied astonishment.
54	They would at somebody else	Unstated but implied justification for the dogs' lack of barking.
55	I do not know what to think	Without saying it explicitly, it was implied that the horse's condition surprised them.
56	Pay no attention to it	It is implied that you shouldn't worry about the horse, without expressing it explicitly.



4.2 Identification and Analysis of Implicatures

S.No.	Implicatures	Analysis
1	“The world was ..... magnificence.”	Refers to a past events era when the world appeared to be full of wonder and beauty, implying a sentimental or romanticized perspective of the past.
2	“Life was still .... Dream.”	Suggests a sense of wonder and innocence typical of youth, implying a view of life as amazing and full of mysteries.
3	“My cousin Mourad was .... except me.”	Draws attention to a difference between the speaker's and other people's opinions about Mourad, implying a special or intimate bond between the two of them.
4	“Came to my house .... morning.”	Hints of an uncommon or unexpected visit, implying that Mourad's visit was not customary.
5	“My cousin ..... white horse.”	Suggests astonishment or incredulity at Mourad's conduct, given that riding on back of a stunning white horse is out of the ordinary.
6	“Make it quick .... to ride.”	Implies a sense of urgency or a time limit, implying that the chance to ride the horse is limited.
7	“My cousin Mourad .... by mistake.”	7. Suggests that Mourad has a special and profound appreciation for life, implying a vivacity or zeal for life that distinguishes him from other people.
8	“My earliest memories .... to ride.”	8. Infers that the speaker has always had a great desire to ride horses, implying a deep-seated enthusiasm or passion for horses from an early age.
9	“We were poor....”	9. Suggests a lack of income or financial resources, implying that the speaker's family is unable to afford extravagances like horse ownership.
10	“We were famous for our honesty.....”	10. Indicates that the speaker's family has a long history of upholding honesty and that they place a high importance on morality.
11	“None of us would ..... alone steal.”	Shows that the speaker's family upholds high standards of justice and integrity by implying a strong moral code that forbids stealing or taking advantage of others.
12	“I couldn't believe ..... our family.”	Expresses shock or astonishment at the notion that Mourad would have been involved in horse theft, implying that the speaker finds it hard to believe that a member of their highly moral and honest family would carry out such a deed.
13	“There was a .....each of them.”	Suggests that Mourad and the horse are both filled with awe and irony, indicating that they are both honorable and lighthearted.
14	“He had come .... as I chose.”	It is implied that Mourad stole the horse and approached the speaker to offer him a ride, implying that Mourad acted impulsively and may be out of excitement or a need for adventure.
15	“For all ..... stealing at all.”	The speaker seems to be unsure of whether stealing the horse qualified as such, which raises the possibility of moral ambiguity or an attempt to justify the action.
16	“If you were crazy ....wasn't stealing.”	It is implied that having a strong love or passion for horses may explain or justify acquiring a horse, implying that one's love or passion can change one's understanding of what is good and wrong.





