



## Implications of the Theory of Meaning in Language Learning: Perspectives on Language Acquisition on the ESP Classroom

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### Abstract

*This study investigates the role of language in the theory of meaning on communication in the education. The aims of the study to examine how theory of meaning emphasize the contextual word and phrases. The study uses qualitative descriptive by using case studies. The sample of the study consisted of 35 students' on ESP Classroom at Universitas Subang. Data collection techniques by using questionnaires, interview, and observation. The questionnaire used a Likert Skale focus on students' response regarding the influence of context on word meaning, the effectiveness of visual references. Interviews focus on exploring students' understanding of context on word meanings and perceptions of referential on their fields of study. Based on the result of study show that the majority of students' (43%-57%) agree that contextual comprehend significantly influences their focus of the meaning of words. Additionally, the data show that theories of meaning as important in accurately interpreting field-specific vocabulary, enabling them to understand differences in meaning that emerge between contexts.*

## Introduction

Theory of meaning in language learning encompasses a variety of interpretations that span philosophical and linguistic domains. It is mean that can be understood as the relationship between linguistic expressions and the concepts they denote, which is influenced by context, intention, and the interpretive processes of language users. This multifaceted nature of meaning has been explored through different theoretical frameworks, including pragmatics, semantics, and hermeneutics. Philosophically, meaning has often been tied to the intentions of speakers and the contexts in which language is used. Based on Arthur (2003) that how the interpretation of language can be influenced by the perceived intentions and honesty of the speaker, suggesting that meaning is not merely a static representation but a dynamic interplay of context and intention. aligns with the views of philosophers like Wittgenstein, who emphasized the role of language games in shaping meaning, indicating that understanding is rooted in the practical use of language within specific contexts (Arjoranta, 2018; Gonçalves, 2022). Furthermore, the notion of ascriptive language, how legal language relies on the interpretation of speech acts, underscoring the importance of context in ascribing meaning (Ogleznev, 2016; Walton et al., 2021; Sbisà, 2013).

From a linguistic perspective, the role of context in meaning-making is crucial. Moreover, the hermeneutic tradition, particularly as articulated by Gadamer, posits that understanding meaning involves a circular process of interpretation where the interpreter's background and the text's context interact dynamically (Supena, 2022; Eskridge, 2017; Tomkins & Eatough, 2018). This perspective resonates with the idea that meaning is not fixed but evolves through dialogue and interaction (Gonçalves, 2022). Negotiation and creation of meanings in language

acquisition is never an individual endeavour, rather it is a collaborative act where a child learns from an adult or a more knowledgeable peer through assistance, interaction, and use of multiple tools including language (Vygotsky, 1999) the Vygotskian sociocultural framework is beneficial at several degrees to enhance interaction in EFL classroom. It offers teachers unique opportunities to inquire and know the learners' background in terms of English language learning experiences, learning styles, needs, concerns, and goals (Muhayimana, 2017; Horwitz, 2020). This aligns with the emotion context-of-learning theory, which posits that the emotional experiences associated with language learning can influence how meaning is encoded and retrieved. Such insights underscore the necessity for educators to consider emotional factors when designing language curricula, as they play a crucial role in the learner's engagement and motivation (Bahari et al., 2024).

The theory of meaning is significant for understanding language learning as it provides a framework for how learners interpret and construct knowledge through language. In contemporary educational settings, where diverse linguistic backgrounds and digital communication are prevalent, the nuances of meaning become even more critical. This shift necessitates a pedagogical approach that prioritizes the relational aspects of language, where meaning is co-constructed through interaction. The role of social context in shaping meaning is further supported by (Oleksandrivna & Viacheslavivna, 2019) who discuss the importance of cultural and social dimensions in education, particularly in fostering a cosmopolitan generation of learners. This perspective emphasizes that language learning is not merely about vocabulary and grammar but involves engaging with the cultural meanings embedded within language. The integration of technology in language learning, as discussed by Bahari, illustrates how adaptive learning algorithms and immersive environments can personalize the learning experience, thereby optimizing language proficiency and self-regulated learning skills (Bahari et al., 2024).

This technological approach complements traditional theories by providing empirical evidence that supports the need for innovative methods in language education, which can enhance the meaning-making process for learners. This aligns with the notion that meaning is not static but evolves through active participation and interaction with content. Such environments allow learners to explore language in context, facilitating deeper understanding and retention of meaning. The significance of meaning in language learning also extends to the philosophical underpinnings of educational practices. The work of Gadamer on hermeneutics emphasizes the transformative nature of understanding, where learners engage in a dialogical process that shapes their interpretation of language (Supena, 2022). This philosophical approach aligns with contemporary pedagogical strategies that advocate for learner-centered education, where students are encouraged to actively participate in their learning journey, thus fostering a deeper connection to the material.

