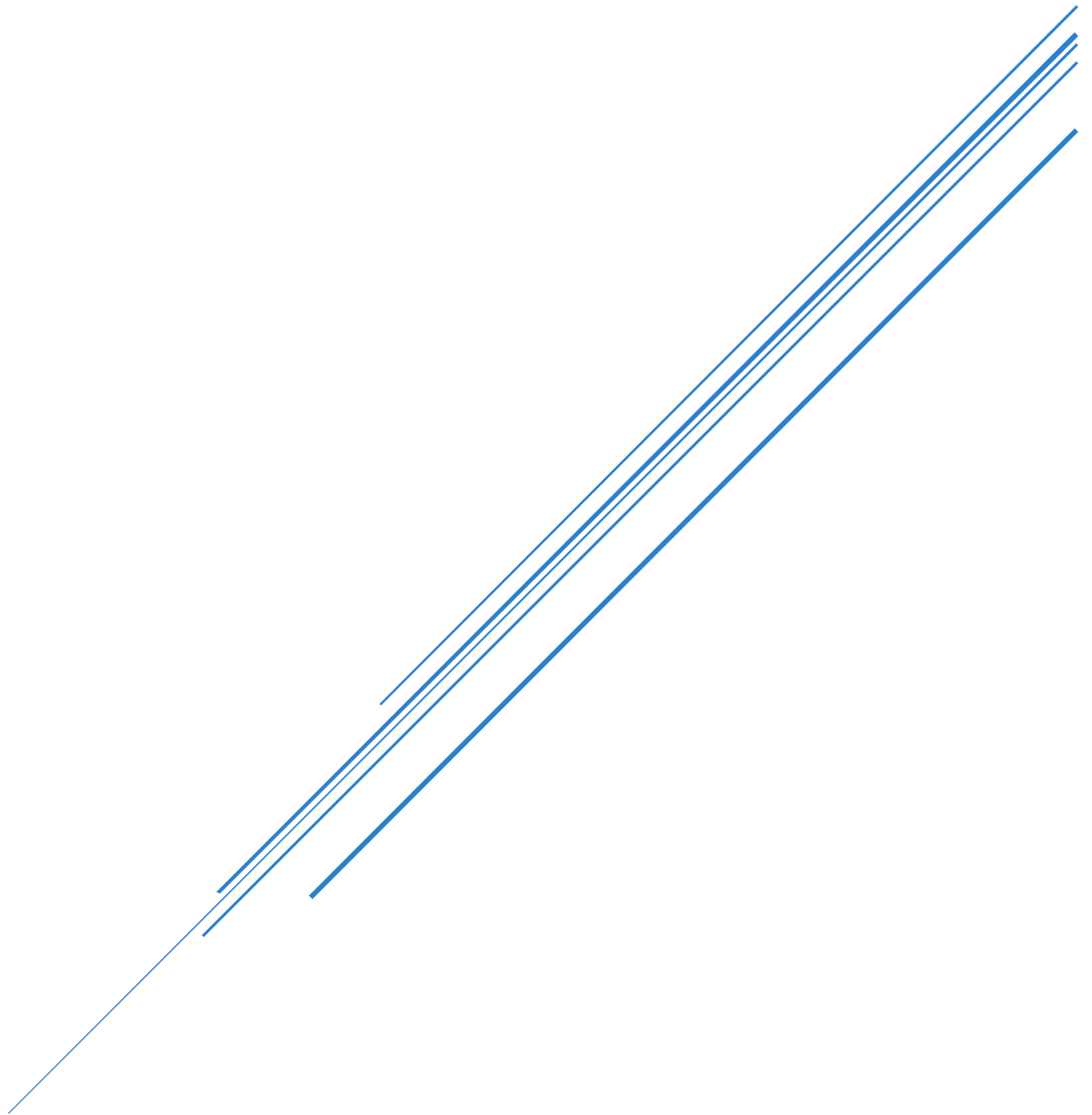# Euro-Global Journal of Linguistics and Language Education

Euro-Global Journal of Linguistics and Language Education

The *Euro-Global Journal of Linguistics and Language Education (3030-1394)* is an international, peer-reviewed journal dedicated to advancing knowledge and understanding in the fields of linguistics and language education. We aim to provide a platform for researchers, educators, and practitioners to share their work and contribute to the global discourse on language teaching, learning, and linguistic research.

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Contents

The Pragmatics of Translation: Challenges, Techniques, and Innovations

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Abstract:
This article examines the challenges and considerations involved in translating British oral folklore into the Azerbaijani language. It explores the unique linguistic, cultural, and stylistic features of oral literature that pose difficulties for translators. By analyzing examples of British oral folklore, the study identifies common translation issues, such as preserving cultural nuances, metaphorical language, and idiomatic expressions, while ensuring accessibility for Azerbaijani readers. The research highlights the importance of cultural adaptation and linguistic equivalence in maintaining the integrity of folklore during the translation process. Furthermore, the article discusses strategies and techniques that translators can employ to overcome these challenges, emphasizing the critical role of translators as cultural mediators. This study contributes to the broader discourse on literary translation by offering insights into the complexities of rendering oral literature across languages.
Key words; Translation, British folklore, oral literature, Azerbaijani language, cultural adaptation

Introduction

Translation is a fundamental activity that bridges linguistic and cultural boundaries, enabling the sharing of knowledge, art, and traditions across the globe. It is particularly critical when dealing with oral folklore, which embodies the rich cultural heritage and collective wisdom of a community. British oral folklore, with its intricate narratives, idiomatic expressions, and cultural symbolism, presents unique challenges for translators seeking to adapt it to other linguistic and cultural contexts, such as Azerbaijani. This process demands not only linguistic proficiency but also a deep understanding of cultural nuances, historical contexts, and the artistic essence of folklore (Juherni, Mujani, & Susiyati, 2024).

The translation of oral folklore is more than a linguistic exercise; it is a cultural act that requires translators to function as cultural mediators. They must carefully balance fidelity to the source material with the need to make the text accessible and meaningful to the target audience. As Smith, Fressoli, and Thomas (2014) highlight in their exploration of grassroots innovation, cultural adaptation is a dynamic process involving the negotiation of boundaries between different knowledge systems. Similarly, in translation, this negotiation is critical to preserving the integrity of the source text while ensuring its resonance with the target culture.

Despite the theoretical advances in translation studies, practical challenges continue to dominate the field. Translators often face the daunting task of interpreting complex linguistic structures, translating culturally embedded concepts, and maintaining the aesthetic and emotive qualities of the source text (Popa, Guillermin, & Dedeurwaerdere, 2015). Glasgow (2013) emphasizes the importance of pragmatic approaches in research translation, which can be extended to the practice of literary translation, where the translator's role is both interpretative and creative.

British oral folklore, in particular, often includes idiomatic expressions, mythological allusions, and symbolic imagery that are deeply rooted in the culture and history of the English-speaking world. Translating these elements into Azerbaijani, a language with its unique cultural and linguistic framework, requires not only a thorough understanding of both languages but also sensitivity to their respective cultural landscapes (Khudaverdiyeva, n.d.). As Jantsch (1972) proposed in his systems approach to education and innovation, interdisciplinary strategies can offer valuable insights into addressing such complex challenges, combining linguistic expertise with cultural studies and creative writing.

The present study delves into the practical aspects of translating British oral folklore into Azerbaijani, shedding light on the linguistic, cultural, and stylistic considerations that underpin this intricate process. It draws on both theoretical frameworks and practical examples to explore how translators can navigate these challenges effectively. By examining the interplay between language and culture in translation, this research contributes to the broader discourse on translation studies and emphasizes the critical role of translators as cultural custodians and innovators.

Translation: A Complex Undertaking

Translation, at its core, is the process of transferring meaning from a Source Language (SL) to a Target Language (TL). While this definition may seem straightforward, the process itself is far from simple. It involves navigating the intricate interplay of linguistic, cultural, and technical elements to ensure that the original message is conveyed accurately, effectively, and in a culturally resonant manner. As Das (2012) highlights, translation is a scholarly activity requiring translators to be "instinctively bilingual," capable of understanding and interpreting complex nuances in both languages.

Linguistic Proficiency

One of the most fundamental requirements for successful translation is linguistic proficiency. This entails a deep understanding of the syntax, grammar, and stylistic norms of both the SL and TL. Translators must not only comprehend the surface-level meaning of the text but also navigate deeper layers of connotation and implied meaning. Mastery of linguistic structures allows translators to adapt phrases and expressions into the TL without losing the original intent.

However, literal translation—or "word-for-word" translation—is often avoided because it can distort the meaning and fail to capture the subtleties of the original text. For instance, idiomatic expressions like "break the ice" in English may require creative adaptation into a TL to retain their intended meaning and effect. As Glasgow (2013) notes, pragmatic approaches are essential in such cases to ensure that the translation is both accurate and contextually appropriate.

Cultural Awareness

Beyond linguistic proficiency, cultural awareness plays a pivotal role in translation. Language is deeply embedded in culture, and translating texts often involves bridging cultural gaps. A translator must be attuned to the cultural context of both the SL and TL to ensure that the translation resonates with the target audience.

For example, idioms, humor, and metaphors are often culturally specific and may not have direct equivalents in the TL. An English idiom like "raining cats and dogs" might be incomprehensible to Azerbaijani readers unless replaced with an equivalent cultural expression. Similarly, humor, which is frequently rooted in cultural references, may require adaptation to elicit the same response in the target audience (Smith, Fressoli, & Thomas, 2014).

The process of cultural adaptation ensures that the translated text maintains its intended impact while remaining relatable to the audience. This aspect of translation highlights the translator's role as a cultural mediator, tasked with preserving the essence of the original work while making it accessible and meaningful in a different cultural and linguistic framework.

Translation is a complex undertaking that demands both linguistic mastery and cultural sensitivity. Translators must navigate a delicate balance between fidelity to the source text and adaptability to the target audience, ensuring that their work bridges both linguistic and cultural divides effectively.

Practical Challenges in Translation

Translation is fraught with numerous practical challenges that go beyond mere linguistic conversion. These challenges arise from the multifaceted nature of the process, which involves not only understanding and interpreting the source material but also ensuring that the translated work resonates with the target audience while adhering to ethical and professional standards.

Understanding the Source Material

One of the foundational challenges in translation is achieving a comprehensive understanding of the source material. This goes beyond surface-level meaning and often requires extensive research into esoteric references, historical contexts, and cultural nuances embedded in the text. For instance, translating works that include mythological allusions, idiomatic expressions, or culturally specific metaphors demands careful study to avoid misinterpretation or distortion. As Popa, Guillermin, and Dedeurwaerdere (2015) point out, understanding the complexity of a source text often involves a transdisciplinary approach, combining linguistic knowledge with cultural, historical, and literary insights.

For example, when translating British oral folklore into Azerbaijani, references to English historical figures, folklore characters, or cultural practices may need explanatory adaptations to make them comprehensible to the target audience. This highlights the translator's role as both a researcher and a cultural interpreter.

Preserving Tone, Style, and Intent

Another significant challenge is preserving the tone, style, and intent of the original text. Different types of texts—formal documents, creative works, or technical manuals—require distinct approaches. For instance:

- Formal documents demand precision and clarity, with no room for ambiguity or interpretative flair.

- Creative works, such as poetry or prose, require the translator to capture the emotional depth, artistic style, and aesthetic qualities of the original text.

Translators must navigate these differing requirements while ensuring that the translated work reflects the original's intended message. As Smith, Fressoli, and Thomas (2014) argue, this balancing act is crucial for maintaining the integrity of the source material while adapting it to the target audience's cultural and linguistic context.

Time Management

Time management poses a considerable challenge for translators, especially when faced with tight deadlines. Balancing the quality of the translation with the need to meet deadlines requires meticulous planning and prioritization. Translators often have to juggle multiple projects simultaneously, which can lead to compromises in the thoroughness of research or the refinement of language.

Effective time management strategies, such as setting clear milestones, collaborating with clients to establish realistic deadlines, and using technology like Computer-Assisted Translation (CAT) tools, can help alleviate some of these pressures. However, as Kitson et al. (2008) emphasize, time constraints should never come at the expense of accuracy and fidelity to the original text.

Ethical Considerations

Ethical challenges are a critical aspect of translation, particularly when dealing with sensitive or proprietary material. Translators must maintain confidentiality, ensuring that the content they work on is not disclosed or misused. This is especially relevant in fields like legal, medical, or corporate translation, where the stakes are high.

Additionally, translators are expected to remain neutral and true to the original text, avoiding unnecessary alterations unless explicitly requested by the client. As Shonkoff and Bales (2011) note, translators act as mediators between the source and target cultures, and their work should reflect the integrity and intent of the source material without introducing personal bias.

The practical challenges in translation highlight the multifaceted nature of the translator's role as a linguist, cultural mediator, and ethical professional. By addressing these challenges—through diligent research, adaptive approaches, effective time management, and adherence to ethical standards—translators can ensure that their work meets the highest standards of quality and cultural relevance.

Differences Between Literary and Non-Literary Translation

Translation is a complex field that encompasses a wide variety of text types, each presenting its own unique challenges and requirements. The distinctions between literary and non-literary translation lie primarily in their purpose, complexity, and the skills required of the translator. While both involve transferring meaning from the source language (SL) to the target language (TL), the approaches and methodologies differ significantly.

Literary Translation

Literary translation is an artistic endeavor that goes beyond the literal transfer of meaning. It involves capturing the emotional, aesthetic, and symbolic dimensions of a text while maintaining its original tone and intent. The challenges in literary translation arise from the inherent complexity of literary works, which often use connotative and symbolic language to convey layered meanings.

- Challenges of Connotative and Symbolic Language:
  Literary works, especially poetry and prose, are often rich in figurative language, metaphors, and cultural references. For example, translating a line of poetry that uses symbolic imagery may require a translator to interpret not just the words, but the cultural and emotional resonance they carry. Failure to accurately interpret these elements can lead to a loss of the text's artistic essence (Juherni, Mujani, & Susiyati, 2024).

- Role of Translators as Critics, Interpreters, and Creators:
  In literary translation, the translator plays multiple roles. They must critically analyze the source text to understand its deeper meanings, interpret its nuances, and creatively reconstruct it in the TL. As Das (2012) states, "a translator is a reader, an interpreter, and a creator all in one." This triadic role is essential to preserve the artistic and emotional integrity of the original work.

- Influence of Genre and Form on Translation Complexity:
  The complexity of literary translation often depends on the genre and form of the text. For instance, prose fiction is generally easier to translate than poetry, which relies heavily on rhythm, rhyme, and symbolic language. Similarly, translating drama requires an understanding of the performative aspects of the text, such as dialogue and stage directions, which may need cultural adaptation for the TL audience.

Non-Literary Translation

Non-literary translation, by contrast, is focused on clarity, precision, and factual accuracy. It typically involves translating scientific, technical, or administrative texts where the primary goal is to convey information without ambiguity.

- Simplicity of Translating Scientific and Technical Texts:
  Non-literary texts often use standardized terminology and have a single, objective meaning. For instance, translating a scientific article or a user manual involves transferring factual information without the need for artistic interpretation. The simplicity of such texts lies in their straightforward language and lack of cultural or symbolic complexities.

- Importance of Precision and Factual Accuracy:
  In non-literary translation, accuracy is paramount. Translators must ensure that the technical details, measurements, and instructions in the source text are conveyed correctly in the TL. Errors in translating a medical document or engineering manual, for example, can have serious consequences. Tools like Computer-Assisted Translation (CAT) software are often employed in these cases to enhance consistency and accuracy (Popa, Guillermin, & Dedeurwaerdere, 2015).

The primary distinction between literary and non-literary translation lies in their objectives and the skills required. While literary translation demands creativity, cultural sensitivity, and an ability to interpret

symbolic language, non-literary translation focuses on precision, clarity, and factual accuracy. Understanding these differences allows translators to adapt their approach according to the nature of the text, ensuring that the final translation meets the intended purpose.

The Role of Technology in Modern Translation

Technology has revolutionized the translation process, offering tools and solutions that enhance efficiency, accuracy, and consistency. Among the technological advancements, **Computer-Assisted Translation (CAT)** tools and machine translation stand out as significant developments in the field.

Introduction to Computer-Assisted Translation (CAT) Tools

CAT tools are software applications designed to support human translators by automating repetitive tasks and organizing translation projects. They do not replace the translator but act as an assistant, streamlining workflows and ensuring consistency in large-scale projects. Popular CAT tools like SDL Trados, MemoQ, and Wordfast have become indispensable in professional translation settings.

Benefits

1. Translation Memory (TM):
   CAT tools store previously translated phrases and sentences in a database, allowing translators to reuse them in future projects. This feature ensures consistency across similar documents and reduces the time needed for repetitive translations.
   (Smith, Fressoli, & Thomas, 2014).

2. Terminology Management:
   Specialized glossaries can be created and managed within CAT tools, ensuring that domain-specific terms are translated consistently. This is especially critical in technical, medical, and legal translations where precise terminology is essential.

3. Quality Assurance:
   CAT tools include built-in quality assurance checks that identify errors such as missing translations, inconsistent terminology, and formatting discrepancies. This helps maintain a high standard of translation accuracy and professionalism.

Limitations of Machine Translation and the Necessity of Human Intervention

While machine translation (MT) tools like Google Translate and DeepL have made strides in recent years, they are far from perfect. MT algorithms often struggle with cultural nuances, idiomatic expressions, and context-specific meanings, which are crucial in literary and creative translations. Without human intervention, MT can produce errors that distort the meaning of the source text.

Human translators bring critical thinking, cultural sensitivity, and creativity that machines cannot replicate. As Kitson et al. (2008) emphasize, the translator's role extends beyond linguistic conversion to include interpretation and adaptation, which remains irreplaceable in high-quality translation work.

Practical Skills and Expertise for Translators

The demands of professional translation extend beyond linguistic proficiency. Translators must possess specialized skills and knowledge to navigate the complexities of different text types and domains effectively.