17	“It wouldn’t .... sell the horse.”	Suggests a varied understanding of theft depending on the purpose or future activities linked to the stolen thing. It implies a contrast between taking a horse for personal use and making money from its sale.
18	“My cousin Mourad ..... began to sing.”	It is implied that the speaker's family views his singing or displaying delight while riding the horse as "mad," implying that he is seen as odd or eccentric inside the family group.
19	“Every family .....in our tribe.”	Suggests a family's belief in or acceptance of eccentric or out-of-the-ordinary conduct, implying a level of tolerance or even pride in those who display such characteristics within the family tree.
20	“A man could ..... father of his spirit.”	Implies a belief in the independence or divergence of human attributes from family relationships, and implies a separation between intellectual or character-based heredity and physical lineage.
21	“For all anybody .... we belonged.”	The speaker and his cousin seem to have a strong feeling of cultural or sentimental ties to their past, which may indicate a sense of displacement or a longing for their own country.
22	“That is up to ..... Get down.”	It suggests a respect or acknowledgement of the function and conduct of the horse, and it implies a belief in the agency of the horse or its ability to make decisions about who rides it.
23	“The horse ..... I said.”	Implies an emotional connection or confidence between the speaker and the horse, implying a belief in their capacity for mutual understanding and communication.
24	“Don’t forget .... a horse.”	It is implied that the relative has a unique talent for connecting with and managing horses, indicating a feeling of pride or proficiency in caring for animals.
25	“Well, I said .... I have also.”	The statement seems to have a competitive or demanding tone as if the speaker wants to establish his authority or prove that he is just as good with horses as his cousin.
26	“For the sake .... Get down.”	The speaker appears to be taking a cautious approach to riding alone, raising concerns about safety and raising the possibility that he may not be as experienced with horses as his cousin.
27	“All right, .....to ride alone.”	Suggests a need for autonomy and a readiness to take chances, as well as a desire for independence and the challenge to prove oneself.
28	“The horse stood ..... had ever seen.”	Implies a profound respect for the act of riding and the bond between the rider and the horse, as well as amazement and adoration for the horse's strength and beauty.
29	“My cousin Mourad raced ..... dripping wet.”	Indicates the cousin has a casual attitude toward risks and difficulties and is bold and adventurous.
30	“Now it’s my turn to ride, I said.”	Implies the speaker anticipates equal opportunity and fairness in their interactions with his cousin. It also suggests a feeling of justice and reciprocity.
31	“The horse did not move.”	Insinuates a brief period of dread or hesitancy, implying that the speaker lacks confidence or competence in managing the horse.
32	“What are you ..... is up and about.”	The cousin seems to be worried about the repercussions of leaving the horse outside and wants to retrieve it before anybody sees it gone, which suggests a feeling of urgency and responsibility.



33	“If you come .... I’ll be near.”	Offers a method for approaching the horse, advising a controlled and kind approach to prevent frightening or surprising the creature.
34	“Well, he said, .... until tomorrow morning.”	The cousins appear to be weighing their options and the possible repercussions of their actions regarding the horse, implying a decision-making process and a plan of action.
35	“He didn’t sound .... at any rate.”	Implies that the cousin has a strategy to conceal the horse and prevent discovery, at least temporarily. This suggests a confident and crafty attitude.
36	“Where will we hide him? I said.”	Suggestions that forethought and secrecy are necessary, indicating that the speaker is worried about how to professionally hide the horse.
37	“It suddenly dawned ..... I longed to ride.”	Implies an understanding of his cousin's goals and behavior, implying that the speaker is aware that his cousin has been riding for a while and that his cousin came for him out of regard for his wish to ride.
38	“Who said .... a horse? he said.”	Implies a denial or diversion, implying that the cousin is unwilling to talk about or admit that the horse could have been stolen, maybe to avoid ethical or legal repercussions.
39	“Anyhow, ..... every morning?”	A desire for additional knowledge and understanding is implied by the speaker's implied inquiry and asking, which suggests that he is curious about his cousin's routines and activities.
40	“Not until this morning, he said.”	The implication is that the cousin has been riding the horse before this morning, which might indicate a dishonest or hidden approach.
41	“Of course not, .... you’re to say.”	Refers to a deceitful plan, implying that the cousin is prepared to lie if needed but wants the speaker to keep up a facade of truthfulness to prevent them both from being found to be lying.
42	“I don’t want .... riding this morning.”	The cousin seems to be trying to reduce the impression of their acts being dishonest by making sure that just one of them is seen to be lying, which raises questions about their integrity and reputation.
43	“It wasn’t easy, .... so nicely.”	Implies that the cousin has the experience and is able to manage the behavior of the horse. It also suggests that the cousin is skilled at handling horses.
44	“I have a way ..... it to do.”	Indicates the cousin has a close bond or knowledge with horses and that they may naturally interact and shape the cousin's conduct.
45	“A simple and honest one, he said.”	Implies that the cousin has an honest and direct relationship with the horse and focuses his horse-handling methods on simplicity and honesty rather than intimidation or force.
46	“When you get .... how to do it.”	Denotes a process of growth or coming of age, implying that experience and age are factors that determine one's capacity to comprehend and interact with horses.
47	“My uncle Khosrove became ..... loss of a horse?”	Shows a contemptuous attitude toward worldly possessions, implying that the uncle places more importance on other things, such as heritage or home than on tangible items like a horse.
48	“Pay no attention .... Khosrove roared.”	Shows a lack of consideration for other people's worries, implying that the uncle does not share John Byro's grief and he doesn't want him to keep thinking about it