The theory of meaning is pivotal in language learning as it highlights the importance of context, interaction, and cultural understanding. By integrating these elements into modern pedagogical approaches, educators can create more effective and engaging learning environments that resonate with the complexities of contemporary language use. J.L. Austin (Austin, 1979) and John Searle (Searle, 1969) further advanced the understanding of meaning through their development of speech act theory, which focuses on the performative nature of language. They posited that utterances do not merely convey information but also perform actions, such as making requests or issuing commands (Arjoranta, 2018). This insight is crucial for language learners, as it emphasizes the functional use of language in real-life contexts, thereby enhancing their communicative competence.

The theoretical framework for understanding the role of meaning in English language acquisition, particularly within the context of English for Specific Purposes (ESP) classes, draws from foundational theories of meaning and their implications for contemporary pedagogical practices. This framework integrates insights from key philosophers and theories, emphasizing the significance of context, learner needs, and the use of authentic materials in facilitating effective language learning. In ESP classes, where the focus is on specialized language relevant to particular fields, the application of language games becomes particularly pertinent. Learners engage with language not merely as a set of grammatical rules but as a tool for communication within their professional or academic domains.

This perspective encourages educators to create learning environments that reflect real-world contexts, thereby enhancing the relevance and applicability of the language being taught. In ESP, understanding how specific terms and phrases relate to their meanings within a particular field is crucial. This relationship underscores the importance of needs analysis in ESP courses, as it allows educators to tailor materials and instruction to the specific vocabulary and concepts relevant to learners' disciplines. For instance, (Suhendra, 2023) emphasizes that content-based language teaching (CBLT) enhances language acquisition by prioritizing meaningful content over form, which is particularly effective in ESP contexts. In ESP classes, students must understand the meaning of what the teacher teaches in class. This is related to the material in the ESP class, students will focus on the material studied in a particular field, for example computer students will learn English with certain skills according to the field the student is studying. Not only that, ESP is very necessary for students in certain fields. because the material and terms used in the fields of Law, Engineering or Administration are also different. Material like this is known as ESP (English for Specific Purpose) (Maulida et al., 2023). The importance of authentic materials in preparing students for communication in their vocational programs, emphasizing their necessity in ESP contexts (Juita, 2023).

This understanding can be fostered through activities that promote critical thinking and interpretation skills, allowing learners to grasp implied meanings and engage more fully in their fields. The shift to contemporary perspectives on meaning in language acquisition reflects the integration of these foundational theories into modern pedagogical approaches. As highlighted by (İlter & Yeşilyurt, 2021) that action research and flipped learning environments in ESP classes can enhance engagement and facilitate deeper learning experiences. Moreover, the use of technology and authentic materials can enrich the learning experience by providing students with opportunities to apply their language skills in meaningful contexts (Munir et al., 2023). The material of ESP designs that can be an alternative learning media for students in mastering and studying English education at school, the application was deliberately created in an educational game an application it displays an image combined with text and audio (Maulida, 2021). Needs analysis determines which language in understanding meaning is very necessary for students to complete their studies (Maulida, 2024). In learning in ESP classes, teachers should adapt the material to students' needs in improving language class learning either for academic purposes or for special purposes (Maulida et al., 2023).

The theoretical framework for understanding meaning in English language acquisition, particularly in ESP classes, is grounded in historical philosophical insights and contemporary pedagogical practices. By emphasizing the importance of context, learner needs, and the use of authentic materials, educators can create effective learning environments that facilitate meaningful language acquisition tailored to specific professional and academic contexts. Studies have shown that motivation significantly influences language proficiency, with factors such as foreign language enjoyment acting as mediators in this relationship (Zhang et al., 2020). This suggests that fostering a positive emotional environment can enhance learners'

engagement and success in language acquisition. Teachers' attitudes and classroom environments play a pivotal role in shaping students' motivation towards language learning, indicating that emotional and social contexts are integral to the learning process (Yılmaz & Sahan, 2023). The integration of these views suggests that meaning in language learning is not merely about decoding words but involves a complex negotiation of understanding that is deeply contextual and relational. The theory of meaning in language learning is characterized by a rich interplay of philosophical insights and linguistic theories. It emphasizes the importance of context, speaker intention, and the interpretive processes that shape how meaning is constructed and understood. This multifaceted approach provides a comprehensive framework for exploring how individuals learn and use language in diverse contexts.