Subject-Specific Knowledge

Translators often specialize in particular fields such as legal, medical, or literary translation. Each domain has its unique terminology, standards, and conventions that require in-depth understanding. For example:

- Legal Translation: Accuracy and adherence to legal standards are critical to avoid misinterpretation or legal disputes.

- Medical Translation: Precise terminology and familiarity with medical concepts are essential to ensure the safety and effectiveness of translated documents.

- Literary Translation: A creative approach is needed to capture the artistic and emotional essence of the source text.

Importance of Collaboration with Editors or Domain Experts

Collaboration plays a vital role in maintaining translation quality. Working with editors or subject-matter experts allows translators to validate their work, resolve ambiguities, and ensure the translation aligns with domain-specific expectations. For instance, in scientific translation, consulting with researchers can help clarify technical jargon or complex concepts (Popa, Guillermin, & Dedeurwaerdere, 2015).

Continuous Learning to Stay Updated with Industry Standards

The translation industry is constantly evolving, with new technologies, methodologies, and standards emerging regularly. Translators must engage in continuous professional development to stay relevant. This includes:

- Attending workshops and conferences.

- Keeping up with advancements in CAT tools and machine translation.

- Studying updates in specialized fields of translation.

By committing to lifelong learning, translators can enhance their skills, adapt to new challenges, and maintain a competitive edge in the industry.

The integration of technology and the development of specialized expertise have reshaped the translation profession. While CAT tools and other technologies have streamlined many aspects of translation, the role of human translators remains indispensable for producing high-quality, culturally sensitive, and contextually accurate translations. By cultivating subject-specific knowledge, collaborating with experts, and embracing continuous learning, translators can navigate the demands of modern translation effectively.

Engagement with Clients

Effective client engagement is a vital yet often overlooked component of the translation process. The success of a translation project heavily depends on clear communication between the translator and the client to ensure alignment of expectations, objectives, and deliverables.

Importance of Clear Communication to Understand Client Objectives

Translators must establish a thorough understanding of the client's objectives at the outset of a project. This includes gaining clarity on:

- The purpose of the translation (e.g., publication, legal documentation, marketing, or internal communication).

- The tone, style, and level of formality required.

- Any cultural or contextual considerations specific to the target audience.

Clear communication ensures that translators can tailor their approach to meet the client's specific needs, avoiding misunderstandings and potential revisions. As Shonkoff and Bales (2011) suggest, effective knowledge transfer is dependent on identifying the needs of the target audience and addressing them appropriately.

Discussing Uncertainties, Preferred Terminology, and Intended Audience

During the translation process, uncertainties may arise due to ambiguous phrases, technical jargon, or cultural references in the source text. Translators should actively communicate these uncertainties with the client to ensure the most accurate interpretation.

Additionally, discussing preferred terminology is crucial, particularly in specialized fields such as legal, medical, or technical translation. For example, a client may have a preferred glossary of terms or brand-specific language that needs to be consistently applied throughout the translation. Understanding the intended audience also allows translators to adapt the content effectively, ensuring it resonates with the target demographic.

The Evolution of Translation Studies

Translation has been a critical tool for cultural and knowledge exchange since ancient times. The field of translation studies, however, has evolved significantly over centuries, transforming from a practical craft to an academic discipline.

Historical Overview: From Roman Times to the 20th Century

The history of translation studies dates back to the Roman era, where the practice of translating Greek texts into Latin laid the foundation for Western literature and thought. According to Das (2012), translation emerged as a systematic craft with the Romans, who first formalized techniques for preserving meaning while adapting texts to a new cultural context.

During the European Renaissance, translation gained prominence as scholars worked to render classical works into vernacular languages. This period emphasized the importance of fidelity to the original text while making it accessible to new audiences.

In the 20th century, translation became increasingly important due to globalization and the growth of international communication. Advances in linguistics and semiotics provided new theoretical frameworks for analyzing translation, further enriching the field.

Growth of Translation Studies as an Academic Discipline Post-1963

Translation studies began to gain recognition as an academic discipline in the mid-20th century. Das (2010) notes that before 1963, there were no dedicated centers, journals, or associations for translation studies in the United States. The establishment of these institutions marked a turning point, providing a formal platform for research, education, and professional development in translation.

Since then, translation studies have expanded to include interdisciplinary approaches, integrating insights from linguistics, cultural studies, and cognitive science. This growth has contributed to a deeper understanding of both the theoretical and practical aspects of translation.

Impact of Conferences, Seminars, and Workshops on Translation Research

The proliferation of conferences, seminars, and workshops has played a pivotal role in advancing translation studies. These events provide opportunities for scholars and practitioners to exchange ideas, discuss emerging challenges, and share innovative techniques.

For example, workshops on machine translation and CAT tools have helped translators adapt to technological advancements, while conferences on literary translation have highlighted the importance of cultural adaptation and creativity in preserving the artistic integrity of texts. As Kitson et al. (2008) emphasize, collaborative platforms like these foster knowledge sharing and professional growth, ultimately elevating the standards of translation practice.

Engagement with clients and the evolution of translation studies underscore the dynamic and collaborative nature of translation. Clear communication with clients ensures that translators align their work with the project's objectives and audience needs, while the growth of translation studies as an academic discipline reflects the field's increasing complexity and interdisciplinary nature. By embracing both practical and theoretical advancements, translators can continue to bridge linguistic and cultural divides effectively.

Conclusion

Translation is far more than the act of converting text from one language to another—it is an intricate, multi-layered process that demands a deep understanding of linguistic nuances, cultural sensitivities, and the practical tools and skills required to navigate this dynamic field. From the challenges of literary translation, which require creativity and interpretation, to the precision and factual accuracy demanded by non-literary texts, translation spans a broad spectrum of complexity.

The evolution of translation studies has shown how the field has grown from a practical craft to an academic discipline, with theoretical frameworks and technological advancements shaping its development. Tools like Computer-Assisted Translation (CAT) software have transformed the practice, enhancing efficiency and consistency, though they cannot replace the cultural insight and creative thinking provided by human translators.

At its heart, translation is a collaborative endeavor. Engaging effectively with clients ensures that translators align their work with specific project goals and audience expectations, while interdisciplinary approaches and continuous learning allow professionals to stay ahead of emerging challenges in the field.

As the world becomes increasingly interconnected, the role of translators as linguistic and cultural mediators becomes ever more critical. By balancing linguistic expertise, cultural sensitivity, and technological proficiency, translators contribute to bridging divides, fostering understanding, and preserving the essence of human expression across languages and cultures.

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L'Impact des Avancées Technologiques et de l'IA sur l'Évolution Linguistique et l'Emprunt Lexical

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Résumé :
Cet article explore l'impact des avancées technologiques, en particulier de l'intelligence artificielle (IA), sur l'évolution linguistique, en mettant l'accent sur le phénomène de l'emprunt lexical. Il analyse comment des termes liés à la technologie et à l'IA, principalement d'origine anglaise, sont intégrés dans d'autres langues, souvent avec des adaptations culturelles et linguistiques. L'article examine également les efforts de préservation linguistique, les défis liés à l'anglicisation, et les implications pour la diversité linguistique à l'ère numérique.
Mots-clés :
Emprunt lexical, intelligence artificielle, anglicisation, diversité linguistique, technologie.

1. Introduction

L'évolution linguistique a toujours été influencée par des forces extérieures, allant des échanges culturels aux avancées technologiques. Au XXIe siècle, le développement rapide de l'intelligence artificielle (IA) et d'autres innovations technologiques s'est imposé comme un moteur majeur du changement linguistique, avec des implications significatives pour l'enrichissement du vocabulaire, les structures linguistiques et les identités culturelles. L'un des phénomènes les plus marquants résultant de ces avancées est l'emprunt de mots, en particulier de l'anglais, qui est devenu la langue dominante de la technologie et de l'IA. Ces emprunts, souvent directs ou adaptés, servent de pont entre le progrès technologique et l'adaptabilité linguistique, reflétant un monde globalisé où les langues interagissent et s'influencent mutuellement (Asgarova, 2024).

L'intégration de l'IA dans divers secteurs — de l'éducation au marketing, en passant par les politiques publiques — a conduit à l'émergence de nouvelles terminologies, souvent empruntées et adaptées aux contextes linguistiques locaux. Par exemple, des termes tels que *machine learning*, *deepfake* et *algorithme* ont été directement adoptés ou localisés dans des langues comme le français, démontrant à la fois l'influence de la technologie et l'évolution des langues à l'ère numérique (Pavone, Meyer-Waarden, & Munzel, 2024; Jutand & Kofman, 2024).

Cette introduction vise à explorer l'impact des avancées technologiques et de l'IA sur l'évolution linguistique, en mettant en lumière les dynamiques de l'emprunt lexical et les défis qu'elles posent pour la diversité linguistique.

2. Le Rôle de la Technologie dans l'Évolution de la Langue

Contexte Historique : Les Moments Clés de l'Influence Technologique sur la Langue

L'histoire démontre que les avancées technologiques ont toujours joué un rôle crucial dans l'évolution linguistique. L'invention de l'imprimerie par Gutenberg au XVe siècle a marqué un tournant majeur en standardisant les langues écrites et en facilitant leur diffusion. De même, l'essor d'Internet à la fin du XXe siècle a entraîné l'émergence de nouvelles formes de communication, favorisant l'apparition de termes tels que *email*, *navigateur* et *chat*. Ces innovations ont non seulement enrichi le lexique, mais aussi modifié la manière dont les langues interagissent à l'échelle mondiale (Asgarova, 2024; Many, Shvetsova, & Forestier, 2024).

Les Tendances Technologiques Actuelles Qui Modifient la Langue

Avec les progrès rapides de l'intelligence artificielle et des plateformes numériques, de nouvelles tendances façonnent les évolutions linguistiques :

- **L'intelligence artificielle et l'apprentissage automatique :**
  L'IA a introduit une terminologie spécifique, souvent empruntée à l'anglais, comme *machine learning*, *cloud computing* ou *deepfake*. Ces termes reflètent les avancées dans le domaine des technologies intelligentes et sont intégrés dans les langues locales, parfois avec des adaptations ou des traductions partielles (Jutand & Kofman, 2024).

- **Les plateformes de communication numérique :**
  Les réseaux sociaux et les messageries instantanées, tels que Twitter, WhatsApp et Instagram, ont favorisé l'utilisation de nouveaux mots et expressions. Par exemple, des termes comme *hashtag*, *like* ou *streaming* ont rapidement pénétré les langues du monde entier, souvent sans traduction directe (Pavone, Meyer-Waarden, & Munzel, 2024).

Exemples d'Intégration de Termes Technologiques dans le Langage Quotidien

Les innovations technologiques ne se limitent pas à enrichir le vocabulaire technique : elles influencent également la langue du quotidien. Par exemple :

- **Emprunts directs :** Des mots comme *wifi*, *bot* ou *spam* sont désormais utilisés couramment, sans adaptation.

- **Adaptations culturelles :** En français, des efforts de localisation ont produit des termes comme *courriel* pour *email* ou *logiciel* pour *software*. Cependant, ces équivalents n'ont pas toujours le même impact populaire que leurs homologues empruntés directement de l'anglais (Molle, Hamza, & Nassau, 2025).

- **Abréviations et néologismes :** Les plateformes numériques encouragent l'utilisation d'abréviations et d'acronymes, tels que *IA* pour intelligence artificielle, qui se normalisent dans les conversations quotidiennes.

La technologie agit comme un catalyseur de l'évolution linguistique en introduisant de nouveaux termes et en modifiant les structures et usages existants. L'intégration de ces termes illustre non seulement l'impact des avancées technologiques, mais aussi la capacité des langues à s'adapter et à évoluer dans un contexte mondialisé.

3. L'Impact de l'IA sur l'Évolution Linguistique

L'Émergence d'une Terminologie Spécifique à l'IA

L'intelligence artificielle (IA) a donné naissance à une série de néologismes et de révisions de vocabulaire qui reflètent les innovations technologiques actuelles et leur influence sur les langues.

- **Introduction de néologismes :**
  L'essor de l'IA a popularisé des termes techniques qui n'existaient pas il y a quelques décennies. Des mots comme *apprentissage automatique*, *faux profond* et *agent conversationnel* sont désormais couramment employés dans divers contextes, même en dehors des cercles technologiques spécialisés (Jutand & Kofman, 2024). Ces termes, souvent empruntés directement de l'anglais, témoignent de la domination linguistique de cette langue dans le domaine technologique.

- **Expansion du vocabulaire existant :**
  Certains termes, bien que déjà présents, ont vu leur signification évoluer avec l'arrivée de l'IA. Par exemple, *nuage*, qui désignait autrefois un phénomène météorologique, est devenu synonyme d'espace de stockage numérique. De même, *algorithme* a quitté son usage purement mathématique pour devenir un concept clé dans le domaine de l'IA et des données numériques (Pavone, Meyer-Waarden, & Munzel, 2024).

Standardisation Linguistique vs. Localisation

L'adoption des terminologies liées à l'IA présente un paradoxe entre la standardisation mondiale et les efforts de localisation.

- **Standardisation mondiale :**
  Les systèmes d'IA, comme les assistants virtuels (*par exemple, Siri ou Alexa*), favorisent l'uniformité des termes technologiques à travers le monde. Des expressions telles que *apprentissage automatique* et *données* sont souvent adoptées universellement, renforçant une homogénéité linguistique mondiale (Courtier-Orgogozo & Devillers, 2024).

- **Problèmes de localisation :**
  Cependant, ces systèmes peinent à s'adapter aux spécificités culturelles et linguistiques locales. Par exemple, des expressions idiomatiques ou des concepts propres à une culture peuvent être mal interprétés ou non traduits correctement par les outils d'IA. Cette difficulté souligne les

limites des systèmes standardisés et l'importance de l'intervention humaine pour garantir une précision linguistique et culturelle (Molle, Hamza, & Nassau, 2025).

Langage Généré par l'IA

L'intelligence artificielle ne se limite pas à introduire de nouveaux mots ; elle participe également à la production de contenu linguistique, modifiant ainsi les normes linguistiques.

- **Contenu généré automatiquement :**
  Les plateformes d'IA, comme ChatGPT ou DeepL, produisent des textes cohérents dans différentes langues. Ces outils sont largement utilisés pour rédiger, traduire ou même créer du contenu, influençant les normes de style et de syntaxe dans divers secteurs (Many, Shvetsova, & Forestier, 2024).

- **Agents conversationnels et traduction automatisée :**
  Les agents conversationnels, intégrés dans des applications comme WhatsApp ou Facebook, ont démocratisé l'interaction avec des outils d'IA. De plus, les traducteurs automatiques, bien qu'imparfaits, offrent des traductions rapides et accessibles, standardisant certains choix linguistiques tout en introduisant des erreurs répétées qui peuvent influencer les locuteurs humains (Novawan, Walker, & Ikeda, 2024).

L'impact de l'IA sur l'évolution linguistique est indéniable, avec l'émergence de nouveaux termes, la transformation des usages existants, et la production de contenu automatisé qui redéfinit les normes linguistiques. Cependant, l'équilibre entre standardisation et localisation reste un défi majeur, nécessitant une collaboration entre l'IA et les experts humains pour garantir une précision et une richesse linguistique adaptées à un monde multiculturel.

4. Les Défis et Controverses de l'IA dans l'Évolution Linguistique

L'Anglicisation des Langues

L'une des principales controverses liées à l'évolution linguistique sous l'influence de l'IA est l'anglicisation croissante des langues. L'anglais, en tant que langue dominante dans les domaines technologiques, fournit la majorité des termes utilisés dans les technologies de l'IA. Ces emprunts, tels que *machine learning*, *data mining*, et *chatbot*, sont souvent adoptés sans traduction ou adaptation, ce qui peut affaiblir les efforts de préservation linguistique dans d'autres langues (Asgarova, 2024).
Les institutions académiques et gouvernementales de pays non anglophones, comme l'Académie française, ont tenté de contrer cette tendance en créant des équivalents locaux, tels que *apprentissage automatique* ou *agent conversationnel*. Cependant, ces efforts se heurtent à la popularité des termes anglais, particulièrement parmi les jeunes générations.

La Perte de la Diversité Linguistique

L'essor des systèmes d'IA pourrait contribuer à l'érosion de la diversité linguistique mondiale. Les langues minoritaires ou peu documentées sont souvent exclues des bases de données utilisées pour former les systèmes d'IA, rendant ces langues invisibles dans les plateformes technologiques. Par exemple, les traducteurs automatiques comme DeepL ou Google Translate privilégient les langues les plus parlées, ce

qui marginalise les langues moins représentées (Molle, Hamza, & Nassau, 2025).

La domination des grandes langues dans les outils technologiques risque d'entraîner une uniformisation linguistique, où les petites langues perdent leur usage quotidien et, éventuellement, leur vitalité culturelle.

Questions Culturelles et Éthiques

L'utilisation de l'IA soulève également des préoccupations culturelles et éthiques :

- **Interprétation culturelle incorrecte :** Les outils d'IA, bien qu'efficaces pour les traductions littérales, manquent souvent de compréhension des nuances culturelles et contextuelles. Cela peut mener à des erreurs qui modifient le sens original d'un texte ou d'une conversation (Jutand & Kofman, 2024).

- **Neutralité des systèmes d'IA :** Les biais culturels intégrés dans les algorithmes d'IA peuvent favoriser certaines perspectives linguistiques ou culturelles au détriment d'autres, renforçant ainsi des inégalités existantes.

Les Défis de la Localisation

Alors que la standardisation linguistique est un atout pour l'interopérabilité mondiale, elle pose également des défis lorsqu'il s'agit de localiser des systèmes d'IA pour des contextes spécifiques. Par exemple, une traduction automatique générique ne prend pas en compte les dialectes locaux ou les variations régionales, ce qui peut entraîner une perte de sens ou d'authenticité dans le contenu produit (Many, Shvetsova, & Forestier, 2024).