49	“You have legs, my uncle Khosrove shouted.”	Implies a callous and insensitive reaction, implying that the uncle thinks John Byro should manage his physical capabilities to solve his problems without waiting for assistance or sympathy from anyone.
50	“My left leg pains me, the farmer said.”	The farmer appears to be in bodily suffering, which raises the possibility that he may need compassion or empathy.
51	“That horse cost me sixty dollars, the farmer said.”	Suggests that the farmer is attached to the horse and that the animal is valuable to him in ways that go beyond its purchase price.
52	“I spit on money, my uncle Khosrove said.”	Indicates the uncle values things other than money, implying a contempt for worldly prosperity.
53	“He has a gentle .... a large man.”	Conveys a kinder perspective on the uncle's actions by implying that his physical size and nostalgia may be the cause of his harshness.
54	“You’ve had .... learn to ride.”	The speaker's intention to retain the horse for a longer amount of time is implied, implying a personal attachment or riding-related purpose.
55	“What? he roared. Are ..... to its true owner.”	Shows a great commitment to honesty and family values, implying that stealing is not a conduct that is appropriate for the family.
56	“In six months at the latest, he said.”	The speaker's wish to keep the horse and the cousin's emphasis on honesty are at odds, therefore the implied date for returning the horse suggests a middle ground.
57	“Let me do the .... a way with farmers.”	Indicates the cousin's self-assurance in his capacity to interact with the farmer successfully, implying a talent or charm for interpersonal communication.
58	“Good morning, son of ..... of your horse?”	Provides a courteous and kind greeting, indicating a respectable tone for the exchange.
59	“My Heart, my cousin Mourad said in Armenian.”	Suggests a close relationship between the owner and the horse by implying a personal and loving name for the animal.
60	“I could swear ..... me many weeks ago.”	There is a significant likeness between the two horses, which suggests the farmer believes the horse is his stolen animal.
61	“The fame of your ..... instead of his heart.”	The farmer's quandary of whether to believe his observations or the family's esteem for integrity is implied, implying a contradiction between belief and evidence.
62	“I thought they ..... a way with dogs.”	The cousin's capacity to manage dogs' behavior is implied, implying a talent or comprehension of animal behavior.
63	“Your horse has been returned. Pay no attention to it.”	Conveys a contemptuous attitude toward the horse's return, implying that the uncle does not consider the horse's homecoming to be a noteworthy incident.

**Research Question 1 - Impact of Implicatures on Reader Understanding**

In "The Summer of the Beautiful White Horse," implausibilities greatly improve the reader's comprehension, especially when examining ISAs. By exposing the characters' hidden motivations and ideas, they deepen the story and provide a more rewarding reading experience. For example, Mourad uses indirect speech actions to hint at his astonishment and joy, such as "Couldn't believe" and "You're not dreaming," without making explicit statements. This allows readers to assume his feelings and thoughts. By adding a layer of richness and complexity, these implicatures help readers understand the subtleties of the characters' interactions and the larger cultural background. The statement "My cousin Mourad was... except me" enhances the image of the speaker and Mourad's relationship by implying a special affinity between them. Furthermore, implicatures such as "Make it quick" provide a sense of urgency while showcasing the characters' spirit of adventure and spontaneity. The story is made more immersive



by the interaction of implicatures and ISAs, which encourage readers to actively interpret the text. Readers' understanding of the motivations and personalities of the characters is improved by deciphering these subliminal messages, which strengthens their bond with the story. Therefore, implicatures in ISAs have a profound effect on the reader's understanding and enhance their interest in the subject matter and character interactions of the story.