## Methods

This work adopted a qualitative descriptive research design and followed a case study approach in order to fill the gap in knowledge about the implementation of the referential theory of meaning in ESP classrooms at Universitas Subang. The study was concerned with finding out the extent to which context affected the understanding and learning of words from the specialized areas of computers, mathematics, sporting activities, business and finance. As a way of taking a structured approach into the study and as a way of tapping both the support and the non-supportive ESP students, 35 students in ESP classes were selected through simple random sampling methods. This approach provided equitable chance for all learners to contribute with their insights and provided balance to probable sources of prejudice thus increasing the chance of the research's validity and balancing the disciplinary background of the participants.

Questionnaires, interviews and observations were used in data collection as they form a triangulated method that ensures that quality data is collected. The questionnaires developed for this research involved a Likert scale technique to evaluate the students' perceptions and attitudes concerning the learning of field-specific vocabulary. They put emphasis on areas such as context and meaning, ensemble of visuals used, and the learners' attitude towards technical terminology. In order to gather a maximum of data about each student, two 45-minute semi-structured interviews were held with each of the five selected respondents, one of which was a representative of the engineering, administration, economics, art, and health sciences faculties. These interviews helped to gain further understanding of the participants' enuents and concerns as well as their viewpoints concerning the context-sensitivity of technical terms. Further, the referential theory was applied through observing real time classroom practices, which was useful. The various classes' observations were oriented specifically on the students' activities and interactions, as well as the learning media and practical enforcement of context teaching strategies during lessons.

A triangulation method was used in the analysis of data with a view to establishing validity and reliability. As the study used questionnaires, interviews and observations, then the study was able to have multiple perspective in the research focus. This method also reduced the likelihood of getting inaccurate results, as the different sources of information filled gaps left by the others. There were significant features shown to support the contextual learning that would include the role of a context in changing meaning of words across the fields, the variability of the impact of the graphics to the comprehension, and the difference between technical and general mean of a term.

## Results and Discussion

As a result of data analysis activities in this study, several findings were obtained related to the application of an English learning approach based on the referential theory of meaning. The results of data processing in this research are as follows:

### *In-depth interviews*

In the in-depth interview, only 5 out of 35 students were used as data. This means that when collecting data, only 1 representative was taken from each student in each department. The method used is the simple random sampling method which is an effective and objective approach. This method ensures that every individual in the study program has an equal opportunity to be selected, thereby reducing the potential for bias in the selection process. That way, all study programs remain evenly represented in the research results, thereby increasing the validity and credibility of the data. Not only that, by using this method, research can achieve more objective results and ensure that each research program contributes relevant findings. This approach also supports the integrity of the research process and facilitates data-based decision making. This is to avoid bias in each interview question. The questions given to students were only 5 people with open-ended interview questions. This interview focused on students' understanding of the Theory of Meaning and how they see the influence of context on the meaning of similar words in their respective fields.

Table 1. Clue of In-depth interview

No	Aspects	Indicators Questions	Interview Objectives
1.	Meaning through context	How does context influence the understanding of the same word?	Students' understanding of changes in word meaning based on context or certain fields.
2.	The Importance of Visual or Concrete	Do visual references help understand the meaning of words in their field?	Measuring the effectiveness of visualization in supporting the understanding of specific vocabulary in different contexts.
3.	Word Meanings to Common Understanding	Do the words used in their field conform to common meanings?	the difference between the meaning of words in a specific field and the general meaning known to students
4.	The Effect of Contextual Understanding in Learning	How does contextual understanding help in learning vocabulary in their field?	Identify the benefits of contextual understanding in helping to learn and remember specific words
5.	Impressions on Referential Theory	How is referential theory relevant to language learning in their field?	Students' perspectives on the relevance of referential theory in English language learning.

The results of in-depth interviews represented by each field are as follows:

Table 2. the Students' interview results

No	Aspects	Computer	Mathematics	Sports	Business	Financial
1.	Meaning through context	The meaning of a word in context is very important. For	In mathematics, many words have specific	In the context of sport, some words have	The same word can change	Many terms in finance have specific