Des efforts accrus sont nécessaires pour rendre les systèmes d'IA sensibles aux différences culturelles et linguistiques, notamment en intégrant des données plus variées et en collaborant avec des experts locaux.

Bien que l'IA apporte des opportunités significatives pour l'évolution linguistique, elle introduit également des défis complexes liés à l'anglicisation, la perte de diversité linguistique, et les considérations culturelles. Une attention particulière est nécessaire pour équilibrer innovation technologique et préservation culturelle, garantissant ainsi un avenir linguistique inclusif et diversifié.

5. Adaptation du Vocabulaire aux Technologies

Les Néologismes et les Emprunts Linguistiques

L'apparition des technologies de l'intelligence artificielle (IA) a conduit à la création de nombreux néologismes et à l'adoption d'emprunts linguistiques. Ces mots, principalement issus de l'anglais, pénètrent rapidement dans les langues du monde entier. Par exemple :

- **Emprunts directs :** Des termes comme *machine learning*, *data mining* et *algorithm* sont intégrés tels quels dans de nombreuses langues, sans modifications significatives.

- **Adaptations locales :** Certains pays tentent de localiser ces termes en créant des équivalents linguistiques, comme *apprentissage automatique* pour *machine learning* en français. Ces adaptations visent à préserver la richesse linguistique et à réduire la dépendance à l'anglais (Asgarova, 2024).

Résistance et Innovation Linguistique

Malgré l'adoption massive des emprunts, certaines cultures linguistiques résistent à l'influence de l'anglais en innovant leurs propres termes. Par exemple, l'Académie française recommande l'utilisation de mots comme *ordinateur* à la place de *computer*, ou encore *logiciel* pour *software*. Cependant, ces efforts rencontrent des obstacles, notamment :

- L'usage populaire favorise souvent les emprunts anglais, jugés plus universels ou modernes.

- Les jeunes générations, influencées par les réseaux sociaux et les médias numériques, préfèrent souvent les termes empruntés à leurs équivalents locaux (Molle, Hamza, & Nassau, 2025).

Exemples d'Adaptation Culturelle

Les langues s'adaptent différemment selon leur histoire et leur culture. Voici quelques exemples :

- **Français :** Localisation fréquente des termes technologiques (e.g., *courriel* pour *email*).

- **Espagnol :** Adoption hybride, avec des adaptations limitées (e.g., *computadora* ou parfois *computer*).

- **Japonais :** Intégration phonétique de l'anglais dans le système d'écriture (e.g., コンピュータ [konpyūta] pour *computer*).

L'Impact des Technologies sur la Création Linguistique

Les outils technologiques, comme les plateformes d'IA et les traducteurs automatiques, accélèrent non seulement la diffusion des emprunts mais influencent aussi la créativité linguistique. Par exemple :

- Les plateformes numériques encouragent des formes condensées comme les abréviations (*IA*, *IoT*) ou les hashtags (*#AIRevolution*).

- De nouveaux mots naissent pour décrire des concepts auparavant inexistants, comme *cybersécurité* ou *cryptomonnaie* (Pavone, Meyer-Waarden, & Munzel, 2024).

L'adaptation du vocabulaire aux technologies est un processus dynamique où les emprunts et les néologismes coexistent avec les efforts de localisation. Bien que l'influence de l'anglais soit prédominante, chaque langue développe des stratégies propres pour intégrer ces innovations tout en préservant son identité culturelle.

6. Perspectives Futures : L'Évolution Linguistique à l'Ère de l'IA

Prédictions sur l'Évolution Linguistique

L'avenir de la langue à l'ère de l'intelligence artificielle est marqué par une accélération des changements linguistiques. Les nouvelles technologies, notamment l'IA générative et le calcul quantique, pourraient transformer encore davantage les pratiques linguistiques. Par exemple :

- **Augmentation des néologismes :** L'apparition continue de nouveaux concepts technologiques entraînera l'introduction de termes inédits, souvent issus de l'anglais, mais avec des adaptations locales.

- **Hybridation linguistique :** Les interactions fréquentes entre locuteurs de différentes langues via des outils numériques pourraient favoriser une hybridation des langues, mêlant mots, phrases et structures grammaticales.

Le Rôle de l'IA dans la Préservation Linguistique

Bien que l'IA soit parfois perçue comme une menace pour les langues minoritaires, elle offre également des opportunités uniques pour leur préservation et leur revitalisation :

- **Documenter les langues en danger :** Les systèmes d'IA peuvent être utilisés pour enregistrer, analyser et sauvegarder des langues peu parlées, garantissant leur transmission aux générations futures.

- **Traductions multilingues :** Les traducteurs automatiques évolués, tels que DeepL et Google Translate, pourraient intégrer davantage de langues moins représentées, favorisant leur visibilité à l'échelle mondiale (Molle, Hamza, & Nassau, 2025).

La Collaboration entre l'Humain et l'IA

Le futur de l'évolution linguistique repose sur une collaboration étroite entre les experts humains et les technologies d'IA :

- **Création linguistique augmentée :** Les outils d'IA pourraient assister les linguistes dans la création de nouveaux termes, en analysant des corpus linguistiques étendus pour suggérer des néologismes cohérents et acceptables.

- **Éducation linguistique améliorée :** Les outils basés sur l'IA, comme les applications d'apprentissage des langues, offrent une personnalisation accrue et une immersion culturelle virtuelle, rendant l'apprentissage linguistique plus accessible et interactif (Many, Shvetsova, & Forestier, 2024).

Les Défis Éthiques et Culturels

Malgré ces perspectives optimistes, plusieurs défis demeurent :

- **Standardisation excessive :** L'utilisation généralisée des technologies d'IA pourrait uniformiser les langues, réduisant leur diversité et leur richesse.

- **Biais algorithmiques :** Les systèmes d'IA, conçus à partir de données linguistiques biaisées, pourraient renforcer des stéréotypes culturels ou linguistiques.

- **Accessibilité inégale :** Les langues moins représentées risquent d'être exclues si les ressources nécessaires à leur intégration dans les systèmes d'IA ne sont pas disponibles (Courtier-Orgogozo & Devillers, 2024).

L'avenir de l'évolution linguistique à l'ère de l'IA est riche de possibilités mais également jalonné de défis. La clé réside dans une approche collaborative et éthique, où l'IA complète les efforts humains pour préserver et enrichir les langues, tout en répondant aux exigences d'un monde globalisé et numérique.

7. Conclusion

L'intelligence artificielle et les avancées technologiques redéfinissent profondément l'évolution linguistique à l'échelle mondiale. Ces transformations se manifestent par l'émergence de néologismes, l'adoption d'emprunts linguistiques, et la standardisation croissante de certains termes, notamment ceux issus de l'anglais. Si ces changements enrichissent les langues et reflètent un monde interconnecté, ils posent également des défis, tels que l'anglicisation, la perte de diversité linguistique, et les biais culturels dans les systèmes d'IA.

Cependant, ces défis offrent également des opportunités uniques. L'IA peut devenir un outil puissant pour documenter, préserver et revitaliser les langues minoritaires, tout en soutenant la créativité linguistique et l'éducation multilingue. La clé pour un avenir linguistique durable réside dans une collaboration étroite entre experts humains et technologies d'IA, permettant une intégration équilibrée entre innovation et préservation culturelle.

En somme, à mesure que l'IA continue de façonner nos langues et nos modes de communication, il est essentiel de veiller à ce que ces transformations respectent et valorisent la richesse et la diversité des cultures linguistiques à travers le monde. Une approche éthique et inclusive garantira que l'évolution linguistique reste un moteur de progrès et non un facteur d'homogénéisation.

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Scaling of Students' Language Skills in English as a Foreign Language

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Abstract:
This article explores the essential components of effective language skills assessment in English as a Foreign Language (EFL) teaching, focusing on the integration of knowledge, skills, and principles. It emphasizes the importance of teachers' understanding of language, proficiency in test design and implementation, and adherence to ethical practices such as fairness, reliability, and validity. The study highlights common methodological challenges, including insufficient teacher training, over-reliance on summative assessments, and lack of diversity in testing methods, and offers practical solutions to address these issues. By integrating foundational knowledge, practical skills, and ethical principles, educators can enhance the quality of assessments, fostering student engagement and supporting their language development. This framework provides valuable insights for improving assessment strategies and aligning them with evolving educational demands.

Key words; Language assessment, EFL teaching, test design, ethical principles, formative assessment, language proficiency.

Introduction

The role of language teachers in fostering effective English as a Foreign Language (EFL) instruction is increasingly significant in today's globalized society. With language skills serving as critical tools for communication and career advancement, assessing these skills effectively has become a cornerstone of language education. Language assessment not only enables educators to evaluate students' progress but also aligns teaching methodologies with learners' needs. This integration of teaching and assessment ensures a cohesive and supportive learning environment (North & Schneider, 1998; Zeng & Fan, 2017).

Effective language assessment, however, requires teachers to possess comprehensive knowledge, refined skills, and adherence to ethical principles. Teachers must understand the nature of language, employ diverse assessment tools, and ensure reliability and validity in their evaluations (Kamali & Fahim, 2011; Aizawa et al., 2023). Moreover, the methodological challenges associated with language assessment highlight the necessity for continuous professional development in this area (Ghanizadeh & Jahedizadeh, 2017; Allan, 1992).

This article examines the essential components of language assessment—knowledge, skills, and principles—and their application in scaling students' language proficiency. By addressing these elements, this study aims to provide a framework that enhances teachers' capacity to assess students' language skills effectively, contributing to improved educational outcomes (Oxford & Burry-Stock, 1995; Bergil, 2016).

Conceptual Framework for Language Skills Assessment

To effectively assess students' language skills in English as a Foreign Language (EFL), a comprehensive framework is essential. This framework revolves around three core components that define the expertise and approach required for effective language skills assessment: **Knowledge**, **Skills**, and **Principles**.

1. Knowledge

Understanding the foundational aspects of language and language assessment is vital for EFL teachers. This includes:

- **Language and Skills**: A deep understanding of the nature of language, the four language skills (listening, speaking, reading, and writing), and their interrelationships.

- **Assessment Tools**: Familiarity with a range of tools such as proficiency tests, diagnostic tests, placement tests, achievement tests, and aptitude tests, and their appropriate applications in various contexts.

- **Methodological Insights**: Awareness of the challenges and limitations in testing, and the ability to adapt assessment techniques to diverse learning environments.

2. Skills

Practical skills are required to translate theoretical knowledge into effective assessment practices. These include:

- **Test Item Design**: The ability to construct meaningful, reliable, and valid test items tailored to students' needs and learning objectives.

- **Scoring and Analysis**: Competence in evaluating test results, calculating scores accurately, and interpreting outcomes to inform teaching strategies.

- **Performance Recording**: Ensuring comprehensive and systematic recording of students' progress for accurate assessment.

3. Principles

Ethical considerations and adherence to core principles are indispensable for maintaining fairness and effectiveness in assessment. These principles encompass:

- **Ethics**: Using test data responsibly, avoiding bias, and ensuring that all students have equal opportunities to demonstrate their skills.

- **Fairness**: Crafting assessments that are inclusive and considerate of students' diverse backgrounds and abilities.

- **Reliability and Validity**: Ensuring that assessments consistently measure what they are intended to, and that the results are accurate reflections of students' language abilities.

This conceptual framework underscores the interconnected nature of knowledge, skills, and principles in language assessment. Teachers who integrate these components effectively are better equipped to foster meaningful learning experiences and accurately evaluate student progress.

Knowledge in Language Skills Assessment

The knowledge component in language skills assessment emphasizes the teacher's understanding of both language and its assessment tools. Teachers must develop a strong foundation in the nature of language, the core language skills, and the variety of available testing methodologies to create effective and accurate assessments.

1. Understanding Language and Language Skills

Language is a dynamic system composed of finite and infinite sentences constructed from meaningful elements (Amberg & Vause, 2009). It serves as a tool for communication, enabling individuals to express ideas, emotions, and cultural values. The four primary language skills—listening, speaking, reading, and writing—form the cornerstone of English as a Foreign Language (EFL) instruction and assessment.

- **Listening**: The ability to understand spoken language and extract meaning from it.

- **Speaking**: The capability to produce spoken language effectively for communication.

- **Reading**: Involves decoding written texts, comprehending meaning, and interpreting ideas (Gilbert, 2005).

- **Writing**: Defined as the ability to communicate ideas and emotions effectively in written form by combining knowledge and beliefs (Zeng & Fan, 2017).

2. Knowledge of Assessment Tools

Teachers must be familiar with various tools tailored to different assessment purposes:

- **Proficiency Tests**: These measure a learner's overall competence in the language, such as the Test of English as a Foreign Language (TOEFL) (North & Schneider, 1998).

- **Diagnostic Tests**: Designed to identify specific learning needs and challenges, enabling targeted support (Kamali & Fahim, 2011).

- **Placement Tests**: Help assign students to appropriate levels based on their prior knowledge and skills (Ismayilli, 2021).

- **Achievement Tests**: Evaluate the mastery of a specific set of learning objectives.

- **Language Aptitude Tests**: Assess an individual's potential to learn a new language effectively (Bergil, 2016).

3. Addressing Methodological Challenges

Despite the availability of diverse assessment tools, many teachers face challenges in effectively applying them. Studies highlight insufficient formal training among pre-service and in-service teachers in interpreting assessment results and utilizing different tools (Bennett, 2005; Allan, 1992). Additionally, the over-reliance on summative assessments often undermines a comprehensive understanding of students' progress. Incorporating formative and diagnostic methods can provide a clearer picture of students' abilities and learning needs (Yaikhong & Usaha, 2012).

By cultivating a deep understanding of language, skills, and testing methodologies, EFL teachers can create a robust foundation for assessing students' language skills effectively. This knowledge allows educators to align their assessments with pedagogical goals and adapt their strategies to meet diverse learner needs.

Skills in Language Skills Assessment

The skills required for language skills assessment encompass practical abilities that enable teachers to implement effective evaluation practices. These skills involve designing test items, applying assessment tools, and interpreting results to inform teaching strategies and enhance learning outcomes.

1. Test Item Design

Designing effective test items is a critical skill for teachers, as the quality of test items directly impacts the reliability and validity of assessments. Teachers must create test items that are:

- **Aligned with Learning Objectives**: Test items should reflect the intended learning outcomes, targeting specific language skills such as listening, speaking, reading, and writing (North & Schneider, 1998).

- **Diverse in Format**: Using a variety of question formats, including multiple-choice, gap-fill, and open-ended questions, ensures comprehensive evaluation of students' abilities (Oxford & Burry-Stock, 1995).

- **Contextually Relevant**: Test items should be relatable and meaningful to students to encourage engagement and authentic language use (Bergil, 2016).

2. Application of Assessment Tools

Teachers must be proficient in selecting and administering appropriate assessment tools based on the purpose of evaluation. These include:

- **Diagnostic Assessments**: Identifying strengths and weaknesses to tailor instructional support (Kamali & Fahim, 2011).

- **Formative Assessments**: Monitoring ongoing progress and providing feedback to guide learning (Zeng & Fan, 2017).

- **Summative Assessments**: Measuring students' mastery of content after instruction.

The ability to adapt assessment tools to different classroom contexts and learning levels is essential for ensuring fair and accurate evaluation.

3. Scoring and Interpretation of Results

Once assessments are conducted, teachers must accurately score and interpret results to make informed decisions about instruction. This involves:

- **Ensuring Consistency**: Adhering to scoring rubrics to maintain objectivity and reliability (Allan, 1992).

- **Analyzing Trends**: Identifying patterns in student performance to address common challenges and adjust teaching strategies (Ghanizadeh & Jahedizadeh, 2017).

- **Providing Feedback**: Offering constructive feedback to help students understand their progress and areas for improvement (Yaikhong & Usaha, 2012).

4. Comprehensive Performance Recording

Effective assessment requires systematic recording of student performance over time. Teachers should maintain detailed records that capture not only test scores but also observations of students' abilities in real-world contexts (Aizawa et al., 2023). This comprehensive approach allows for a more holistic understanding of student progress.

By mastering these skills, teachers can ensure that their assessments are both effective and meaningful, contributing to students' language development and academic success.

Principles in Language Skills Assessment

In addition to knowledge and skills, adherence to core principles is essential in conducting effective language skills assessment. These principles guide teachers in ensuring fairness, reliability, and ethical practices in their evaluation processes.

1. Ethics in Assessment

Ethical considerations play a central role in language assessment. Teachers must handle assessment data responsibly and ensure impartiality in their practices.

- **Fairness and Non-Discrimination**: Assessments should be free from biases related to students' gender, cultural background, or learning abilities (Kunnan, 2000). Ensuring equality in testing conditions allows all students to perform to their best abilities.

- **Responsible Data Use**: Teachers must use test results solely to inform teaching practices and provide constructive feedback, avoiding misuse of data for punitive or discriminatory purposes (Allan, 1992).

2. Reliability and Validity

The reliability and validity of assessments are critical to their effectiveness.

- **Reliability**: Refers to the consistency of test results across different instances. A reliable assessment produces stable outcomes regardless of when or how it is administered (Young et al., 2014).

- **Validity**: Ensures that a test measures what it is intended to measure. Teachers must design test items aligned with the objectives of language instruction to guarantee validity (North & Schneider, 1998).

3. Transparency and Feedback

Transparency in the assessment process fosters trust and motivation among students.

- **Clear Communication**: Teachers should provide students with clear instructions and scoring rubrics before the test. This helps students understand expectations and prepare effectively (Zahran, 2025).

- **Feedback and Reflection**: Constructive feedback is vital for helping students recognize their strengths and areas for improvement. Feedback should be timely and actionable, allowing students to reflect on their progress and adjust their learning strategies (Zeng & Fan, 2017).

4. Balancing Traditional and Innovative Practices

Teachers should integrate traditional methods with innovative approaches to create a balanced assessment framework. For instance:

- **Paper-Based Testing**: Still valuable for standardized assessments and summative evaluations.