### ***Research Question 2 - Saroyan's Use of Pragmatic Mechanisms***

To express deeper ideas and improve the text's overall narrative, pragmatic mechanisms like implicatures and ISAs are crucial in Saroyan's selected literary excerpt. Speech acts that convey meaning without explicitly articulating them, such as "Couldn't believe" and "You're not dreaming," enhance the story by offering more levels of interpretation. Reading becomes more profound and intricate as a result of the reader's involvement in deciphering the characters' motivations and feelings through these speech acts. Using implicatures like "The world was... magnificence" and "Life was still... dream," suggests an idealized version of the past and arouses feelings of nostalgia and innocence. These implicatures create a stronger connection to the topics of memory and identity by depending on the readers' capacity to deduce meaning from context. For example, the implicature "My cousin Mourad... by mistake" highlights the conflict between personal aspirations and social standards by implying Mourad's zeal for life and the family's traditional values. By utilizing these pragmatic procedures, Saroyan encourages readers to participate actively in the text while also enhancing the discourse between the characters. Saroyan crafts a multi-layered story that captures the nuances of interpersonal relationships and communication by incorporating implicit meanings and demanding inferential reasoning. The interaction between direct and indirect communication enhances the narrative and helps the reader connect with the text on several levels.

### ***Research Question 3 - Linguistic and Cultural Influences on Interpretation***

The interpretation of ISAs and implicatures in Saroyan's selected story is significantly influenced by linguistic and cultural elements. Linguistically, ISAs, such as "Couldn't believe" and "You're not dreaming," take advantage of common cultural presuppositions and understandings to subtly communicate intentions and feelings. These speech acts illustrate how the story depends on pragmatic competence since they rely on the reader's ability to deduce meanings from context rather than explicit assertions. The narrative's general tone and the characters' relationships are influenced by their Armenian origin and familial beliefs. Readers' interpretations of the Garoghlanian family's actions and explanations are influenced by their focus on honesty and integrity. For instance, Mourad's actions, conveyed using implicatures such as "He had come to invite me to ride," imply a spirit of adventure and tradition, reflecting societal standards centered around respect for animals and familial bonds. The characters' reactions to moral quandaries and societal expectations also exhibit cultural variations. For example, the protagonists distinguish between stealing for financial gain and taking a horse out of passion, which highlights underlying ethical issues in their community.

### ***Research Question 4 - Comparative Analysis of Narrative Style***

It is essential to connect the discovered ISAs and implicatures with larger literary and cultural contexts to have a deeper understanding of Saroyan's narrative style and its implications for pragmatic interpretation. Saroyan's work, which is distinguished by its warmth and simplicity, emphasizes the moral integrity and intricacies of human contact while frequently reflecting the subtle, indirect communication that is characteristic of Armenian culture. It is clear how Saroyan's inconsistency encourages a deeper engagement with the underlying emotional and ethical flows of his characters when one compares this to, say, Ernest Hemingway's direct and succinct approach. ISAs in Saroyan's story move the storyline while also gently revealing the motives and relationships of the characters. This correlates with high-context communication, which is common in Armenian culture, where a lot is communicated through inference rather than explicit assertions. Furthermore, a closer look at related literary traditions—like Japanese literature's "mono no aware" (a deep, empathetic appreciation of the ephemeral), —provides insight into how implicature and indirectness work together to generate complex, multi-layered meanings that compel readers to examine a work more closely. This cross-cultural comparison highlights how well Saroyan's story uses implicatures and indirect speech to convey a sense of our common humanity and universal moral concerns. Consequently, analyzing Saroyan's writing via these lenses helps us better appreciate his practical strategies and how they influence readers' perceptions and interpretations, which makes his work relevant to a wide range of audiences despite its cultural uniqueness.