		example, “network” in the computer field means a network of devices, but elsewhere it can mean a connection.	meanings, such as “factor” or “function,” that are different from their everyday meanings.	specific meanings, such as 'goal', which are distinctly different in other fields.	meaning in business. For example, “balance” means a balance report, not a physical balance.	meanings. For example, “interest” means interest, not interest.
2.	The Importance of Visual or Concrete	"Yes, visual references are very helpful, especially for concepts like “interface” or ‘hardware’ because we can see them immediately."	It depends. In some abstract mathematical concepts, visualization is less effective.	Yes, it especially for technical terms or movements, as they can be seen immediately.	Yes, especially for data reports or graphs, so the meaning is easier to understand.	Sure, especially when looking at financial charts or graphs.
3.	Word Meanings to Common Understanding	"It's often different. In computing, a word like “cloud” has a very different meaning than the everyday meaning."	Many words do not have the same general meaning. For example, 'root' in mathematics means square root, not plant root.	Quite often the same, as many sports terms are also used in everyday conversation .	Often times they are different. For example, “credit” in business refers more to recognition or receivables.	Often times they differ, because financial terms are sometimes far from everyday understanding, such as “assets” and “equity.”
4.	The Effect of Contextual Understanding in Learning	"Yes, it is very helpful. If the context is clear, it is easier for us to understand the meaning."	Yes, it helps if the context is clear, for example in story problems that support the explanation of the concept	Yes, because if there are real examples in the field, words are easier to remember and understand	Yes, very supportive. Contextual understanding makes us understand business terms faster.	Yes, because finance often uses specific terms that must be understood in a certain context.
5.	Impressions on Referential Theory	It is important, because we do not only memorize words, but also learn their meaning in the context of computers.	It's important, because mathematical vocabulary often needs context to make it easier to understand.	It is relevant, as sports require visual references to support understanding.	It's important, because business is full of terms whose meaning depends on context.	It is relevant, as we need context to understand certain financial terms.

### ***Questionnaire Results***

The results of the questionnaire used a Likert scale from the results of the questionnaire on 35 students who were divided into five fields (computers, mathematics, sports, business and finance), each with 7 students.

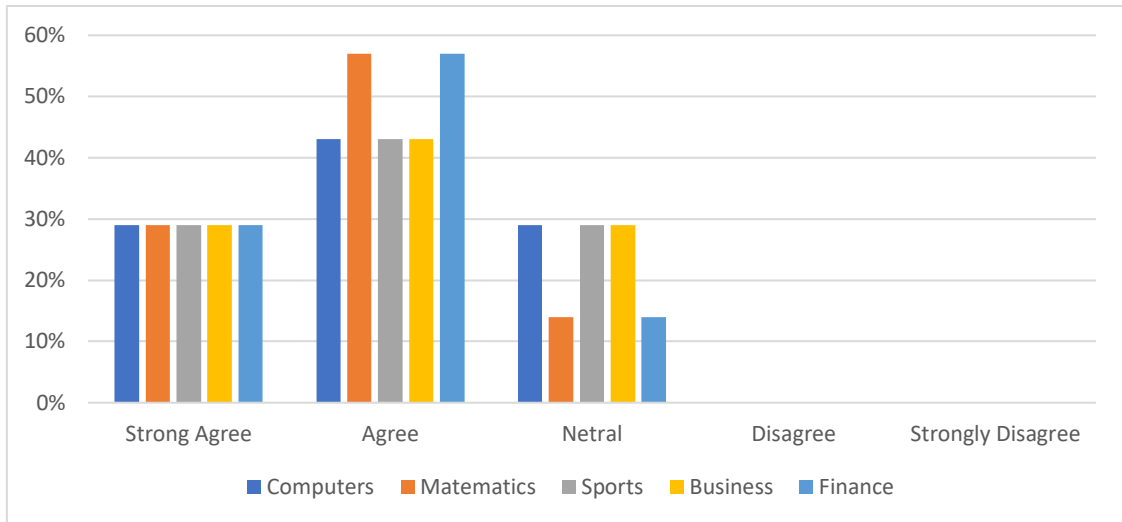


Figure 1. A Particular Context

Based on the figure above that the Influence of Context on Word Meaning. The majority of students from all fields (with a score of 43-57% choosing “Agree” and “Strongly Agree”) felt that context greatly influences the meaning of words. This shows that students agree with the principle of referential theory that context determines word understanding.