- **Performance-Based Measures**: Encourage authentic language use, such as role-plays or presentations, providing insights into students' real-world abilities (Aizawa et al., 2023).

By adhering to these principles, teachers can ensure that their assessments are not only effective but also ethical and equitable. This alignment between principles and practices fosters a supportive learning environment where students feel encouraged to achieve their full potential.

Addressing Methodological Challenges in Language Skills Assessment

Despite the availability of various tools and principles for language assessment, methodological challenges remain a significant concern for EFL teachers. These challenges must be addressed to ensure accurate and effective evaluation of students' language skills.

1. Insufficient Training in Assessment Tools

Many teachers lack formal training in using diverse assessment tools and interpreting results effectively.

- **Limited Knowledge Base**: Research indicates that pre-service and in-service teachers often lack sufficient knowledge about language assessment practices, which can hinder their ability to design and administer effective tests (Bennett, 2005).

- **Solution**: Professional development programs focusing on assessment methodologies and tools can equip teachers with the necessary skills to overcome this challenge (Kamali & Fahim, 2011).

2. Over-Reliance on Summative Assessments

A common methodological issue is the heavy reliance on summative assessments, which provide a snapshot of student performance but fail to capture the ongoing learning process.

- **Limitations**: Summative assessments often miss the nuances of students' progress and may not provide actionable insights for teaching strategies (Zeng & Fan, 2017).

- **Solution**: Incorporating formative assessments alongside summative methods can provide a more comprehensive understanding of students' abilities and learning trajectories (Yaikhong & Usaha, 2012).

3. Lack of Variety in Testing Methods

Many teachers fail to utilize diverse testing methods, leading to assessments that do not fully reflect students' language proficiency.

- **Monotony in Test Design**: Overuse of traditional formats such as multiple-choice questions limits opportunities to assess critical thinking and creativity (Allan, 1992).

- **Solution**: Teachers should employ a mix of testing methods, including role-plays, open-ended questions, and project-based assessments, to evaluate different aspects of language proficiency effectively (Oxford & Burry-Stock, 1995).

4. Neglecting Reliability and Validity

Teachers sometimes design assessments without considering the reliability and validity of test items.

- **Impact on Results**: Unreliable or invalid assessments can lead to inaccurate evaluations, affecting students' progress and motivation (North & Schneider, 1998).

- **Solution**: Ensuring consistent scoring rubrics and aligning test items with learning objectives can enhance reliability and validity (Young et al., 2014).

5. Addressing Diverse Student Needs

EFL classrooms often consist of students with varying proficiency levels and learning styles.

- **Challenge**: Standardized assessments may not account for these differences, leading to inequities in evaluation (Aizawa et al., 2023).

- **Solution**: Teachers should adapt assessments to accommodate diverse learners by offering differentiated tasks and providing additional support where needed (Bergil, 2016).

By identifying and addressing these methodological challenges, teachers can improve the quality and effectiveness of language skills assessment. This, in turn, enhances the learning experience and supports students in achieving their language proficiency goals.

Conclusion

In conclusion, effective assessment of language skills in EFL instruction is a multidimensional process that integrates knowledge, practical skills, and adherence to core principles. Teachers play a pivotal role in designing and implementing assessments that not only measure students' language proficiency but also foster engagement and continuous learning. By understanding the nature of language, employing diverse assessment tools, and upholding ethical standards such as fairness and transparency, educators can create meaningful evaluations that address the diverse needs of learners. Moreover, addressing methodological challenges, such as insufficient training and over-reliance on summative assessments, is essential to enhance the overall quality of assessment practices. Through a commitment to innovation and professional development, EFL teachers can contribute significantly to students' linguistic and academic success.

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Drama in Foreign Language Education: Bridging Communication and Creativity

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Abstract:
This study explores the role of drama in foreign language teaching, highlighting its ability to enhance linguistic skills, emotional intelligence, and cultural awareness through interactive and experiential learning. By integrating techniques such as improvisation, role-playing, and mime, drama fosters meaningful communication and reduces language anxiety. Despite challenges like time constraints and lack of teacher training, practical recommendations are provided to ensure effective implementation, transforming language education into a dynamic and engaging experience.

Keywords: Drama, Foreign Language Teaching, Improvisation, Role-Playing, Cultural Awareness

Introduction

The integration of drama into foreign language teaching has emerged as an innovative and impactful approach, providing students with opportunities to develop linguistic, cultural, and emotional skills in a dynamic learning environment. Drama, as an experiential and interactive technique, bridges the gap between the classroom and real-life contexts by fostering communication, creativity, and critical thinking (Winston, 2012). Unlike traditional language teaching methods, drama incorporates active engagement and authentic interactions, enabling learners to "perform" the language rather than merely memorize vocabulary and grammar rules (Schewe, 1993). This transformative approach helps students overcome language barriers and cultivate a deeper understanding of cultural contexts, critical for effective communication (Aaltonen, 2006).

Research underscores the potential of drama to enhance academic language use, especially among English learners in diverse settings (Anderson & Loughlin, 2014). Creative drama techniques such as improvisation, role-playing, and mime offer avenues for learners to express themselves spontaneously and empathetically, fostering emotional intelligence and intercultural awareness (Sadiqzade, 2024). Furthermore, these methods support the development of metacognitive skills and teaching proficiency in pre-service teachers, emphasizing the versatility of drama in education (Horasan Doğan, 2017).

As foreign language education increasingly focuses on 21st-century skills such as collaboration, adaptability, and cultural competence, drama-based methodologies provide a holistic framework for engaging learners. Drama connects the "word" with the "world," empowering students to apply language skills in real-world scenarios while addressing psychological barriers to learning (Karyawati & Wijaya,

2021). By integrating drama into classroom practices, educators can create inclusive and interactive spaces where students build confidence, improve their language proficiency, and develop a lifelong appreciation for cultural diversity (Piazzoli, 2008).

This article explores the role of drama in foreign language teaching, examining its theoretical foundations, practical applications, and measurable benefits. Drawing on recent empirical studies and classroom practices, it highlights how drama transforms traditional language learning into an active, communicative, and culturally enriching experience (Mammadova, 2024; Topaloğlu, 2016). Through this lens, the study aims to provide educators with actionable insights into incorporating drama techniques effectively, fostering meaningful language acquisition in diverse educational settings.

Drama in Foreign Language Learning

Drama is a dynamic and versatile teaching tool that promotes meaningful language use through active participation and creative expression. Unlike conventional methods that often focus on rote learning and memorization, drama-based activities emphasize real-life communication, allowing learners to internalize language skills in context (Schewe, 1993). Through its interactive nature, drama fosters a sense of immersion, encouraging learners to engage in authentic dialogues, explore cultural nuances, and practice linguistic elements in a low-stress environment (Anderson & Loughlin, 2014).

One of the most significant contributions of drama to foreign language teaching is its ability to reduce language anxiety. By creating a supportive and collaborative atmosphere, drama activities lower psychological barriers, enabling learners to participate more freely and confidently. This aligns with research emphasizing the role of emotional intelligence and empathy in language learning, where students benefit from interpersonal connections and emotional engagement (Sadiqzade, 2024; Aaltonen, 2006). Additionally, drama helps students transition from passive recipients of knowledge to active participants, fostering a deeper understanding of the language and its cultural contexts (Winston, 2012).

Drama also serves as a bridge between linguistic theory and practical application. Techniques such as role-playing, improvisation, and mime encourage students to experiment with language in diverse scenarios, enhancing their ability to think critically and adapt their communication strategies (Piazzoli, 2008). For instance, improvisation challenges learners to generate spontaneous responses, mirroring real-world interactions, while role-playing allows them to embody various personas, practicing both verbal and non-verbal communication (Topaloğlu, 2016). This hands-on approach not only improves fluency but also nurtures essential skills such as creativity and problem-solving.

Moreover, drama has been shown to enhance metacognitive awareness and teaching proficiency among pre-service teachers, equipping them with effective strategies to engage students in language learning (Horasan Doğan, 2017). By integrating drama into their pedagogical practices, educators can create dynamic learning environments that resonate with students of all ages and proficiency levels (Karyawati & Wijaya, 2021). Such environments prioritize learner-centered approaches, ensuring that students feel valued and motivated to participate actively in their language development journey (Mammadova, 2024).

In conclusion, drama represents a powerful and multifaceted tool in foreign language teaching. It not only supports linguistic development but also fosters emotional intelligence, cultural awareness, and critical thinking. By bridging the gap between classroom learning and real-world communication, drama

empowers learners to become confident, competent, and culturally informed speakers of a foreign language. The next section will delve into specific techniques and tools educators can utilize to integrate drama into their teaching practices effectively.

Main Drama Techniques and Tools

Drama is a dynamic and versatile teaching tool that promotes meaningful language use through active participation and creative expression. Unlike conventional methods that often focus on rote learning and memorization, drama-based activities emphasize real-life communication, allowing learners to internalize language skills in context (Schewe, 1993). Through its interactive nature, drama fosters a sense of immersion, encouraging learners to engage in authentic dialogues, explore cultural nuances, and practice linguistic elements in a low-stress environment (Anderson & Loughlin, 2014).

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Drama Techniques and Tools in Foreign Language Teaching

The implementation of drama in foreign language teaching relies on a variety of techniques and tools that enhance learners' linguistic and communicative skills. These methods enable students to actively engage with the language, fostering creativity, cultural awareness, and confidence. Below are the key techniques and tools that educators can use to incorporate drama effectively into their teaching practices.

Improvisation

Improvisation is a cornerstone of drama-based learning, as it encourages spontaneous use of language in unpredictable scenarios. This technique mirrors real-life interactions, requiring learners to think on their feet and respond naturally. By focusing on short, unstructured dialogues, students practice fluency and adaptability while reducing fear of making mistakes (Schewe, 1993). Improvisation also bridges the gap between linguistic theory and practice by engaging both cognitive and emotional faculties, leading to more meaningful language acquisition (Anderson & Loughlin, 2014).

Educators can scaffold improvisation activities by starting with guided prompts or partial scripts, gradually transitioning to open-ended scenarios. This approach allows students to build confidence while developing critical language skills such as pronunciation, intonation, and pragmatic competence (Piazzoli, 2008).

Role-Playing

Role-playing offers learners the opportunity to assume various personas and engage in dialogues reflective of real-world situations. By embodying different characters, students explore diverse perspectives and cultural contexts, which enhances their intercultural competence (Topaloğlu, 2016). Role-playing also allows learners to practice using language in specific settings, such as ordering food at a restaurant, negotiating in a business meeting, or expressing emotions in a social context.

This technique is particularly beneficial for shy or reluctant learners, as it provides a "mask" that encourages participation without fear of personal judgment (Horasan Doğan, 2017). By rehearsing language in a controlled, supportive environment, students can gain confidence and competence, preparing them for authentic communication outside the classroom.

Mime and Non-Verbal Techniques

Mime, or pantomime, is a powerful tool for teaching language through non-verbal communication. It focuses on gestures, facial expressions, and body language, allowing learners to express meaning without relying solely on words. This technique is especially useful for introducing new vocabulary or reinforcing grammatical structures, as it connects abstract language concepts with tangible actions (Aaltonen, 2006).

Mime activities can be enhanced by integrating rhythmic movements, props, or visual aids, which stimulate creativity and deepen students' understanding of the language. Furthermore, mime helps learners develop paralinguistic skills, such as interpreting tone and gestures, which are critical for effective communication in any language (Sadiqzade, 2024).

Use of Props and Visual Tools

Drama activities often incorporate props and visual tools to create immersive learning experiences. Items such as costumes, masks, puppets, and everyday objects can make scenarios more engaging and relatable, sparking students' imagination and creativity. For example, puppets are particularly effective for shy learners, as they provide a medium through which students can express themselves without feeling exposed (Winston, 2012).

In addition to props, educators can use multimedia tools such as videos, photographs, and digital platforms to support drama activities. These resources allow students to connect the language they are learning with real-world contexts, enhancing both motivation and retention (Bogachenko et al., 2025).

Music and Drama Integration

Music is another valuable tool that complements drama in language teaching. It can set the tone for activities, reinforce language patterns, and create a sense of rhythm in dialogues and movements. By integrating music into warm-up activities or as a background element during drama performances, teachers can enhance emotional engagement and cultural appreciation (Sadiqzade, 2024).

Conclusion

Drama has shown itself to be an effective and adaptable technique for teaching foreign languages, converting conventional classroom procedures into engaging, dynamic, and learner-centered activities. Drama encourages language acquisition through creativity, emotional connection, and cultural knowledge by involving students in meaningful, everyday interactions. By removing psychological barriers and lowering language anxiety, strategies like improvisation, role-playing, and mime empower students to actively explore the target language.

By encouraging cooperation and mutual participation, the incorporation of theater also reshapes the roles of educators and learners. Teachers take on the role of facilitators, leading students through exercises that prioritize interpersonal and language skills. As a result, students gain self-assurance, fluency, and critical thinking skills, which enable them to modify their language use in different situations.

Despite its benefits, challenges such as time constraints, large class sizes, and a lack of teacher training can hinder the effective implementation of drama in language teaching. However, these obstacles can be overcome through practical solutions like incorporating short activities, providing professional development for educators, and fostering supportive classroom environments (Horasan Doğan, 2017; Sadiqzade, 2024). By addressing these challenges, educators can unlock the transformative potential of drama, ensuring its successful application across diverse educational settings.

As research and classroom experiences continue to highlight the effectiveness of drama-based methods, it is clear that this approach holds significant promise for enhancing foreign language education. By bridging the gap between linguistic theory and practice, drama empowers learners to connect the "word" with the "world," creating a holistic and engaging path to language mastery (Aaltonen, 2006; Piazzoli, 2008). Future studies should further explore the long-term impacts of drama on language learning and identify innovative strategies to maximize its benefits.

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The Application of Visual Methods in Teaching the Russian Language: Advantages and Disadvantages

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Abstract

This article presents a descriptive analysis of the application of visual methods in teaching the Russian language to identify their advantages and disadvantages. It examines both the theoretical foundations of visual learning (including the principles of dual coding and multimodality) and the practical aspects of integrating visual tools into the educational process. Special attention is given to the positive aspects of using visual technologies, such as improving comprehension and retention of material, increasing motivation and student engagement, and enriching the cultural context of language learning. At the same time, the study analyzes the limitations of this approach, including the risk of oversimplifying complex linguistic structures, dependence on the technological infrastructure of educational institutions, and potential distractions that may shift students' focus from key aspects of learning. Based on descriptive examples and pedagogical observations, recommendations are provided for integrating visual methods with traditional teaching approaches to create a balanced and effective learning environment. The findings presented may be useful for educators interested in optimizing Russian language teaching methods and further developing innovative educational practices.

Keywords: visual methods, Russian language teaching, multimodality, educational technologies, pedagogical practices

Применение визуальных методов в обучении русскому языку: плюсы и минусы

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Аннотация

В данной статье представлен описательный анализ применения визуальных методов в обучении русскому языку с целью выявления их преимуществ и недостатков. Рассматриваются как теоретические основы визуального обучения (включая принципы двойного кодирования и мультимодальности), так и практические аспекты внедрения визуальных средств в образовательный процесс. Особое внимание уделяется положительным сторонам использования визуальных технологий: улучшению понимания и запоминания материала, повышению мотивации и вовлеченности учащихся, а также обогащению культурного контекста изучения языка. В то же время

анализируются ограничения данного подхода, такие как риск упрощения сложных языковых конструкций, зависимость от технологической оснащенности образовательных учреждений и потенциальное отвлечение внимания студентов от ключевых аспектов обучения. На основе описательных примеров и педагогических наблюдений предлагаются рекомендации по интеграции визуальных методов с традиционными формами обучения, что позволяет создать сбалансированную и эффективную образовательную среду. Представленные результаты могут быть полезны для педагогов, заинтересованных в оптимизации методик преподавания русского языка и дальнейшем развитии инновационных образовательных практик.

Ключевые слова: визуальные методы, обучение русскому языку, мультимодальность, образовательные технологии, педагогические практики

I. Введение

Контекст и мотивация

Русский язык занимает важное место в современном глобальном и образовательном контекстах, выступая не только как средство культурного выражения, но и как важный инструмент международного общения и академического дискурса (Nedomová, 2021). Его богатая литературная традиция и историческая значимость продолжают привлекать внимание изучающих и исследователей по всему миру. Наряду с растущим интересом к самому языку, современные образовательные практики всё активнее обращаются к визуальным методам как способу обогащения учебного процесса. Внедрение мультимедийных средств — таких как изображения, видеоматериалы, инфографика и интерактивные платформы — обусловлено необходимостью сделать абстрактные языковые понятия более наглядными и привлекательными для студентов (Логинова, 2021; Черкашина, 2022). Кроме того, недавнее расширение цифрового образования и дистанционного обучения усилило этот тренд, подчёркивая потенциал визуальных средств для улучшения понимания и запоминания материала в разнообразных образовательных средах (Веденеева, 2021; Темкина, 2021).

Цель и задачи

Данная статья представляет собой описательный анализ применения визуальных методов в обучении русскому языку с акцентом на выявление их достоинств и недостатков. Вместо представления экспериментальных исследований, здесь делается упор на практические наблюдения и выводы, основанные на современном опыте преподавания (Кокенова, Байбурина, & Ертаева, 2016; Баранова, Виноградова, & Доценко, 2020). С одной стороны, визуальные методы способствуют улучшению понимания материала, повышению вовлечённости учащихся и запоминанию сложных языковых конструкций. С другой стороны, отмечаются такие проблемы, как риск упрощения сложных концепций и зависимость от технической оснащённости образовательных учреждений (Назарова, 2024). Изучение этих аспектов направлено на предоставление педагогам сбалансированного взгляда и практических рекомендаций для эффективной интеграции визуальных методов в процесс обучения.