## *Research Question 5 -Advancing Knowledge of Literary Pragmatics*

A close examination of the implicatures in "The Summer of the Beautiful White Horse" reveals subtleties in both interpersonal and literary pragmatics. We can learn more about the characters' social interactions and relationship dynamics by analyzing the silences and implied meanings in their discourse. For example, Mourad's evasive answers and indirect answers regarding the horse's origins reveal his nuanced moral reasoning and attempt to defend his acts without confronting them directly. Similarly, the deep atmosphere that underpins the story and character relationships is highlighted by the characters' use of implicatures to convey disbelief, urgency, or subtly admonishing remarks. This in-depth analysis of implicatures shows how characters express themselves through nonverbal cues such as underlying intents, feelings, and social standards. It demonstrates how carefully chosen ISAs can be used to control conflict, retain a straight face, and gently express anxiety or unity. By revealing the nuanced meanings concealed in dialogue, these studies improve our comprehension of character development and subject investigation in literary pragmatics. Furthermore, because the characters' communication techniques are greatly influenced by their cultural background and social circumstances, this approach emphasizes the significance of context in the interpretation of speech acts. By triangulating these findings, we can better understand how literature reflects the complexity of real-world communication and the interactions between language, culture, and interpersonal dynamics.

### *4.3 Implications of the Study*

This study explores the implicatures' unrecognized function in Saroyan's "The Summer of the Beautiful White Horse," demonstrating how important they are to the reader's comprehension. This study provides important new information for literary pragmatics research by examining the ways implicatures affect how ISAs are interpreted. The study emphasizes how implicatures enhance the reading experience by elucidating characters' motivations and underlying feelings and by adding new levels of meaning. It illustrates how readers actively engage in interpreting these nuanced clues, resulting in a more profound understanding of the story and character dynamics. Saroyan's distinctive application of pragmatic mechanisms is clarified by the study. He promotes complex communication that highlights nonverbal clues and represents Armenian cultural norms by using implicatures and ISAs. The analysis shows how these strategies contribute to a more complex comprehension of the interpersonal relationships in the narrative. The study highlights how crucial context is for understanding implicatures. Saroyan's technique is compared to various literary traditions (such as Japanese "mono no aware") to demonstrate how indirect communication is a universal means of expressing difficult feelings and moral dilemmas. This promotes a more comprehensive understanding of how literature mirrors cross-cultural communication in real life (Patil, 2015).

By demonstrating how a detailed investigation of implicatures reveals the complexity of human interaction and cultural impacts on communication (Clark, 2020), this research advances the area of literary pragmatics. It illustrates how important it is to examine literary texts' silences and subliminal messages to comprehend social dynamics and character development (Potter et al., 2023). To sum up, this research provides insightful information for both readers and literary academics. Exploring the impact of implicatures on the explanation of ISAs in Saroyan's writings broadens our comprehension of storytelling methods, cultural communication patterns, and, in the end, the depth of human connection shown in the literature.

### *4.4 Limitations*

The generalizability of the present research conclusions is constrained by its dependence on a particular work selected for the current study. The thorough study offers insightful information on how implicatures are used in this particular literary excerpt, but it's possible that the findings won't apply to other literary works or genres. Cross-cultural comparisons may be limited by Saroyan's work's cultural and linguistic framework (Ochilboeva, 2024), which has a strong foundation in Armenian-American experiences and may not reflect the pragmatic mechanisms in other cultural contexts. Furthermore, the study's qualitative design allows for the potential introduction of researcher bias (Bergen & Labonté, 2020) because it naturally requires subjective interpretation, even though it is appropriate for examining ISAs and subtle meanings. The research's empirical validity (Martín-Gascón et al., 2023) may also be limited by the lack of quantitative data to validate the qualitative conclusions (Ling & Mahadevan, 2013).