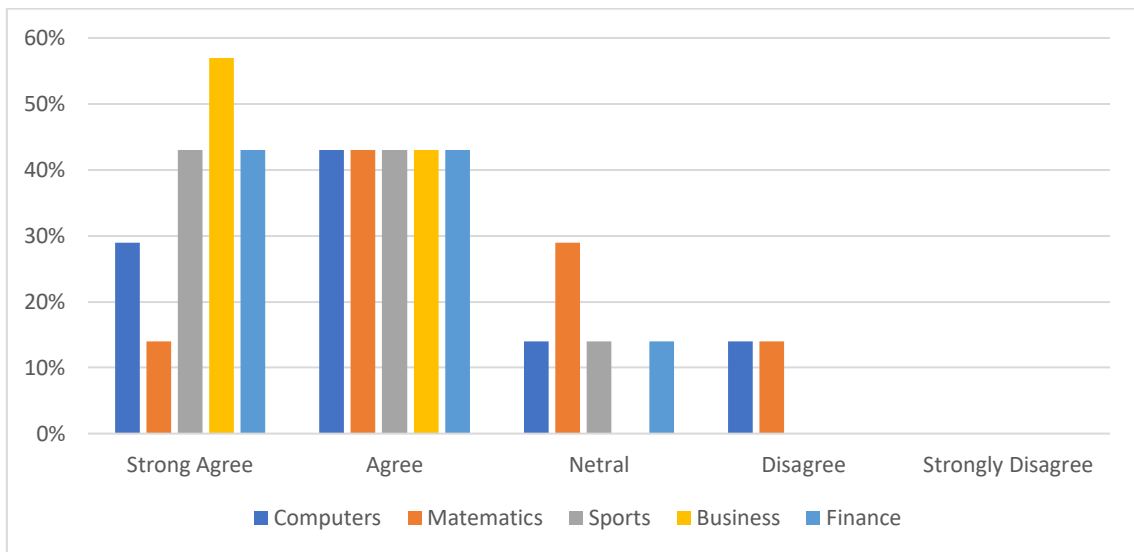
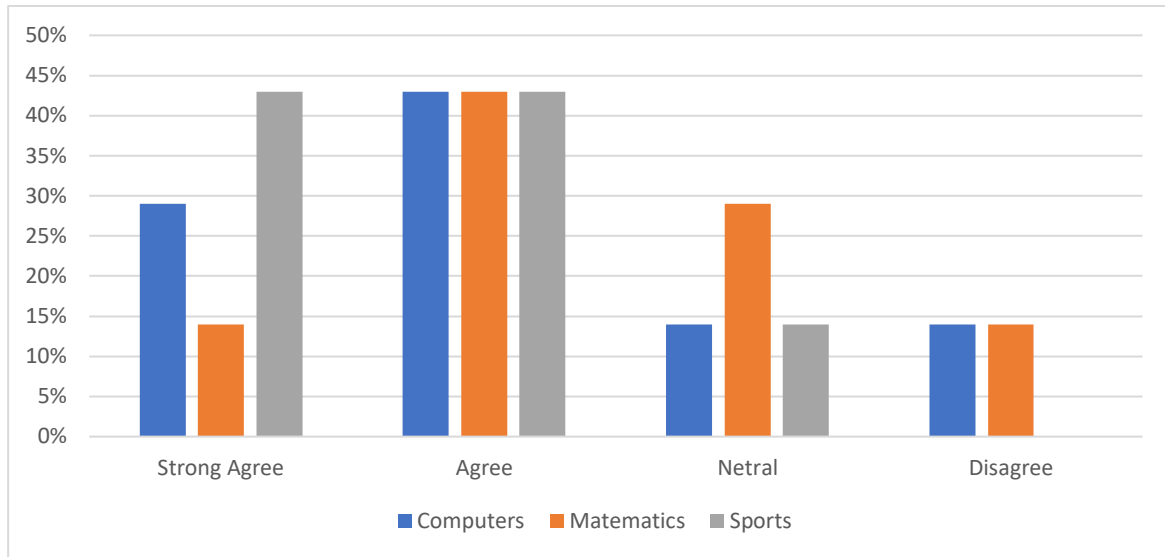