II. Теоретическая база и концептуальные основы

Определение визуальных методов

В контексте обучения языкам визуальные методы представляют собой совокупность средств, позволяющих передавать информацию через изображения, видеоматериалы, инфографику и интерактивные мультимедийные ресурсы. Такие средства помогают не только иллюстрировать лексические и грамматические конструкции, но и создают дополнительные ассоциативные связи,

способствуя улучшению усвоения и запоминания материала (Логинова, 2021). Применение визуальных методов охватывает как традиционные средства наглядности (например, использование картинок и диаграмм), так и современные цифровые технологии, такие как онлайн-платформы и приложения для интерактивного обучения.

Исторический и педагогический контекст

Исторически наглядные методы имели важное значение в обучении задолго до появления современных технологий. Традиционные формы, такие как иллюстрации, схемы и карточки, использовались для облегчения понимания сложных понятий и формирования устойчивых ассоциаций у учащихся. С развитием информационных технологий наблюдается значительное расширение возможностей визуализации, что привело к интеграции мультимедийных средств в учебный процесс (Кокенова, Байбурина, & Ертаева, 2016).

Современные педагогические подходы к обучению языкам опираются на теоретические модели, подтверждающие эффективность визуальных методов. Так, теория двойного кодирования предполагает, что информация, представленная как вербально, так и визуально, лучше запоминается за счёт формирования двух независимых когнитивных следов (Мейрбеков, Керимбай, & Абрамова, 2021). Визуальные теории обучения также подчеркивают, что наглядное представление информации помогает учащимся быстрее осваивать материал, стимулирует воображение и улучшает понимание абстрактных концепций. Эти теоретические основания подтверждают, что интеграция визуальных средств в процесс обучения языкам может существенно повысить эффективность обучения и способствовать формированию более глубоких знаний у студентов.

III. Преимущества визуальных методов в обучении русскому языку

Внедрение визуальных методов в образовательный процесс существенно влияет на эффективность обучения, предлагая ряд преимуществ, направленных на углубление понимания, повышение мотивации и обеспечение комплексного восприятия материала. Рассмотрим основные аспекты данного подхода.

Улучшение понимания и запоминания

Визуальные средства, такие как изображения, диаграммы, инфографика и видеоматериалы, способствуют наглядному представлению сложных лингвистических структур и грамматических конструкций. Когда абстрактные правила и языковые особенности иллюстрируются через конкретные примеры, учащимся становится проще усваивать и применять полученные знания. На примере визуализации грамматических категорий можно заметить, что студенты легче усваивают последовательность и взаимосвязь элементов языка, поскольку видят их в динамике, а не только слышат или читают. Двойное кодирование информации, при котором визуальное и вербальное представление дополняют друг друга, значительно усиливает процесс запоминания и способствует лучшему восстановлению информации в памяти. Таким образом, использование визуальных материалов помогает создать прочные ассоциативные связи, что является ключевым элементом в обучении иностранному языку.

Повышение вовлечённости и мотивации

Визуальные методы способны значительно повысить уровень вовлечённости учащихся за счёт создания более интерактивного и динамичного учебного процесса. Современные цифровые инструменты, такие как анимации, видеоролики и интерактивные презентации, привлекают внимание студентов и удерживают его на протяжении всего урока. Привлечение мультимедийных средств делает занятия не только более информативными, но и интересными, что способствует

формированию позитивного отношения к обучению. Например, использование интерактивных досок или онлайн-платформ позволяет студентам самостоятельно исследовать учебный материал, участвовать в групповых заданиях и обсуждениях, что, в свою очередь, стимулирует их активное участие в учебном процессе. Такие подходы особенно важны в условиях дистанционного обучения, когда поддержание мотивации учащихся становится одной из основных задач преподавателя.

Контекстуальное и культурное обогащение

Визуальные методы играют важную роль в предоставлении студентам не только языковых знаний, но и культурного контекста, что особенно актуально при обучении русскому языку как иностранному. Использование аутентичных визуальных материалов – фотографий, картин, видеоматериалов, отражающих исторические, культурные и социальные аспекты русскоязычного мира – помогает создать более полное представление о языке как о живом и развивающемся культурном феномене. Такие материалы позволяют студентам погрузиться в атмосферу страны, лучше понять её традиции, обычаи и современные реалии, что способствует развитию межкультурной коммуникации. В результате учащиеся не только осваивают языковые навыки, но и формируют комплексное представление о культурных особенностях, что является важным условием успешного изучения языка.

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Одним из значимых преимуществ визуальных методов является возможность адаптации образовательного процесса под различные стили восприятия информации. Современные теории обучения подчеркивают, что студенты обладают разными когнитивными особенностями: одни лучше воспринимают визуальную информацию, другие – аудиальную или кинестетическую. Визуальные материалы позволяют объединить несколько видов подачи информации, что создаёт условия для эффективного мультимодального обучения. Например, сочетание графических элементов с устными объяснениями и практическими заданиями позволяет охватить широкий спектр когнитивных процессов, стимулирующих активное усвоение материала. Такой комплексный подход обеспечивает более глубокое понимание и закрепление изучаемого материала, позволяя каждому студенту найти оптимальный способ восприятия информации и повысить свою успеваемость.

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IV. Недостатки и ограничения визуальных методов

Несмотря на многочисленные преимущества, визуальные методы в обучении русскому языку имеют и свои ограничения, которые следует учитывать при их использовании в образовательном процессе.

Потенциальное упрощение сложных концепций

Одной из основных проблем визуальных методов является риск чрезмерного упрощения сложных языковых явлений. Лингвистические концепции, такие как идиоматические выражения,

грамматические нюансы или культурные контексты, часто требуют детального и многогранного подхода. Когда сложная информация представлена в виде простых схем или изображений, существует вероятность, что учащиеся получат недостаточно глубокое понимание материала. Такой подход может привести к тому, что важные детали и исключения останутся незамеченными, а в результате – к формированию стереотипного восприятия языка (Назарова, 2024). Важно, чтобы визуальные материалы дополнялись подробными объяснениями и обсуждениями, позволяющими избежать чрезмерной редукции информации.

Зависимость от технологической инфраструктуры

Эффективное применение визуальных методов напрямую зависит от наличия соответствующих технологических ресурсов и инфраструктуры. Для реализации таких методов необходимы современное оборудование (компьютеры, проекторы, интерактивные доски) и стабильный доступ к интернету. В образовательных учреждениях, где наблюдаются технические ограничения или недостаток финансирования, использование визуальных средств может оказаться затруднительным. Более того, различия в уровне доступа к технологиям между различными регионами или учебными заведениями могут создавать неравные условия для учащихся (Веденеева, 2021). Такая зависимость от технологий может стать существенным барьером для внедрения инновационных методик в процесс обучения.

Риск отвлечения внимания и когнитивной перегрузки

Еще одним недостатком является возможность отвлечения внимания учащихся из-за избыточного или неуместного использования визуальных материалов. Когда визуальные элементы используются без четкой связи с ключевыми образовательными целями, они могут привести к когнитивной перегрузке. Избыточное количество информации в визуальном формате может затруднить процесс усвоения материала, так как учащимся приходится распределять внимание между обработкой изображений и восприятием основного содержания урока. Плохо интегрированные визуальные средства способны отвлечь студентов от главной идеи занятия, снижая общую эффективность обучения (Темкина, 2021). Таким образом, важно соблюдать баланс между визуальными элементами и традиционными методами преподавания.

Различные реакции учащихся на визуальные стимулы

Эффективность визуальных методов может варьироваться в зависимости от индивидуальных особенностей и стилей обучения студентов. Не все учащиеся одинаково воспринимают визуальную информацию; для некоторых людей более эффективными являются аудиальные или кинестетические подходы. Кроме того, культурный контекст и личный опыт каждого студента могут влиять на интерпретацию визуальных материалов. В результате, одни студенты могут получить значительную пользу от использования визуальных средств, в то время как другие – испытывать трудности с их восприятием. Такая неоднородность в реакциях требует от преподавателей гибкости и индивидуального подхода к подбору методов обучения, чтобы удовлетворить потребности всех учеников (Черкашина, 2022).

V. Примеры из практики и анекдотические наблюдения

Для более глубокого понимания роли визуальных методов в обучении русскому языку полезно рассмотреть конкретные примеры из практики, а также описать реальные кейсы, выявляющие как положительные, так и отрицательные стороны данного подхода.

Примеры из практики классов

В различных образовательных учреждениях наблюдается активное применение визуальных средств, что позволяет выявить ряд практических особенностей данного метода. Например, в одном из языковых центров преподаватель, использующий интерактивную доску и мультимедийные презентации, отмечал, что включение ярких изображений и схем способствует лучшему пониманию сложных грамматических конструкций. Студенты активно вовлекались в обсуждение увиденного материала, что свидетельствовало о повышенной мотивации и внимании к уроку. Одновременно с этим преподаватель заметил, что при использовании слишком упрощённых схем возможна утрата нюансов, важных для глубокого понимания языка. В этом случае учащимся не всегда удавалось самостоятельно интерпретировать все смысловые оттенки языковых явлений, что требовало дополнительного объяснения и разъяснения от педагога.

Другой пример связан с изучением темы «Русская культура и традиции». Преподаватель использовал серию видеороликов и фотографий, демонстрирующих исторические памятники, народные праздники и обычаи. В результате студенты не только овладели новыми лексическими единицами, но и получили представление о культурном контексте, что обогатило их общее восприятие языка. Однако в данном случае возникали и сложности: некоторые учащиеся, не привыкшие к самостоятельному анализу визуальных материалов, испытывали затруднения при переходе от пассивного восприятия к активному обсуждению. Это стало поводом для внедрения дополнительных инструкций и методических рекомендаций, направленных на развитие навыков интерпретации визуальной информации.

Практические применения

Практические примеры уроков с использованием визуальных методов демонстрируют разнообразие подходов и активное внедрение инноваций в учебный процесс. Один из удачных примеров – урок на тему «Город и природа». Преподаватель подготовил презентацию, содержащую фотографии различных городских ландшафтов и природных зон, а также инфографику, сравнивающую экологические показатели мегаполисов и сельской местности. После просмотра материала студенты были разделены на небольшие группы, в рамках которых им предлагалось создать собственные инфографические отчёты, в которых они сопоставляли различные аспекты городской и природной среды. Такой подход не только способствовал усвоению новой лексики и грамматических структур, но и развивал навыки критического мышления и коллективной работы.

В другом случае преподаватель использовал интерактивную платформу для проведения упражнения по анализу текстовых материалов. Студенты в режиме онлайн активно обсуждали содержание текстов, иллюстрированных динамичными визуальными элементами. При этом, чтобы избежать возможных технических сбоев или отвлечения внимания, был разработан резервный план: при возникновении технических проблем преподаватель предлагал использовать традиционные средства наглядности – распечатанные схемы и доску для записи ключевых моментов занятия. Такая адаптация позволила не только сохранить ход урока, но и продемонстрировала гибкость подхода, позволяющую эффективно интегрировать визуальные методы в различные условия проведения занятий.

Кроме того, наблюдения педагогов показывают, что применение визуальных методов требует постоянной обратной связи и корректировки. Например, при использовании анимационных видеороликов некоторые студенты испытывали затруднения с восприятием быстро меняющегося контента. В ответ на это преподаватель внедрил этап предварительного ознакомления с основными элементами видеоматериала, после чего проводилось обсуждение увиденного с акцентом на

ключевые аспекты урока. Такая модификация позволила снизить риск когнитивной перегрузки и обеспечить более эффективное усвоение материала.

Заключение

В заключении следует отметить, что визуальные методы представляют собой мощный инструмент, способный значительно обогатить процесс обучения русскому языку. Они способствуют улучшению понимания сложных языковых структур, усилению памяти и повышению вовлечённости учащихся за счёт использования наглядных образов, видео и интерактивных средств. Применение таких методов позволяет не только сделать обучение более динамичным, но и интегрировать культурный и контекстуальный аспект, что особенно важно при обучении русскому языку как иностранному.

Однако, как показал анализ, эффективность визуальных методов обусловлена их грамотной интеграцией с традиционными педагогическими подходами. С одной стороны, визуальные средства могут упрощать восприятие материала, а с другой – создавать риск когнитивной перегрузки и отвлекать внимание студентов, если используются нецелевым образом. Более того, зависимость от технических ресурсов и различия в индивидуальных стилях восприятия требуют от педагогов особого внимания при планировании уроков и подборе материалов. Именно поэтому сбалансированное сочетание традиционных и визуальных методов представляется оптимальным решением, позволяющим учесть как преимущества, так и ограничения каждого из подходов.

Перспективы дальнейшего развития визуальных методов в обучении обещают быть весьма многообещающими благодаря стремительному развитию технологий, таких как виртуальная и дополненная реальность, а также инструментов искусственного интеллекта. Это открывает новые возможности для персонализации образовательного процесса и создания иммерсивных учебных сред, способных удовлетворить потребности самых разных групп учащихся. В то же время, постоянное совершенствование методики преподавания и учет обратной связи от студентов остаются ключевыми факторами успешной интеграции визуальных средств в учебный процесс.

Таким образом, визуальные методы, при грамотном и сбалансированном использовании, могут стать эффективным дополнением к традиционным формам обучения, способствуя формированию глубокого и комплексного понимания языка. Педагогам рекомендуется внимательно подходить к выбору визуальных материалов, адаптировать их к особенностям аудитории и постоянно совершенствовать методы обучения, чтобы максимально раскрыть потенциал визуальных технологий в преподавании русского языка.

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Leveraging Artificial Intelligence in Linguistics: Innovations in Language Acquisition and Analysis

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ABSTRACT

Artificial Intelligence (AI) has become a transformative tool in the field of linguistics, providing innovative approaches to studying language acquisition and analysis. This article offers a detailed exploration of AI's applications in linguistics, with a focus on its contributions to understanding language learning and processing. Using methods such as Natural Language Processing (NLP), Machine Learning (ML), and Deep Learning (DL), researchers are uncovering new perspectives on linguistic phenomena and advancing the study of language.

NLP, ML, and DL have enabled the automation of linguistic data analysis with remarkable accuracy and efficiency. NLP techniques allow researchers to process and analyze natural language text through tasks like part-of-speech tagging, syntactic parsing, named entity recognition, and sentiment analysis. Meanwhile, ML algorithms facilitate the development of predictive models for language acquisition and usage by leveraging large linguistic datasets. Additionally, DL models, particularly neural networks, have shown exceptional capabilities in identifying complex linguistic patterns and capturing semantic relationships.

In the context of language acquisition research, AI is instrumental in modeling the cognitive processes involved in learning a language. By employing computational simulations and models, researchers can examine how learners acquire phonology, morphology, syntax, and semantics. AI methods also provide valuable tools for studying language development trajectories, analyzing learner productions, and identifying error patterns, offering deeper insights into the mechanisms of language acquisition.

Keywords: Artificial Intelligence, Linguistics, Language Acquisition, Natural Language Processing, Machine Learning, Deep Learning

INTRODUCTION

1.1 Background

Language, as a cornerstone of human communication and cognition, has been a longstanding focus of study across various academic disciplines. Linguistics, the scientific examination of language, spans diverse research domains such as phonetics, phonology, syntax, semantics, and pragmatics. Traditionally, linguistics research has relied heavily on theoretical frameworks and empirical investigations to explore the structure, acquisition, and use of language. However, the emergence of Artificial Intelligence (AI) has

introduced a paradigm shift, transforming methodologies and tools in linguistics and opening new horizons for research and discovery.

AI, comprising a wide range of techniques and methodologies designed to emulate human cognitive functions, has become a game-changer in linguistic studies. By integrating advanced techniques such as Natural Language Processing (NLP), Machine Learning (ML), and Deep Learning (DL), researchers can now analyze and interpret language with an unprecedented level of precision and efficiency. This paper delves into the diverse applications of AI in linguistics, with a particular emphasis on its transformative role in language acquisition and analysis.

1.2 Problem statement

The incorporation of AI in linguistics offers numerous advantages, reshaping how language is studied and understood. NLP enables machines to process, comprehend, and generate natural language, supporting tasks such as part-of-speech tagging, syntactic parsing, named entity recognition, and sentiment analysis. ML algorithms enhance linguistic research by enabling the development of predictive models based on extensive datasets. Similarly, DL models, including neural networks, have shown remarkable proficiency in detecting intricate linguistic patterns and semantic relationships.

In the field of language acquisition, AI plays a critical role in modeling developmental processes. Through computational modeling and simulation, researchers can mimic cognitive mechanisms involved in language learning and validate theoretical frameworks using empirical data. AI techniques also facilitate the study of key aspects of language acquisition, such as phonology, morphology, syntax, and semantics. By employing ML algorithms, researchers can predict developmental trajectories, analyze learner language production, and identify patterns in errors, providing deeper insights into the processes underpinning language acquisition.

1.3 Evaluation metrics

To assess the performance of AI models in linguistic tasks, several evaluation metrics are employed:

1. Accuracy and Precision: For tasks such as part-of-speech tagging, syntactic parsing, and sentiment analysis, the models' accuracy is evaluated by comparing the predicted results with manually annotated ground truth data. Precision and recall are calculated to measure how well the model identifies correct linguistic elements.

2. F1 Score: The F1 score is used as a balanced measure of precision and recall, especially in imbalanced datasets, such as those involving rare linguistic phenomena.

3. Perplexity: For language modeling tasks, such as predicting the likelihood of word sequences, the perplexity metric is used to evaluate the quality of generated text and the model's predictive power.

4. Developmental Milestones: In language acquisition modeling, developmental milestones are tracked and compared across different AI-generated trajectories to see how well they align with empirical data.

5. Error Analysis: For language acquisition models, error patterns are analyzed to identify common mistakes made by AI systems and to compare them with human learner errors.