## 4.5 Recommendations for Future Studies

To confirm and generalize the results, future studies should broaden the scope by incorporating a greater variety of literary texts (Potter et al., 2023) from various linguistic and cultural contexts. Studies that compare various writers and genres may yield a more thorough knowledge of the ways implicatures operate in various narrative styles and cultural contexts. Using mixed-method approaches could strengthen the study's empirical base (Hirose & Creswell, 2023) and lessen any potential biases (Bergen & Labonté, 2020) by combining qualitative research with quantitative techniques like corpus analysis (Kirner-Ludwig et al., 2023). Furthermore, examining reader reactions using empirical techniques (Hirose & Creswell, 2023) such as surveys or experimentation may shed light on how various audiences understand implicatures and ISAs. This could aid in bridging the knowledge gap between the real reader experience and theoretical analysis (Barhorst et al., 2021). Subsequent research endeavors may also explore the pedagogical implications of these discoveries, scrutinizing how comprehension of implicatures in literary works (Pozhar, 2020); Betti & Khalaf, 2021; Aziza & Simanjuntak, 2022) can augment language acquisition and pedagogical approaches. Finally, by offering a greater comprehension of the cognitive processes and social dynamics (Potter et al., 2023) involved in interpreting implicatures in literature, incorporating multidisciplinary approaches from cognitive science and sociolinguistics could enhance the analysis.

## 5. CONCLUSION

This study explored how implicatures impacted how people understood ISAs in Saroyan's "The Summer of the Beautiful White Horse." It was discovered that implicatures provide dimension to the story and improve readers' comprehension by exposing the characters' underlying intentions and emotions. Saroyan crafts a multi-layered story that engages readers and portrays Armenian cultural norms through the use of pragmatic mechanisms like implicatures and ISAs (Souza, 2023). The approach also emphasized the universality of indirect communication in literature by highlighting the significance of context and cultural background in comprehending implicatures (Kravchenko, 2017; Benotti & Blackburn, 2014; Meibauer, 2019). By illustrating how implicatures enhance the reading experience and expand our comprehension of characters and their relationships, this study advances literary pragmatics. Saroyan's distinct narrative style and its cultural subtleties are also highlighted, demonstrating how literature mirrors actual communication patterns. Through the examination of implicatures in "The Summer of the Beautiful White Horse," this research adds to our understanding of how language and society shape literary perception. To generalize the results, future studies should examine implicatures in a larger variety of literary works and cultural contexts. Empirical methods (Hirose & Creswell, 2023) and mixed-method approaches (Hirose & Creswell, 2023) may offer a more thorough knowledge of how readers interpret implicatures. Furthermore, researching the educational value of literary implicatures may improve language learning techniques. Multidisciplinary methods from sociolinguistics and cognitive science should be added to the examination of implicatures in literature to improve it even further.

## REFERENCES

1. Ahmad, M., & Zainurrahman, Z. (2021). Direct and indirect speech acts in the drama, a streetcar named desire written by Tennessee William. *Journal of Linguistics, Literature, and Language Education*, 4(2), 28-38. <http://dx.doi.org/10.5281/zenodo.5540276>
2. Aziza, A. P., & Simanjuntak, M. B. (2022). Analysis figure of speech and theatrical story in n longer human novel by Osamu Dazai. *International Journal of Education and Literature*, 1(1), 68-76. <https://doi.org/10.55606/ijel.v1i1.29>
3. Baker, W., & Bricker, R. H. (2010). The effects of direct and indirect speech acts on native English and ESL speakers' perception of teacher written feedback. *System*, 38(1), 75-84. <https://doi.org/10.1016/j.system.2009.12.007>
4. Bakoko, R., & Pratiwi, D. I. (2021). The application of cooperative principle in learning spoken English. *International Journal of Education and Language*, 1(1), 1-10. <https://api.semanticscholar.org/CorpusID:240553562>
5. Barhorst, J. B., McLean, G., Shah, E., & Mack, R. (2021). Blending the real world and the virtual world: Exploring the role of flow in augmented reality experiences. *Journal of Business Research*, 122, 423-436. <https://doi.org/10.1016/j.jbusres.2020.08.041>
6. Benotti, L., Blackburn, P. (2014). Context and Implicature. In: P. Brézillon., & A. Gonzalez (Eds) *Context in computing*. Springer. [https://doi.org/10.1007/978-1-4939-1887-4\\_26](https://doi.org/10.1007/978-1-4939-1887-4_26)