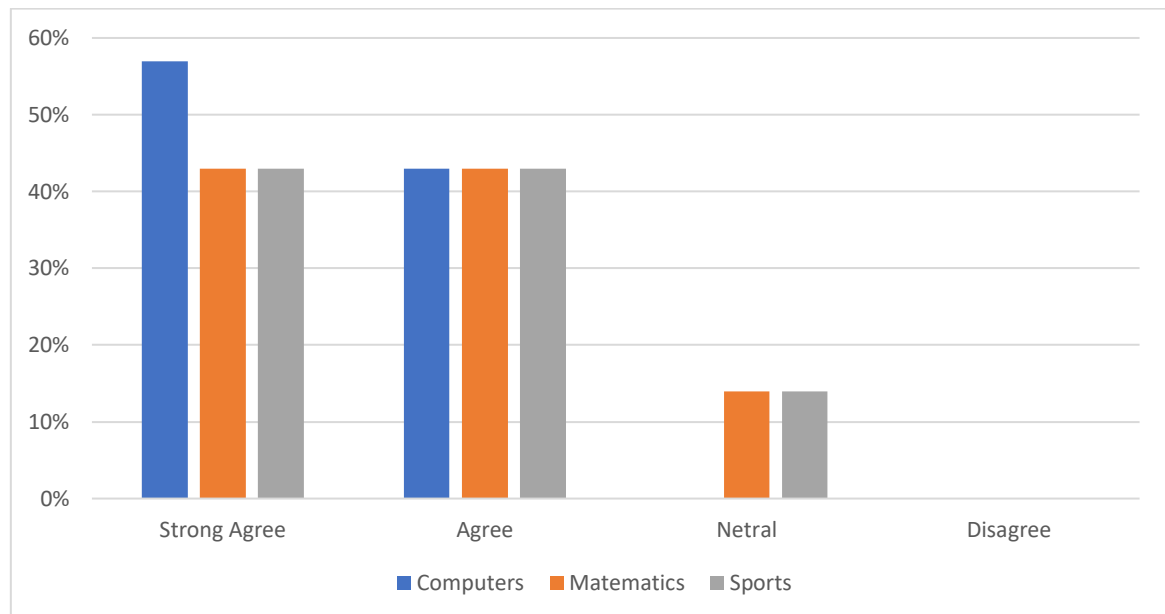
Figure 2. Visual References

Based on the figure above that the Importance of Visual References. Students in sports, business, and finance showed strong agreement with this statement (43% “Agree” and 43-57% “Strongly Agree”), indicating that visual references are helpful in these areas. However, the mathematics area showed lower percentages (43% “Agree” and 14% “Strongly Agree”), indicating that visualization is given less importance in more abstract areas.



*Figure 3. Common Meaning*

Based on the figure above that difference between the meaning of words in a specific field and the general meaning. Most students from mathematics and finance (57% “Agree” and 29% “Strongly Agree”) feel that the meaning of words in their fields often differs from common understanding. This suggests that terms in these fields tend to be more technical and specific, requiring deeper contextual understanding.



*Figure 4. Benefits of Contextual Understanding*

Based on the figure above that benefits of Contextual Understanding. Almost all students (43% “Agree” and 57% “Strongly Agree”) stated that contextual understanding is very helpful in remembering and understanding vocabulary. This shows that referential theory really supports their ability to learn specific terms in their respective fields.

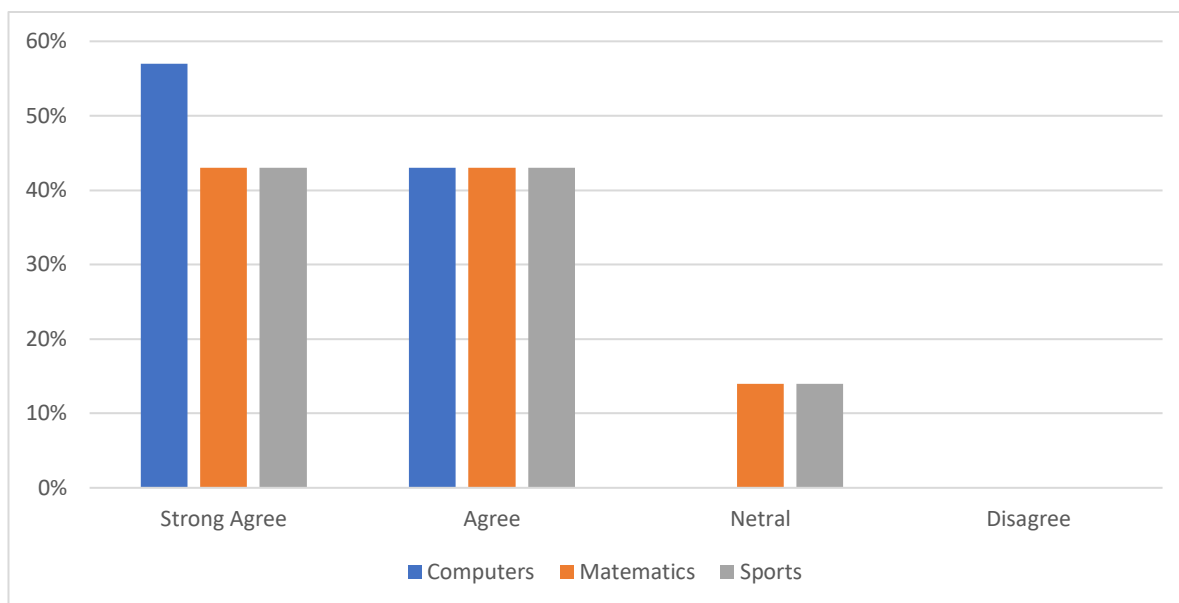


Figure 5. The Relevance of Referential Theory in Language Learning

Based on the figure above that the Relevance of Referential Theory in Language Learning. Most students (43% “Agree” and 57% “Strongly Agree”) from all fields felt that referential theory is relevant to understanding vocabulary in their field, confirming that understanding words in specific contexts is critical to language learning in every discipline