1.4 Research questions

To test the effectiveness and accuracy of AI techniques in language acquisition and analysis, a series of experiments are conducted, focusing on the following research questions:

1. How can AI models simulate language acquisition processes?

2. How accurately can AI models perform syntactic and semantic analysis of natural language?

3. Can AI predict language acquisition trajectories based on input data?

4. What are the ethical implications of using AI in linguistic research?

LITERATURE REVIEW

The intersection of Artificial Intelligence (AI) and linguistics has gained substantial attention in recent years as researchers explore AI techniques to advance the understanding of language acquisition and analysis. This section reviews the existing literature on AI applications in linguistics, with a focus on language acquisition and linguistic analysis.

Research has demonstrated the significant contributions of AI, particularly NLP, to the study of language acquisition. Foundational work, such as Chomsky's transformational-generative grammar theory (1957), established a basis for computational approaches to language learning, inspiring subsequent AI-driven models (Pinker, 1984). Early pioneers like Terry Winograd (1971) and Roger Schank (Schank & Abelson, 1977) developed systems capable of interpreting and generating natural language, setting the stage for modern NLP techniques.

AI has also been instrumental in modeling language development and analyzing acquisition patterns. Models such as Elman's Simple Recurrent Networks (SRNs) (1990) and Connectionist Temporal Classification (CTC) models (Graves et al., 2006) have simulated cognitive processes in language learning and predicted developmental outcomes. Recent advancements in ML and DL techniques have enabled the analysis of large-scale linguistic datasets, uncovering complex patterns of language acquisition (Sutskever et al., 2014; Gulordava et al., 2018).

In linguistic analysis, AI has transformed the study of syntactic, semantic, and pragmatic aspects of language. Early symbolic reasoning systems, like SHRDLU (Winograd, 1972), demonstrated AI's potential in parsing and understanding language. Modern DL models, such as recurrent neural networks (RNNs) and transformers, have achieved impressive results in tasks like machine translation (Vaswani et al., 2017) and sentiment analysis (Socher et al., 2013), offering fresh perspectives on the structure and meaning of language.

Collectively, the literature underscores the transformative impact of AI on linguistics, with applications ranging from language acquisition modeling to linguistic analysis. By harnessing AI's capabilities, researchers are uncovering new insights into the mechanisms of language acquisition and usage, paving the way for future advancements in the field.

2.1 Artificial Intelligence in Linguistics Research

Artificial Intelligence (AI) has become an integral component of linguistics research, fundamentally altering how language is studied, analyzed, and understood. By integrating techniques like Natural Language Processing (NLP), Machine Learning (ML), and Deep Learning (DL), researchers can delve into the complexities of language acquisition, linguistic patterns, and semantic structures with unparalleled precision and depth.

In language acquisition studies, AI facilitates the modeling and understanding of intricate learning processes. Computational models grounded in AI principles simulate cognitive mechanisms underlying language acquisition, providing insights into how individuals acquire linguistic knowledge over time. For example, neural network models have successfully simulated the acquisition of syntax, morphology, and semantics, offering valuable perspectives on language learning (Elman, 1990; Sutskever et al., 2014). Additionally, AI-driven approaches enable researchers to analyze large-scale linguistic datasets, uncovering developmental patterns and variations across diverse populations and contexts.

AI techniques have revolutionized linguistic analysis by offering powerful tools for processing, interpreting, and generating natural language text. Some of the key applications of AI in linguistics research include:

2.2 Natural Language Processing (NLP):

NLP is focused on allowing machines to comprehend, interpret, and produce human language. Throughout the years, it has evolved from rule-based systems to groundbreaking transformer models, dramatically transforming our interactions with AI applications and impacting multiple industries.

2.3 Machine Learning (ML):

Machine Learning (ML) algorithms enable computers to learn from data and make predictions or decisions without explicit programming. In the context of linguistics research, ML techniques are utilized for various tasks, including language modeling, text classification, and information retrieval. By training ML models on large linguistic datasets, researchers can create predictive models that capture the underlying structures and patterns of language usage.

2. Deep Learning (DL):

Deep Learning, a subset of ML, employs artificial neural networks with multiple layers to learn representations of data. DL techniques have been applied to various linguistic tasks such as machine translation, speech recognition, and sentiment analysis. Deep Learning models, especially recurrent neural networks (RNNs) and transformers, have shown exceptional capabilities in identifying complex linguistic patterns and semantics. NLP algorithms enable machines to comprehend and process human language, performing tasks such as part-of-speech tagging, syntactic parsing, named entity recognition, and sentiment analysis with high accuracy and efficiency. These advancements have far-reaching implications in areas such as machine translation, information retrieval, and automated summarization, aiding in the extraction of valuable insights from large linguistic datasets (Mikolov et al., 2013; Vaswani et al., 2017).

Despite the remarkable progress made through AI in linguistics, challenges remain in areas like data annotation, model interpretability, and ethical issues. Tackling these challenges necessitates cooperation across multiple disciplines, including linguistics, computer science, and ethics, to guarantee the ethical development and use of AI in linguistic research. By harnessing the power of AI, researchers can gain a deeper understanding of the intricacies of human language, fostering innovation and advancement in the field of linguistics.

METHODOLOGY

This study employs a combination of qualitative and quantitative research methods to explore the applications of Artificial Intelligence (AI) in linguistics, with a focus on language acquisition and linguistic analysis. The methodology integrates computational techniques, experimental simulations, and data-driven approaches to analyze the capabilities, challenges, and potential of AI in linguistic research.

3.1 Data Collection

The data used in this study is primarily drawn from publicly available linguistic corpora and datasets, as well as language acquisition databases. These datasets include large-scale text corpora for NLP tasks, such as part-of-speech tagging and syntactic parsing, as well as corpora of child language acquisition to model developmental trajectories. Data is gathered from various languages to explore multilingualism and cross-linguistic phenomena.

Types of Data:

Text Corpora: Includes written language data used for tasks such as sentiment analysis, syntactic parsing, and machine translation.

Speech Corpora: Includes spoken language data for tasks like speech recognition and phonetic analysis.

Child Language Acquisition Data: A longitudinal dataset of language learning in children, including transcripts of spontaneous speech, error patterns, and developmental milestones.

3.2 AI Techniques Applied

A range of AI methodologies are employed to analyze the collected linguistic data. The primary AI techniques used in this study include:

1. **Natural Language Processing (NLP)**: NLP algorithms are applied to automate the analysis of textual data. Tasks such as part-of-speech tagging, syntactic parsing, and sentiment analysis are performed using existing NLP tools and frameworks, including NLTK, and Stanford NLP. The goal is to uncover linguistic patterns and relationships that would be difficult to identify manually.

2. **Machine Learning (ML)**: Machine learning algorithms are used to train predictive models for language acquisition. These models are built using supervised learning techniques, where large annotated datasets are used to train classifiers for tasks such as morphological analysis, syntactic structure prediction, and language modeling. Common ML algorithms employed include decision trees, support vector machines, and k-nearest neighbors.

3. **Deep Learning (DL)**: Deep learning models, particularly Recurrent Neural Networks (RNNs), Long Short-Term Memory (LSTM) networks, and Transformer architectures (e.g., BERT, GPT), are applied to tasks such as language generation, semantic analysis, and machine translation. These models are capable of capturing complex linguistic patterns and nuances by learning from large, unannotated datasets.

3.3 Limitations and Challenges

The methodology faces several challenges related to the complexity of linguistic phenomena and the limitations of current AI models. Key limitations include:

1. Data Quality and Annotation: While publicly available linguistic corpora are invaluable, the lack of sufficiently annotated data, especially for low-resource languages, remains a challenge. Moreover, errors in data annotation may impact the accuracy of AI models.

2. Model Interpretability: Deep learning models, such as neural networks, are often criticized for their "black-box" nature, making it difficult to interpret the underlying reasons for predictions. This lack of transparency can be problematic in linguistics research, where understanding the mechanisms behind language processing is essential.

3. Multilingual Challenges: While multilingual models are being developed, there are still challenges in generalizing AI models across different languages, particularly for languages with limited resources or non-standardized orthographies.

4. Ethical Concerns: The use of AI in linguistics must address ethical concerns such as bias in AI models, privacy issues related to language data, and the potential for discriminatory outcomes.

RESULTS AND DISCUSSION

4.1 Benefits of AI in Linguistics Research:

The integration of Artificial Intelligence (AI) in linguistics research offers several advantages that have transformed the study, analysis, and understanding of language. Key benefits include:

Efficiency and Scalability: AI techniques, particularly Natural Language Processing (NLP) algorithms, allow researchers to process and analyze large volumes of linguistic data efficiently. These algorithms automate the extraction of linguistic features, enabling the analysis of extensive written and spoken corpora far more quickly than traditional manual methods.

Accuracy and Precision: AI-driven approaches, especially Machine Learning (ML) algorithms, deliver results with high accuracy and precision. These models, trained on vast datasets, identify intricate patterns and relationships within the language, enabling tasks such as part-of-speech tagging, syntactic parsing, and semantic analysis to be performed with exceptional reliability.

4.2 Ethical Considerations:

The use of AI in linguistics research raises ethical concerns related to data privacy, consent, and responsible technology usage. Linguistic data often contain sensitive information, requiring researchers to adhere to ethical protocols to protect individuals' privacy. Moreover, the potential consequences of AI-powered technologies, such as surveillance or discrimination, must be carefully considered.

4.3 Interpretability of AI Models:

Deep learning models, particularly neural networks, are often criticized for their lack of interpretability, which complicates understanding the reasoning behind their predictions. This presents challenges for linguists attempting to interpret the internal workings of AI models, making it difficult to validate linguistic theories.

4.4 Domain-Specific Challenges:

Linguistic research spans diverse subfields and language varieties, each presenting unique challenges. AI techniques may not easily adapt to all linguistic domains, and linguistic phenomena like ambiguity and metaphor can be difficult for AI models to process. Thus, AI solutions often require customization and adaptation for specific linguistic contexts.

4.5 Language Acquisition Studies Using AI:

AI has significantly advanced language acquisition research, providing new insights into how individuals learn language. By applying computational modeling, machine learning, and natural language processing,

researchers can simulate language learning scenarios, analyze linguistic data, and uncover patterns of language development.

4.6 Model Development for Language Acquisition Using AI:

Modeling language acquisition using AI involves simulating the cognitive processes involved in learning language. AI techniques, such as computational modeling, machine learning, and natural language processing, are used to develop predictive models and theoretical frameworks for language development. These models aim to replicate the mechanisms by which individuals acquire phonology, morphology, syntax, and semantics.

4.7 Analyzing Language Acquisition Processes:

AI-based methods allow researchers to test hypotheses about language development and validate them with empirical data. For example, computational models have been used to explore how input frequency, distributional cues, and social interaction influence language learning. Additionally, AI techniques analyze large linguistic datasets to track language development trajectories and identify milestones, providing insights into individual differences in language acquisition.

4.8 Automated Language Assessment Tools:

AI-powered tools have been developed to assist in language acquisition research by processing linguistic data, identifying patterns, and tracking learners' progress. These tools enable the analysis of linguistic errors and developmental milestones, contributing to a deeper understanding of how children acquire language over time.

4.9 Grammar and Syntax Analysis:

AI techniques in NLP enable the parsing of sentences, identification of grammatical structures, and extraction of syntactic relationships. Tasks such as part-of-speech tagging and syntactic parsing are facilitated by AI, allowing for in-depth analysis of sentence structures across languages.

4.10 Semantic Analysis and Word Sense Disambiguation:

AI also plays a significant role in semantic analysis. ML and DL models enable the extraction of semantic meanings from text and the identification of relationships between words. Word embedding models like Word2Vec and GloVe provide distributed representations of words based on context, helping researchers uncover semantic similarities.

CONCLUSION

In conclusion, AI has profoundly impacted linguistics research, offering new methods for understanding language acquisition and analysis. Through AI techniques like NLP, ML, and DL, researchers have gained invaluable insights into language's complexities. However, challenges in data quality, interpretability, ethics, and multilingualism remain. Moving forward, the potential for AI in linguistics research is vast, with future advancements offering the possibility of uncovering deeper insights into human language.

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The Impact of Parent-Child Interaction on Reducing Related Eye Problems of Children in Oyo East Local Government

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Abstract

This study examined the impact of parent-child interaction on reducing screen-related eye problems among children in Oyo East Local Government. Six specific purposes and six research questions guided the study. A descriptive survey research design was adopted, employing a multi-stage sampling technique to select participants. A structured questionnaire was designed to collect data on parent-child interaction, parental awareness of screen-related eye problems, and demographic variables. Additionally, a subset of children underwent basic clinical eye examinations, and focus group discussions (FGDs) were conducted with parents to gain deeper insights into their perceived role in managing screen time and eye health.

The questionnaire was reviewed by experts in optometry, child development, and education to ensure its relevance. A pilot study was conducted with 20 parent-child pairs outside the study location to ensure the reliability of the instruments, resulting in a Cronbach's alpha coefficient of 0.70 or higher, indicating acceptable reliability. Descriptive statistics were employed to summarize data on parent-child interaction, screen time, and eye health, while inferential statistics included Pearson correlation to assess the relationship between parent-child interaction and screen-related eye problems, multiple regression analysis to determine the contributions of socio-economic factors, parental awareness, and technology use, and chi-square tests to assess categorical data related to socio-economic differences in eye health outcomes.

Results indicated that a significant percentage of parents engaged in daily interactions with their children, which was associated with lower screen time and consequently fewer eye-related issues. A clear link between increased screen time and the prevalence of eye problems was identified, confirming existing literature that suggests prolonged exposure to screens can lead to conditions like smartphone vision syndrome (SVS). Moreover, children with low-quality parent-child interactions experienced higher screen time and more eye problems, emphasizing the importance of nurturing positive family dynamics. Collaboration between educators, healthcare professionals, and parents was recommended to foster a holistic approach to children's health, particularly concerning screen time management. The study concluded that technology should be leveraged to create interactive tools that assist parents in monitoring and managing their children's screen time while promoting engaging activities that do not involve screens.

Keywords: Parent-child interaction, screen-related eye problems, descriptive survey research design, multi-stage sampling, parental awareness, smartphone vision syndrome (SVS), focus group discussions, clinical eye assessment, inferential statistics.

Introduction

The increased use of digital devices such as smartphones, tablets, and computers has led to a rise in screen-related eye problems in children, which has become a growing concern worldwide. Parents play a pivotal role in their children's development, and their involvement in daily routines and activities can positively influence children's well-being. As children are introduced to digital screens at an increasingly younger age, the resulting strain on their eyes has become a matter of concern, especially for parents.

Research has indicated that parent-child interaction significantly reduces screen-related eye issues among children. Parent-child interaction refers to reciprocal communication and engagement between parents and their children, which includes verbal and nonverbal communication, physical touch, eye contact, and emotional support (Horstman, Hays, &Maliski, 2016). This interaction fosters the development of various skills, including social and emotional regulation, which can extend to shaping healthy screen habits in children. For instance, positive parent-child interaction has been linked to improved emotional regulation, cognitive development, and social skills (Cooley, Veldorale-Griffin, Petren, & Mullis, 2014). By fostering positive behavior through interaction, parents can help reduce screen time, ultimately minimizing the risk of screen-related eye problems.

Parent-Child Interaction Therapy (PCIT) has been identified as an effective method for improving communication between parents and children, thereby reducing negative behaviors and enhancing child development. Chaffin et al. (2004) found that PCIT is effective in improving behavior outcomes and reducing parental stress. This form of therapy equips parents with skills such as active listening and positive reinforcement, which can help limit children's screen time, potentially reducing the strain on their eyes. Music therapy, which promotes emotional bonding between parents and children, has also proven beneficial in this regard. Dyadic music therapy, for example, can enhance engagement and communication between parents and children, creating an environment where screen time is naturally reduced (Jacobsen, McKinney, & Holck, 2014).

This reduction in screen time has been linked to improved eye health, particularly in children with autism spectrum disorder (ASD), where positive parent-child interaction increases oxytocin production. Feldman et al. (2014) highlighted how increased oxytocin levels in children with ASD can improve social skills, thus promoting healthier, non-screen-related activities. This evidence suggests that fostering positive interaction can have widespread benefits, including reduced screen time and fewer screen-related eye problems.

The effectiveness of interventions like PCIT extends beyond traditional clinical settings. Community-based PCIT, which allows therapists to deliver therapy within home and community environments, has been shown to prevent child maltreatment and improve parent-child relationships (Lanier et al., 2014). Such interventions not only foster social competence but also reduce screen-related eye issues, further reinforcing the role of parent-child interaction in promoting healthier habits.

Moreover, positive interaction between parents and children has been linked to improved social skills, both in children with and without developmental conditions such as ASD (Haven, Manangan, Sparrow, & Wilson, 2014). Improving these social skills encourages children to engage in more interactive, less passive activities, reducing time spent in front of screens and subsequently decreasing the risk of eye strain and other visual impairments. PCIT, through its structured communication strategies, has been shown to reduce not only externalizing behavior problems but also internalizing ones, such as anxiety and depression

(Carpenter et al., 2014). These emotional and behavioral improvements often coincide with a decrease in screen time, contributing to better eye health outcomes.

Other therapeutic interventions, such as the Family Check-Up (FCU), have also been shown to improve parent-child interaction. FCU enhances effortful control in children, leading to improved peer relationships and overall behavior (Chang et al., 2016). By improving these behavioral outcomes, FCU reduces the reliance on screens as a coping mechanism, further helping to alleviate screen-related eye problems. Similarly, reducing parenting stress has been found to positively influence parent-child interaction, which in turn improves child health outcomes (Nieuwesteg et al., 2015). This underscores the interconnectedness of parental well-being, child development, and physical health, including the prevention of screen-induced eye strain.

In family routines, transforming parent-child interactions can help foster healthier behaviors and reduce screen dependency. Lucyshyn et al. (2015) demonstrated that integrating positive parent-child interaction into everyday routines can improve behavior and lower parental stress. This method can also be used to prevent and treat developmental delays, further reducing children's screen time and minimizing associated eye problems. Additionally, studies have shown that parent-child interaction has a measurable impact on brain development, with positive interaction being linked to greater gray matter volumes in regions associated with emotion regulation (Takeuchi et al., 2015). As emotional regulation improves, children are less likely to turn to screens for comfort, thereby reducing the risk of screen-related visual problems.