7. Bergen, N., & Labonté, R. (2020). Everything is perfect, and we have no problems: Detecting and limiting social desirability bias in qualitative research. *Qualitative health research*, 30(5), 783-792. <https://doi.org/10.1177/1049732319889354>
8. Betti, M. J., & Khalaf, N. S. (2021). A pragma-stylistic study of implicature in Shakespeare's hamlet and twelfth night. *International Linguistics Research*, 4(3), p12-p12. <https://doi.org/10.30560/ilr.v4n3p12>
9. Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage (Vol. 4)*. Cambridge University Press.
10. Cameron, A. F., Webster, J., Barki, H., & de Guinea, A. O. (2016). Four common multi communicating misconceptions. *European Journal of Information Systems*, 25, 465-471. <https://doi.org/10.1057/ejis.2016.8>
11. Clark, B. (2020). Identity inferences: implicatures, implications and extended interpretations. *Language and Literature*, 29(4), 424-445. <https://doi.org/10.1177/0963947020969568>
12. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
13. Dakheel, M. A., & Al Abdely, A. (2022). Iraqi EFL Learners' comprehension of indirect speech acts in literary texts. *Anbar University Journal of Languages & Literature*, 14(2), 753-781. <https://doi.org/10.37654/aujll.2022.176403>
14. Eragamreddy, N. (2024). Pragmatic and semantic factors in the interpretation of scalar implicatures. *Journal of Applied Linguistics and Language Research*, 11(1), 54-80.
15. Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding theory–method fit: A comparison of three qualitative approaches to theory building. *Journal of Management Inquiry*, 27(3), 284-300. <https://doi.org/10.1177/1056492617706029>
16. Grice, H. P. (1975). *Logic and conversation*. Brill.
17. Habiburrahim, H., Rahmiati, Z., Muluk, S., Akmal, S., & Aziz, Z. A. (2020). Language, identity, and ideology: Analysing discourse in Aceh sharia law implementation. *Indonesian Journal of Applied Linguistics*, 9(3), 599-607. <https://doi.org/10.17509/ijal.v9i3.23210>
18. Hirose, M., & Creswell, J. W. (2023). Applying core quality criteria of mixed methods research to an empirical study. *Journal of Mixed Methods Research*, 17(1), 12-28. <https://doi.org/10.1177/15586898221086346>
19. Kirner-Ludwig, M., Oberhofer, K., & Heiss, J. (2023). Between you and I: A methodological, mixed-method corpus-pragmatic approach to hypercorrect uses of subject pronouns in object position. *Corpus Pragmatics*, 7(4), 377-399. <https://doi.org/10.1007/s41701-023-00152-z>
20. Kouymjian, D. (2014). William Saroyan the memorialist. *Pacific Journal* 9, 1-16. <http://hdl.handle.net/11418/550>
21. Kravchenko, N. K. (2017). Indirect speech acts via conversational implicatures and pragmatic presuppositions. *Cognition, communication, discourse*, 14, 54-66. <https://doi.org/10.26565/2218-2926-2017-14-05>
22. Kridalaksana, H. (2008). *Linguistic Dictionary*. Gramedia Pustaka Utama.
23. Kroeger, P. R. (2023). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press. <https://doi.org/10.5281/zenodo.6855854>
24. Ling, Y., & Mahadevan, S. (2013). Quantitative model validation techniques: New insights. *Reliability Engineering & System Safety*, 111, 217-231. <https://doi.org/10.1016/j.res.2012.11.011>
25. Martín-Gascón, B., Llopis-García, R., & Alonso-Aparicio, I. (2023). Does L2 assessment make a difference? Testing the empirical validity of applied cognitive linguistics in the acquisition of the Spanish/L2 psych-verb construction. *Language Teaching Research*. <https://doi.org/10.1177/13621688231190981>
26. Mercer, N. (2002). *Words and minds: How we use language to think together*. Routledge.
27. Mertova, P., & Webster, L. (2019). *Using narrative inquiry as a research method: An introduction to critical event narrative analysis in research, teaching and professional practice*. Routledge. <https://doi.org/10.4324/9780429424533>
28. Meibauer, J. (2019). What is an indirect speech act? Reconsidering the literal force hypothesis. *Pragmatics & Cognition*, 26(1), 61-84. <https://doi.org/10.1075/pc.19009.mei>
29. Musdalifa, M., Sili, S., & Ariani, S. (2022). An analysis of conversational implicatures of the main characters in Lady Bird Film: A Pragmatic Study. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, dan Budaya*, 6(1), 1-12. <https://ocs.unmul.ac.id/index.php/JBSSB/article/download/4314/3962>