### Application of the referential theory of meaning

In Learning Specific Vocabulary with Visualization as explained to computer students in studying English for Specific Purposes (ESP) where students learn about. The following is a comparison of the Referential Theory of Meaning from five fields such as: computers, mathematics, sports, business, and finance in vocabulary acquisition in English learning.

Table 3. Comparison of referential theories of meaning in certain fields

Word	Computer	Mathematics	Sports	Business	Finance
Function	A specific assignment function or procedure in computer programming	The relationship that connects the elements of one set with another set.	Roles or tasks in the game Specific tasks	Departments or units that perform specific	Tasks or operations performed in a financial system
Variable	Data storage that can store a data value in computer memory	A symbol that represents a value that can change.	Psychological Variables: Player pressure during the match	Factors that influence business decisions Economics	Factors whose values are not fixed
Goal	Targets achieved in a project or algorithm	The final value or result of a mathematical operation, for example finding the value of x in an equation.	“Goal Kick” in a match or Goal Setting in a tournament setting	“Goal Setting” guide to achieving business	Financial goals are targets that you want to achieve when making financial plans.
Balance	Keep system workload stable	Balance between two sides of an equation	Body position or stability of the player on the field	equality between total assets and total liabilities and owner's equity.	Balance Sheet (Financial Balance)

Divided	Function that divides two numbers in a code	The result of dividing two numbers	Points or results obtained from a particular game	The divided discount model is a quantitative method for predicting a company's stock price based on the current dividend value.	Part of the company's profits are distributed to shareholders.
Network	A system that connects computers or devices	Diagram showing the relationship between elements	A network of people or groups within an organization	Network of professional relationships or collaboration between companies	A network that is built and maintained over a long period of time for mutual benefit.
Factor	Elements or variables that affect performance	A number that can divide another number without a remainder	Conditions that affect the outcome of the game	critical success factors (SCF)	Latte Factor refers to less important expenses that are routinely made.
Terminal	Terminal refers to sending commands to other systems to log in and manage devices connected to the network.	The end point of a curve or graph	The final place or limit on a path	The office or branch where the business service operates	The end point of a transaction in a payment system
Volume	Targets achieved in a project or algorithm	A measure of three-dimensional space, such as the volume of a cube	the amount of work done during a single workout or during a training phase	Sales Volume It can be said that sales volume is the number of product units sold in or during a certain period	Forex Trading Volume is the total number of currency units traded in a given time period.
Interest	Point of Interest (POI) is a particular point that may be interesting or useful to someone	Compound interest is a concept of compound interest that adds the principal amount to the accumulated interest from previous periods	Involvement or interest in a particular sport	Interest Expense or interest costs are expenses that arise due to the use of loan funds	Interest rate is the interest rate set by a bank for loans
Credit	Credit Card Reader. A Card Reader functions to help buyers make payments using credit cards	An accounting algebraic equation consisting of a left side and a right side	Awards or points given to athletes	Credit scoring is an assessment that is used as a basis for consideration by lenders before distributing loan funds to borrowers	A term used to describe a transaction that reduces the amount of money in an account.

The study revealed that the effectiveness of visual references in understanding vocabulary largely depends on the nature of the subject. For practical fields such as sports and business, visuals play a significant role in enhancing comprehension. For example, movements in sports help clarify terms such as pivot or stance, while diagrams in business explain concepts such as

market trends. In contrast, in abstract fields such as mathematics, visual aids are less impactful, as concepts such as functions are better understood through logical or verbal explanations. Another important finding was the difference between the technical and common meanings of terms. Students across fields noted that words often have specific meanings that differ from everyday usage. For example, interest in finance refers to financial costs rather than curiosity. This highlights the importance of contextual learning in mastering field-specific vocabulary. Furthermore, the study underlined the role of context in memory and comprehension. The majority of students (43-57%) agreed that clear context greatly helped their vocabulary retention. This is in line with referential theory, which emphasizes the need to connect words to their specific usage scenarios. These findings suggest that effective vocabulary learning strategies should be tailored to the characteristics of the subject, integrating visual aids for practical areas and logical approaches for abstract areas, while always considering contextual learning.