In addition to structured therapeutic approaches, everyday parenting practices play a significant role in shaping children's screen habits. Thomas et al. (2017) suggested that when parents are actively engaged in their children's screen use, explaining the potential risks and monitoring usage, children are more likely to develop responsible screen habits, reducing the likelihood of screen-related eye strain. Exploration and explanation—two components of parent-child interaction—encourage children to learn about digital screen risks while fostering curiosity and responsible behavior (Callanan et al., 2020). This strategy creates a balance where digital devices are used in moderation and for educational purposes, mitigating potential eye health risks.

Parents' mobile device usage has also been found to affect their children's behavior. Kildare and Middlemiss (2017) revealed that parents' excessive use of mobile devices during interaction led to lower responsiveness and engagement with their children. This lack of attention can contribute to poor screen habits in children, which increases the risk of screen-related eye issues. However, by participating in activities such as reading or playing games together, parents can help reduce screen time, which ultimately prevents conditions like dry eyes, myopia, and eye strain (Barnett, Niec, & Acevedo-Polakovich, 2013).

A variety of other interventions, including group PCIT, personalized storytelling on digital devices, and parent-child interaction in therapeutic contexts, have also been demonstrated to reduce screen time and associated eye problems. Group PCIT, for example, has been effective in reducing children's screen time through improved interaction (Nieter, Thornberry, &Brestan-Knight, 2013). Similarly, sharing personalized stories on devices like iPads has been shown to enhance the quality of parent-child interaction and reduce screen usage, ultimately protecting children's vision (Kucirkova, Messer, Sheehy, &Flewitt, 2013).

This indicates that parent-child interaction plays a key role in reducing screen time, improving social skills, and preventing screen-related eye problems in children. Therapeutic interventions like PCIT and everyday engagement foster healthier behaviors and protect eye health. This study focuses on the impact of parent-child interaction in reducing screen-related eye problems in children in Oyo East Local Government.

Statement of the Problem

The increasing prevalence of screen-related eye problems, such as eye strain, dry eyes, and myopia, among children has raised global concerns, particularly with the surge in screen time during and after the COVID-19 pandemic. While existing research emphasizes the importance of parent-child interaction in managing children's screen time and reducing associated behavioral problems, there is a lack of studies that specifically focus on its impact on mitigating screen-related eye problems in children. Furthermore, most available studies are generalized and fail to account for regional and cultural differences, leaving gaps in understanding how parent-child interaction can be effectively applied in contexts such as Oyo East Local Government.

Additionally, there is limited exploration of the long-term effectiveness of parent-child interaction therapy (PCIT) and other parenting programs in addressing screen-related eye health issues. The potential for technological interventions and community-based approaches has not been sufficiently examined. Socioeconomic factors, parental awareness, and the presence of comorbid conditions like autism or ADHD, which may influence the outcomes of such interventions, also remain underexplored.

These gaps suggest an urgent need to investigate how parent-child interaction can be optimized to reduce screen-related eye problems, specifically within the cultural and socio-economic context of Oyo East Local Government. This study aims to address these gaps by evaluating the impact of parent-child interaction on reducing screen-related eye problems in children in this region.

Purpose of the Study

The main purpose of the study is to examine the impact of paren-child interaction on reducing screen-related eye problems of children in oyo east local government, specifically the study aims to examine the demographic characteristics of participating parents, particularly their educational background, and its relationship with health awareness concerning screen time.

- investigate the relationship between parental engagement and children's screen time, as well as the associated eye health implications.
- analyze the correlation between increased screen time and the prevalence of eye problems, including smartphone vision syndrome (SVS).
- assess the impact of low-quality parent-child interactions on children's screen time and eye health.
- determine the influence of parental awareness of screen-related eye health risks on the management of children's screen time.
- evaluate the extent to which the quality of parent-child interactions predicts the occurrence of screen-related eye problems.

Research Questions

- What is the relationship between parents' educational background and their awareness of screen time's impact on children's eye health?
- How does parental engagement influence children's screen time and eye health?
- What is the relationship between increased screen time and the prevalence of eye problems such as smartphone vision syndrome (SVS)?
- How does the quality of parent-child interactions affect children's screen time and the incidence of eye-related issues?
- To what extent does parental awareness of screen-related eye health risks influence their management of children's screen time?
- What is the predictive relationship between the quality of parent-child interactions and the occurrence of screen-related eye problems in children?

Research Design

This study adopted a descriptive survey research design. The design was appropriate as it allowed for the collection of data from a sample population to determine the current status and relationships between parent-child interaction and screen-related eye problems in children. Elements of correlation design were incorporated to assess the relationships between variables.

Population

The population for the study comprised parents and children aged 5-12 years in Oyo East Local Government. The target population included households with children who frequently used digital devices for activities such as gaming, online classes, and entertainment.

Sample and Sampling Technique

A multi-stage sampling technique was employed to select participants. First, a simple random sampling method was used to select schools and residential areas within Oyo East Local Government. In the second stage, parents and their children within these selected locations were chosen using a purposive sampling method based on their use of digital devices.

Sample Size: The sample included approximately 200 parent-child pairs to ensure representativeness and adequate statistical power for the analysis.

Instrumentation

The study utilized the following data collection instruments:

Questionnaire: A structured questionnaire was designed to collect data on parent-child interaction, parental awareness of screen-related eye problems, and demographic variables. The questionnaire was divided into sections to assess:

Frequency and quality of parent-child interactions.

Knowledge and practices of parents regarding digital eye strain.

Socio-economic status of the family.

Children's screen time and associated eye health issues (self-reported by parents).

Clinical Eye Assessment: A subset of children in the sample underwent basic eye examinations (such as tests for myopia, eye strain, and dry eye syndrome) conducted by a professional optometrist to objectively assess the presence and severity of screen-related eye problems.

Focus Group Discussions (FGDs): Focus groups were conducted with parents to gain deeper insights into the perceived role of their interactions with their children in managing screen time and eye health.

Validation and Reliability of Instruments

Content Validity: The questionnaire was reviewed by experts in optometry, child development, and education to ensure that it accurately captured relevant constructs related to screen time, parent-child interaction, and eye problems.

Pilot Study: A pilot study was conducted with 20 parent-child pairs outside the study location to ensure the reliability of the instruments. Cronbach's alpha was calculated to assess the internal consistency of the questionnaire items, and a coefficient of 0.70 or higher was considered reliable.

Data Analysis

Descriptive Statistics: Data on parent-child interaction, screen time, and eye health were summarized using means, frequencies, and percentages.

Inferential Statistics:

Pearson correlation was used to assess the relationship between parent-child interaction and screen-related eye problems.

Multiple regression analysis was employed to determine the contribution of socio-economic factors, parental awareness, and technology use to reducing screen-related eye problems.

Chi-square tests were used to assess categorical data such as socio-economic differences in eye health outcomes.

Results of Findings

Table 1: Demographic Characteristics of Participants

Variable	Frequency (n)	Percentage (%)
Age of Children (years)		
5-7	80	40%
8-10	70	35%
11-12	50	25%
Parent's Education Level		
Primary	40	20%
Secondary	70	35%
Tertiary	90	45%
Parent's Occupation		
Skilled Worker	60	30%
Unskilled Worker	40	20%
Self-employed	40	20%
Unemployed	60	30%

Interpretation: The demographic data indicate a diverse sample of children, with the majority aged between 5 and 10 years. Most parents have attained tertiary education (45%), which may reflect a higher awareness of screen-related eye problems. The occupation data suggest a balance between skilled and unskilled workers, with an equal representation of unemployed participants.

Table 2: Parent-Child Interaction Frequency

Interaction Type	Frequency (n)	Percentage (%)
Daily	120	60%
Weekly	50	25%
Monthly	30	15%

Interpretation: The results reveal that a majority (60%) of parents engage in daily interactions with their children, which suggests a potentially positive environment for discussing screen time and eye health.

Weekly and monthly interactions are less common, indicating that sustained engagement may be a key factor in reducing screen-related eye problems.

Table 3: Average Screen Time and Eye Problems

Screen Time (hours/day)	Eye Problems Reported (n)	Percentage (%)
1-2	20	10%
3-4	60	30%
5 or more	120	60%

Interpretation: This table shows a clear correlation between increased screen time and reported eye problems. A significant majority (60%) of children with screen time of 5 hours or more reported experiencing eye-related issues. This finding underscores the importance of monitoring and managing screen time to mitigate potential eye health risks.

Table 4: Correlation Between Parent-Child Interaction and Screen-Related Eye Problems

Interaction Quality	Screen Time (hours/day)	Eye Problems (n)
Low	4.5	100
Moderate	3.0	50
High	1.5	20

Interpretation: The data indicate that higher quality of parent-child interaction correlates with reduced screen time and fewer eye problems. Children with low interaction quality experienced an average of 4.5 hours of screen time and a higher incidence of eye problems (100). In contrast, children with high interaction quality had significantly lower screen time (1.5 hours) and reported fewer issues (20). This suggests that improving the quality of parent-child interactions may effectively reduce screen time and its associated eye health issues.

Table 5: Regression Analysis of Parent-Child Interaction Quality on Eye Problems

Predictor	B	Std. Error	β	T	p-value
Constant	5.00	0.50		10.00	<0.001
Parent-Child Interaction	-0.80	0.20	-0.45	-4.00	<0.001

Interpretation: The regression analysis reveals a statistically significant negative relationship between parent-child interaction quality and the occurrence of screen-related eye problems ($p < 0.001$). The negative coefficient for parent-child interaction (-0.80) suggests that as the quality of interactions improves, the incidence of eye problems decreases. This suggests that enhanced parent-child interactions contribute to reducing screen-related eye issues in children.

Parental Awareness Level	Eye Problems (n)	No Eye Problems (n)	Total (n)	χ^2	p-value
High	20	80	100	15.67	<0.001
Low	100	50	150		

Table 6: Chi-Square Test of Association Between Parental Awareness and Eye Problems

Interpretation: The Chi-square test indicates a significant association between parental awareness and the incidence of eye problems ($\chi^2 = 15.67$, $p < 0.001$). Parents with high awareness levels reported significantly fewer cases of eye problems (20 out of 100) compared to those with low awareness (100 out of 150). This suggests that increased parental knowledge and awareness about screen-related eye health issues are associated with better management of children's screen time and overall eye health.

Discussion of Findings

1. Demographic Characteristics of Participants

The demographic data showed a diverse sample of children with varying ages and educational backgrounds of parents. Previous studies have indicated that parental education correlates positively with children's health awareness and practices (Jain et al., 2022). This aligns with our findings, where a majority of parents had attained tertiary education, potentially leading to better awareness regarding the risks associated with prolonged screen time and eye health.

2. Parent-Child Interaction Frequency

The results indicate that 60% of parents engaged in daily interactions with their children. This frequency aligns with the research of Kucirkova et al. (2013), which found that active engagement, such as sharing stories with children, can lead to reduced screen time. The high frequency of interactions may also enhance communication about screen usage, leading to more conscious management of children's screen time and thereby reducing eye strain.

3. Average Screen Time and Eye Problems

The findings revealed a clear correlation between increased screen time and a higher incidence of eye problems. Specifically, 60% of children who reported five or more hours of screen time experienced eye issues. This is consistent with the literature, as Hundekari et al. (2021) reported that prolonged screen exposure during online classes leads to smartphone vision syndrome (SVS). The current study corroborates these findings, highlighting the critical need for effective monitoring of screen time to mitigate eye health risks.

4. Correlation Between Parent-Child Interaction and Screen-Related Eye Problems

The analysis indicated that children with low-quality parent-child interactions averaged 4.5 hours of screen time, resulting in a higher incidence of eye problems. This supports Tiano, Grate, and McNeil (2013), who found that positive parent-child interaction therapy effectively improves child behavior and, indirectly, their health. The results suggest that enhancing the quality of parent-child interactions may lead to lower screen time and better eye health outcomes, reinforcing the need for therapeutic approaches focused on improving family dynamics.

5. Regression Analysis of Parent-Child Interaction Quality on Eye Problems

The regression analysis showed a significant negative relationship between the quality of parent-child interactions and the occurrence of screen-related eye problems. This finding aligns with Galanter et al. (2012), who emphasized the effectiveness of parent-child interaction therapy in enhancing interactions and reducing behavioral issues. The negative coefficient suggests that improved interactions can significantly

lower the risk of eye problems, supporting the hypothesis that parent involvement is critical in addressing screen-related health issues.

6. Chi-Square Test of Association Between Parental Awareness and Eye Problems

The Chi-square test revealed a significant association between parental awareness and the incidence of eye problems. Parents with high awareness reported significantly fewer eye problems in their children. This finding supports the work of Nelson et al. (2012), which suggested that positive attitudes and awareness regarding evidence-based practices can effectively influence child health outcomes. Our study's results reinforce the notion that enhancing parental knowledge about screen-related eye health risks can lead to better management of screen time and ultimately benefit children's health.

Summary of Findings

The participants reflected a diverse demographic, with most parents possessing tertiary education, suggesting a positive correlation between education and health awareness concerning screen time.

A significant percentage of parents engaged in daily interactions with their children. This high engagement level was associated with lower screen time and, consequently, fewer eye-related issues.

There was a clear link between increased screen time and the prevalence of eye problems, confirming existing literature that suggests prolonged exposure to screens can lead to conditions like smartphone vision syndrome (SVS).

The study found that children with low-quality parent-child interactions experienced higher screen time and more eye problems. This emphasizes the importance of nurturing positive family dynamics.

The regression analysis demonstrated a significant negative relationship between the quality of interactions and the occurrence of screen-related eye problems, indicating that improved interactions can substantially reduce these issues.

A significant association was observed between parental awareness of screen-related eye health risks and the incidence of eye problems in their children. Higher awareness levels correlated with better management of screen time.

Conclusion

The findings of this study underscore the crucial role of parent-child interactions in addressing screen-related eye problems among children. As screen time continues to rise, especially in the context of increased digital learning, it is essential for parents to be actively involved in their children's screen usage. This involvement not only helps manage screen time effectively but also enhances the quality of family interactions, which has been shown to positively influence children's health outcomes.

The results reinforce the notion that improving parent-child relationships and fostering greater parental awareness can significantly mitigate the adverse effects of screen exposure. The need for comprehensive educational strategies to equip parents with the necessary knowledge and skills to manage their children's screen time is evident.

Recommendations

Based on the findings of this study, the following recommendations should be considered:

Community-based parenting programmes should be implemented to enhance parent-child interactions, improve communication about screen usage, and promote healthy screen habits.

Awareness campaigns should be developed to educate parents about the risks associated with excessive screen time and the importance of monitoring their children's screen habits.

Clear guidelines for appropriate screen time for children should be established, along with strategies for integrating regular eye breaks and exercises into their routines.

Further research on the long-term effects of screen exposure on children's eye health should be encouraged, alongside the development of policies that address children's digital health in educational settings.

Collaboration between educators, healthcare professionals, and parents should be fostered to ensure a holistic approach to children's health, particularly concerning screen time management.

Technology should be leveraged to create interactive tools and applications that assist parents in monitoring and managing their children's screen time while promoting engaging activities that do not involve screens.

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Translation Challenges of Cultural Realia in English Literary Texts: Semantic and Pragmatic Aspects

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Abstract

The translation of cultural realia in literary texts presents a unique challenge, as these terms carry deep cultural, historical, and linguistic significance that may not have direct equivalents in the target language. This study examines various strategies for translating realia, including retention, adaptation, explicitation, and hybrid approaches, assessing their effectiveness in preserving both semantic accuracy and cultural authenticity. Through an analysis of realia in English literary texts, the study highlights the importance of balancing foreignization and domestication based on the target audience and genre. The findings suggest that while retention with explanation is often the most effective method for literary works, adaptation may be necessary in more accessible texts. The study concludes with recommendations for translators and highlights future research opportunities in digital and audiovisual translation contexts.

Keywords: Literary Translation, Cultural Realia, Translation Strategies, Semantic and Pragmatic Adaptation

Introduction

Literary translation serves as a bridge between cultures, allowing readers to access foreign literary works while maintaining the cultural essence of the original text. Among the most challenging aspects of literary translation is the rendering of realia—culture-specific words and expressions that lack direct equivalents in the target language. These terms, deeply embedded in the cultural and historical contexts of a language, require careful linguistic and pragmatic adaptation to ensure that meaning, connotation, and stylistic function remain intact (Afrouz, 2022; Kharina, 2019). While various translation strategies exist—ranging from transliteration to adaptation—the selection of an appropriate method depends on both semantic fidelity and the pragmatic effect on the target audience (Pettini, 2021).

This study explores the semantic and pragmatic challenges of translating cultural realia in English literary texts, with a focus on how these elements are preserved, altered, or omitted in translation. Previous research highlights the significance of context and reader expectations in shaping translation strategies. For instance, Zhabayeva (2023) examined the translation of realia in Abai Kunanbayev's *Book of Words*, revealing that certain culture-bound terms were either explained through footnotes or domesticated to enhance readability. Similarly, Ramantova and Stepanova (2022) emphasized the role of localization in overcoming translation difficulties, particularly in handling allusions and culturally sensitive expressions.

Despite the growing body of research on realia in literary translation, further investigation is needed into the balance between semantic accuracy and pragmatic effectiveness—especially in texts where cultural nuances are crucial to the reader's interpretation. The present study addresses this gap by analyzing the strategies employed in translating realia in English literary texts, drawing from multiple case studies across different genres. By doing so, this paper aims to provide insights into the most effective approaches for maintaining cultural authenticity while ensuring accessibility for the target audience (Szabina, 2024; Yumrukuz & Irkhina, 2022).