30. Ochilboeva, I. (2024). Cross-cultural linguistic expressions of manners: A comparative study of Uzbek and English behaviors from cognitive and linguocultural perspectives. *Journal of Language Pedagogy and Innovative Applied Linguistics*, 2(2), 34-40. <https://doi.org/10.1997/463mfn89>
31. Patil, Z. N. (2015). Culture, language and literature: Developing intercultural communicative competence through international literature. *English Scholarship Beyond Borders*, 1(1), 143-164.
32. Potter, J., Stringer, P., & Wetherell, M. (2023). *Social texts and context: Literature and social psychology*. Routledge. <https://doi.org/10.4324/9781003439752>
33. Potts, C. (2007). Conventional implicatures, a distinguished class of meanings. In R. Gillian, & C. Reiss (Eds.), *The Oxford handbook of linguistic interfaces* (pp. 475-501). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199247455.013.0016>
34. Pozhar, A. B. (2020). Conventional implicatures in English-based literary discourse: triggers and inference process. *International Philological Journal*, 11(2), 23-30. <https://doi.org/10.31548/philolog2020.02.026>
35. Rahmayanti, Y., Suwandi, & Wahyuni, S. (2021, March). An analysis of direct and indirect speech acts realized by the characters in the story of princess Hase-hime. In *Proceeding of English Teaching, Literature and Linguistics (Eternal) Conference* (Vol. 1, No. 1, pp. 404-417). <https://conference.upgris.ac.id/index.php/etll/article/download/2738/1579>
36. Ruytenbeek, N. (2021). *Indirect speech acts*. Cambridge University Press.
37. Souza, E. B. R. D. (2023). The philosophy behind the conversation: Implicatures and the indirect speech acts. *Bakhtiniana: Journal of Discourse Studies*, 18, 9-38. <http://dx.doi.org/10.1590/2176-4573e58270>
38. Sunubi, A. H. (2016). *Introduction to linguistics*. Dirah. <https://repository.iainpare.ac.id/id/eprint/827>
39. Syahputra, F., Nurlela, N., Ginting, I. M. B., & Widiantho, Y. (2023). Direct and indirect speech acts in literary works as language learning media. *LingPoet: Journal of Linguistics and Literary Research*, 4(2), 115-126. <https://talenta.usu.ac.id/lingpoet/article/download/12059/6124>
40. Saroyan, W. (2013). *My name is Aram*. Dover Publications.
41. Zhang, Y., & Gu, Q. (2023). A pragmatic analysis of conversations in a woman on a roof in terms of Grice's conversational implicatures. *Academic Journal of Humanities & Social Sciences*, 6(18), 35-42. <https://doi.org/10.25236/AJHSS.2023.061803>

---

Cite this Article: Eragamreddy N. (2024). *The Impact of Implicatures on the Interpretation of Indirect Speech Acts in "William Saroyan's the summer of The Beautiful White Horse"*. *International Journal of Current Science Research and Review*, 7(11), 8523-8538, DOI: <https://doi.org/10.47191/ijcsrr/V7-i11-39>