Consequently, the insights of this research inform contextually relevant English learning, especially under ESP using the referential theory of meaning. Thus, investigating context effects on vocabulary learning across contents, the present study contributes to and builds upon the related line of research underlining the dynamics and specificity of meaning across the fields (Gonçalves, 2022; Suhendra, 2023). This work supports the statement, where meaning constitutes an intricate combination of context, application, and learner perception not limited to decoding the words. Such conclusions underscore the need to include context busy learning in ESP instruction to enable learners understand specific definition within specialized fields and or general English meanings of terms.

It is therefore a strength of this study that it explores in detail how the referential theory operates within and across various academic disciplines. These results support previous studies showing that contextual learning is applicable to such subjects as business and finance, which use such terms as 'balance' or 'credit,' with definitions that differ significantly from the literal meaning (Maulida, 2024). Likewise, disciplines such as computing require contextual clarity in interpreting terms such as 'network' and 'terminal' as such terms become specialised to the context of computing (Juita, 2023). These observations are in congruence with the sociocultural theory first articulated by Vygotsky (1999) earlier that knowledge construction is a social process that happens through collaboration after engaging with specific contexts.

However, the degree to which the visual aids and context are perceived differs significantly across disciplines, as revealed in the study. For example, although, the sports and business students perceived a high level of benefits from visual references that were incorporated in the course the mathematics students on the other hand perceived little benefits from the same. This finding supports Bahari et al.'s (2024) assertion that Work with abstract attributes is more tendency to emphasis concept rather than body. This differentiation is highly relevant to ESP teaching methodology because when we consider learners as members of different professions, esp., academics, we must take into consideration that certain academic disciplines require different degrees of cognitive complexity. It is important to realize that instead of substituting visual tools with general use throughout a classroom setting, educators need to employ combination of context with reasoning tools that pertain to particular subject such as logical explanation or symbols when teaching abstract subject matter as the mathematics (Ball, 1988; Kaiser, 2020; Hanna, 2020; Asekun, 2023).

A third significant contribution of this work is found in explicating how the acquisition of context facilitates memory and comprehension. Self-directed (43–57%) and guided participants largely affirmed that contextual learning improves their learning and application

of terms. This goes in tandem with Zhang et al., (2020) who state that contextual engagement improves students' cognitive abilities and thus improve performance in language learning. Nevertheless, the data analyzed also indicate that students' motivation and emotional engagement, defined as essential by Yılmaz & Sahan (2023), are understudied. It seems that targeting these socio-emotional dimensions might enhance the use of contextualized learning more in the long and short-term retention and active learning.

The study makes its own input to the current literature on the use of technology in instruction of English for Specific Purposes. Although the use of ICT and other authentic forms of material and learning resources has been praised for affording students 'voice' and increasing motivation to learn (Munir et al., 2023; Kukulska-Hulme & Shield, 2008), this paper provides an understanding of the inequity regarding such practices. For instance, the use of complex technologies can lead to creating more drastic and absolute gaps for learners in environments limited by resources. Moreover, even if technology helps to *obliterate* learning and construct knowledge within context, it cannot and should not replace human interaction and dialogue as stressed out by both hermeneutic and sociocultural theories (Supena, 2022; Vygotsky, 1999).

Nonetheless, looking at the intergenerational transmission of ESP, the study also reveals some evident and still open teaching tensions. There is one such duality achieved in teaching foreign languages: the conflict between ensuring the comprehensibility of field-specific terminology in the foreign language and the acquisition of language-in-general. The use of specialised terms may also restrict cross functional skills of the students, an issue that also relates to Searle's (1969) performativity argument of language. As a result, ESP educators should ensure to engage learners in cross-disciplinary assignments that will help the learners extend the use of the multiples terms in different fields in depth as well as width.

## Conclusion

In the field of education, especially English language learning, it is seen that Referential Theory or understanding of meaning greatly influences how students can understand or interpret a relevant meaning. This helps them understand how the same words can have different meanings in different disciplines. Understanding the meaning of words really depends on the context or particular field. Understanding the proper context can help students or English language learners understand how the same word can have different meanings depending on the field. This learning is important for deepening English language skills in academic and professional contexts. The referential theory of meaning in the philosophy of language emphasizes the importance of context in determining the meaning of words or phrases. The same words, such as network, factor, terminal, volume, interest, and credit, have different meanings in fields such as computers, mathematics, sports, business, and finance. This difference in meaning arises because the reference or object referred to by the word is different in each field, according to its use in a particular context.

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