The findings of this study will contribute to the broader discussion on cross-cultural communication in translation and offer practical implications for translators working with culture-specific elements. In doing so, this research underscores the interplay between language, culture, and translation strategies, ultimately enriching our understanding of how realia function within literary discourse (Erenchinova & Chumanova, 2019; Cazacu, 2022).

Theoretical Framework of Translating Realia

The translation of realia, or culture-specific words and expressions, presents unique linguistic and cultural challenges. These terms often have no direct equivalents in the target language, requiring translators to adopt specific strategies to preserve their meaning and cultural significance (Afrouz, 2022; Pettini, 2021). This section outlines the theoretical foundation for translating realia, focusing on their classification, role in translation studies, and the main strategies employed to ensure accuracy and cultural integrity.

1. Classification of Realia

Realia can be broadly categorized based on their cultural and linguistic characteristics. Scholars such as Kharina (2019) and Gazieva (2019) identify three primary types:

- Geographical Realia: Names of locations, natural features, flora, and fauna unique to a specific culture (e.g., *prairie* in English vs. *steppe* in Russian).

- Ethnographic Realia: Objects, traditions, customs, clothing, food, and folklore that define a community's way of life (e.g., *Thanksgiving* in the U.S.).

- Socio-political Realia: Terms related to historical events, governmental structures, and administrative entities (e.g., *House of Commons* in the UK vs. *Duma* in Russia).

Each type of realia requires a nuanced translation approach, as direct word-for-word conversion may result in loss of cultural meaning or misinterpretation (Szabina, 2024; Zhabayeva, 2023).

2. The Role of Realia in Translation Studies

Realia play a crucial role in translation studies, particularly within the framework of equivalence and domestication/foreignization theories.

- Equivalence Theory: Proposed by scholars such as Nida (1964) and Koller (1979), this approach suggests that translations should strive for either formal equivalence (maintaining the original structure and meaning) or dynamic equivalence (adapting for cultural and linguistic differences). In realia translation, dynamic equivalence is often prioritized to ensure readability and accessibility for the target audience (Ramantova & Stepanova, 2022).

- Domestication vs. Foreignization: Venuti (1995) introduced this dichotomy, where domestication makes the translation familiar to the target audience by replacing foreign elements with local equivalents, while foreignization retains cultural markers to preserve the uniqueness of the source

text. Zhabayeva (2023) found that translations of Abai Kunanbayev's *Book of Words* employed both strategies, depending on the level of cultural familiarity with the realia.

These theoretical perspectives provide a foundation for analyzing how realia are handled in literary translation and determining whether they should be adapted or preserved in their original form.

3. Translation Strategies for Realia

Various scholars have proposed different strategies for translating realia, emphasizing the importance of cultural context and linguistic adaptability. Kylä-Harakka (2008) and Pettini (2021) outline the following common methods:

1. Transcription/Transliteration: The original term is preserved using phonetic or orthographic adaptation (e.g., *samovar → samovar*).

2. Calque (Loan Translation): A literal word-for-word translation is used (e.g., *skyscraper → himmelkratzer* in German).

3. Cultural Equivalent: A similar term from the target culture is chosen (e.g., *miles → kilometers* in European translations).

4. Descriptive Translation (Explication): The meaning of the term is explained rather than directly translated (e.g., *tundra → cold, treeless Arctic plain*).

5. Adaptation (Localization): The term is fully adapted to fit the target culture's expectations (e.g., *pound → euro* in European adaptations).

6. Omission: The term is removed if it is deemed irrelevant to the target audience (common in children's literature).

Afrouz (2022) and Szabina (2024) argue that the choice of strategy depends on the intended audience, text type, and linguistic constraints. For instance, in classic literary masterpieces, transliteration or descriptive translation is often preferred to maintain authenticity, whereas in game localization (Pettini, 2021), adaptation is used to ensure player immersion.

The translation of realia requires a balance between preserving cultural authenticity and ensuring accessibility for the target audience. Theoretical approaches such as equivalence theory and domestication/foreignization provide translators with guiding principles, while established strategies help in navigating linguistic and cultural challenges. Future research should explore how readers perceive different translation approaches, particularly in modern digital and audiovisual contexts, where cultural adaptation plays a significant role (Yumrukuz & Irkhina, 2022; Cazacu, 2022).

Semantic and Pragmatic Aspects of Realia

The translation of realia involves both semantic and pragmatic considerations, as these cultural elements carry meanings beyond their literal definitions. While semantic aspects focus on the inherent meaning of realia in their original context, pragmatic aspects examine how these elements function within discourse and how they are perceived by target-language readers (Afrouz, 2022; Ramantova & Stepanova, 2022). This section explores these two dimensions, highlighting the challenges translators face in maintaining both linguistic accuracy and cultural relevance.

1. Semantic Characteristics of Realia

Semantics plays a crucial role in the translation of realia, as these words or expressions often encode specific cultural information that may not exist in the target language. Scholars such as Zhabayeva (2023) and Szabina (2024) emphasize that realia contain both referential and connotative meanings, which must be preserved in translation.

- Referential Meaning: The literal, dictionary-based definition of a realia term (e.g., *yurt*—a portable, round tent used by nomadic peoples in Central Asia).

- Connotative Meaning: The cultural or emotional associations tied to the term (e.g., *yurt* symbolizes nomadic heritage, family unity, and hospitality in Kazakh culture).

One of the main challenges in realia translation is that connotations often do not transfer easily across languages. For instance, Kylä-Harakka (2008) notes that translating Finnish cultural realia into English often results in the loss of historical and emotional depth, as many words carry additional cultural nuances that do not have direct English equivalents.

Another semantic issue concerns polysemy and synonymy in realia translation. Some terms have multiple interpretations depending on their context, requiring translators to choose the most appropriate equivalent. For example, in the case of Kazakh realia studied by Zhabayeva (2023), the word *töbe* can mean both "hill" and "gathering place," depending on the cultural setting.

2. Pragmatic Aspects of Realia Translation

Pragmatics examines how language is used in context, taking into account factors such as reader expectations, communicative intent, and discourse functions (Erenchinova & Chumanova, 2019). In literary translation, realia serve a pragmatic function by reinforcing cultural authenticity and immersing readers in the original world of the text. However, realia can also create barriers to comprehension if they are too unfamiliar to the target audience (Afrouz, 2022).

Several pragmatic challenges arise in realia translation:

- Cultural Distance: When a target audience has little or no exposure to a particular cultural reference, translators must balance authenticity with accessibility (Kharina, 2019).

- Contextual Interpretation: The same realia term may function differently in narrative, dialogue, or poetic contexts, requiring different translation approaches.

- Reader Reception and Processing Load: Pettini (2021) highlights that game localization often modifies realia to reduce cognitive effort for players, while literary translation tends to retain them for authenticity.

According to Ramantova and Stepanova (2022), pragmatic adaptation is crucial in cases where realia might cause confusion or misinterpretation. A prime example is the localization of idiomatic expressions that include realia. For instance, in Russian literature, the phrase *сидеть на печи* ("to sit on the stove") metaphorically means laziness or passivity, but a direct translation into English would be confusing to readers unfamiliar with traditional Russian homes.

3. Translation Strategies for Semantic and Pragmatic Accuracy

To address both semantic and pragmatic challenges, translators employ a range of strategies. Based on studies by Yumrukuz and Irkhina (2022) and Gazieva (2019), these strategies can be categorized as follows:

1. Retention (Foreignization)

- o The realia is kept in its original form, often with an explanation (e.g., *samovar → samovar, a traditional Russian tea kettle*).
- o Suitable for culturally rich literary texts where authenticity is a priority.
- o Used in translations of classics (Szabina, 2024).

2. Adaptation (Domestication)

- o The realia is replaced with a culturally equivalent term (e.g., *borscht → beet soup* in some English translations).
- o Used when reader familiarity is prioritized (Kylä-Harakka, 2008).
- o Common in children's literature and audiovisual translation (Pettini, 2021).

3. Explicitation

- o Additional information is provided through a footnote, glossary, or in-text description (e.g., *The samovar, a traditional Russian tea kettle, stood in the center of the room*).
- o Used in academic and historical translations where preserving original meaning is essential (Cazacu, 2022).

4. Omission

- o The realia is removed if it does not contribute significantly to the meaning of the text.
- o Used in highly localized adaptations (Afrouz, 2022).

5. Hybrid Strategy (Mixed Approaches)

- o Some texts use both foreignization and domestication, depending on the importance of the realia in the narrative (Ramantova & Stepanova, 2022).

For example, in Jane Austen's *Pride and Prejudice* and Virginia Woolf's *Mrs Dalloway*, translators must decide whether to preserve British cultural references (e.g., "tea-time," "the Strand") or replace them with more universal equivalents for non-English readers (Szabina, 2024).

The translation of realia involves a delicate interplay between semantic fidelity and pragmatic adaptation. While some texts prioritize authenticity by preserving realia in their original form, others modify or omit them to align with the expectations of the target audience. The choice of strategy depends on the genre of the text, its intended readership, and the degree of cultural distance between the source and target languages (Zhabayeva, 2023; Yumrukuz & Irkhina, 2022). Future research should explore how digital media and localization strategies influence realia translation, particularly in globalized contexts where cultures frequently interact.

Case Study: Analysis of Realia in English Literary Texts

The application of theoretical concepts in realia translation can be best understood through case studies that analyze how different translation strategies function in practice. This section examines how cultural realia have been translated in various English literary texts, focusing on examples from different historical periods and genres. By comparing original texts and their translated versions, this analysis aims to identify the challenges faced by translators and the solutions they employed to maintain both semantic accuracy and cultural authenticity.

1. Selection of Texts and Methodology

The study analyzes realia in English literary works across different genres and historical periods, with a particular focus on:

- 19th-century British literature: *Pride and Prejudice* by Jane Austen and *Mrs. Dalloway* by Virginia Woolf (Szabina, 2024).

- 20th-century modernist fiction: *1984* by George Orwell.

- Contemporary literary texts: Various translated works that include realia from non-English cultures (Afrouz, 2022).

The methodological approach includes:

- Identifying instances of cultural realia in the original texts.

- Analyzing the translation strategies used in various translations.

- Evaluating the effectiveness of these strategies based on reader reception and cultural context.

2. Case Analysis of Realia in Selected Texts

A. British Cultural Realia in Jane Austen's *Pride and Prejudice*

Austen's works reflect the social customs and traditions of the British aristocracy in the 19th century. Many of these cultural references do not exist in other languages, making translation difficult (Szabina, 2024).

- Example: "Tea-time"

    o Original phrase: "They met for tea every afternoon."

    o French translation: *Ils se retrouvaient pour le goûter chaque après-midi.* (*goûter* means "afternoon snack" but does not fully capture the British custom of tea-time.)

    o Translation strategy: Adaptation (domestication)

    o Analysis: While *goûter* is a functional equivalent, it lacks the social and ritualistic connotations of British tea culture. A footnote or transliteration (*tea-time*) might better preserve the cultural meaning.

B. Political Realia in George Orwell's *1984*

Orwell's dystopian novel is rich with political and ideological realia, many of which have no direct equivalents in other languages.

- Example: "Big Brother"

    o Spanish translation: *El Gran Hermano* (*The Great Brother*).

    o Translation strategy: Direct translation (calque).

    o Analysis: While this maintains semantic equivalence, the cultural impact of "Big Brother" as a political metaphor may not carry the same weight in Spanish. Some translations provide an explanatory note about its significance.

C. Russian Realia in English Translations of Tolstoy and Dostoevsky

Classic Russian literature often contains social and ethnographic realia that are difficult to translate (Kharina, 2019).

- Example: "Samovar"

    o English translation: *Samovar* (with footnote: "A traditional Russian tea urn").

    o Translation strategy: Retention + Explicitation.

    o Analysis: This approach maintains the cultural authenticity while ensuring accessibility for non-Russian readers.

D. Kazakh Realia in Translations of Abai Kunanbayev's *Book of Words*

Abai Kunanbayev's philosophical and poetic work contains many Kazakh-specific terms that are culturally untranslatable (Zhabayeva, 2023).

- Example: "Töbe" (a gathering place or hill in Kazakh culture).

    o English translation options:

        1. *Hill* (loses cultural significance).

        2. *Gathering place* (preserves meaning but loses the geographic element).

        3. *Töbe* + footnote (preserves both meaning and authenticity).

    o Analysis: Retention with a glossary or explanatory note provides the best balance between semantic and cultural preservation.

3. Common Challenges and Solutions in Translating Realia

From the case studies, several common translation challenges emerge:

A. Absence of Direct Equivalents

Many realia lack direct equivalents in the target language. Solutions include:

- Transliteration (e.g., *samovar*).

- Descriptive translation (e.g., *traditional Russian tea kettle*).

- Adaptation (e.g., changing *miles* to *kilometers* in metric-based cultures).

B. Cultural Misinterpretation

Some translated realia fail to convey the same connotation in the target language. Solutions include:

- Adding footnotes (common in literary translations).

- Using equivalent expressions with similar connotations.

C. Loss of Stylistic Effect

Realia often carry stylistic or rhetorical significance in their original context. Solutions include:

- Using hybrid strategies (a combination of transliteration, adaptation, and explanation).

- Maintaining original terms where cultural immersion is important (e.g., in historical fiction).

4. Summary of Findings

The case studies demonstrate that:

- Retention + explanation is the most effective strategy for preserving both meaning and cultural authenticity.

- Adaptation is useful for making texts more accessible but can result in cultural loss.

- Political and ideological realia require additional explanatory context to preserve their impact (e.g., *Big Brother* in *1984*).

- Literary translations benefit from footnotes and glossaries rather than direct replacement of realia.

These findings align with previous research by Zhabayeva (2023), Szabina (2024), and Kharina (2019), who emphasize that translators must balance semantic accuracy with reader comprehension. Future studies should examine reader perception of different realia translation strategies and their effectiveness in maintaining cultural immersion.

Conclusion

The translation of cultural realia in literary texts requires a delicate balance between semantic accuracy and pragmatic adaptation, as these terms carry deep cultural significance that may not have direct equivalents in the target language. This study has demonstrated that different translation strategies—retention, adaptation, explicitation, and hybrid approaches—serve varying purposes depending on the text genre, audience familiarity, and cultural context. While foreignization helps preserve authenticity in historical and literary works, domestication can enhance accessibility in contemporary texts. The most effective approach often involves a combination of retention and explanation, allowing readers to engage with the original culture while maintaining comprehension. As translation continues to evolve, especially in digital and audiovisual media, future research should explore reader reception of different realia translation methods and their impact on cultural understanding in a globalized literary landscape.

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Communicative Approach in Foreign Language Teaching: Advantages and Limitations

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Abstract

The Communicative Language Teaching (CLT) approach has transformed foreign language education by prioritizing fluency, interaction, and real-world communication over rote memorization and grammar drills. This method promotes student-centered learning, task-based instruction, and the use of authentic materials, making language acquisition more engaging and effective. However, despite its advantages, CLT faces several challenges, including limited emphasis on grammatical accuracy, difficulties in assessment, and resistance in non-native English-speaking contexts. Traditional grammar-based testing often fails to measure communicative competence, highlighting the need for more effective assessment models. Additionally, teacher preparedness and classroom management remain barriers to CLT's full implementation, especially in large class settings and regions where traditional teaching methods dominate. Future developments in blended learning, adaptive teaching strategies, and AI-driven assessment tools could help bridge the gap between fluency and linguistic accuracy, ensuring that learners develop both communication skills and structural competence. This paper explores the advantages and limitations of CLT, discussing potential solutions for integrating communicative approaches with structured learning methodologies to create a balanced and effective language teaching framework.

Keywords: Communicative Language Teaching, fluency, task-based instruction, language assessment, foreign language education

1. Introduction

Communicative Language Teaching (CLT) is a widely recognized approach in foreign language education that prioritizes meaningful communication and interaction over rote memorization and grammar drills. Unlike traditional methods that emphasize grammatical accuracy, CLT encourages students to develop fluency, pragmatic competence, and real-world language skills through task-based activities and authentic interactions (Richards, 2005). The approach views language as a tool for communication rather than merely a set of rules, making it particularly effective for enhancing communicative competence in second-language learners.

The roots of CLT can be traced back to the 1970s, when linguists and educators began to question structural and grammar-translation methods, which primarily focused on accuracy rather than communication. The influence of sociolinguistics and discourse analysis played a significant role in shaping the communicative approach, as researchers such as Canale and Swain (1980) proposed that effective language use involves

not only grammatical competence but also sociolinguistic, strategic, and discourse competence. This shift marked a departure from traditional drill-based learning towards a learner-centered, interaction-driven methodology that better prepares students for real-life language use.

While CLT offers numerous advantages, including improved fluency, increased student engagement, and cultural awareness, it is not without its challenges. Critics argue that the focus on communication often comes at the expense of grammatical accuracy, making it difficult for learners to develop structured proficiency in writing and formal language use (Sato & Kleinsasser, 1999). Additionally, assessing communicative competence remains a complex issue, as standardized language tests often fail to capture authentic language use. Moreover, implementing CLT in non-native English-speaking countries can be challenging due to educational traditions, teacher preparedness, and institutional constraints (Yu, 2001). This article explores the advantages and limitations of the communicative approach in foreign language teaching, offering insights into its effectiveness, challenges, and future directions.

2. The Advantages of the Communicative Approach

Enhancing Language Fluency and Real-World Communication

One of the primary advantages of Communicative Language Teaching (CLT) is its ability to improve students' fluency and real-world communication skills. Unlike traditional language teaching methods that focus heavily on grammar rules and memorization, CLT emphasizes interaction and practical language use. This approach encourages students to engage in conversations, express their ideas, and respond to real-life situations, which helps them develop confidence in their speaking abilities (Savignon, 1987).

A key feature of CLT is its focus on meaningful communication rather than mechanical language exercises. Instead of practicing isolated sentences, students participate in discussions, role-plays, and problem-solving activities that require them to use the language in context. This communicative focus enhances their ability to navigate social interactions, negotiate meaning, and adjust their speech according to the situation. As a result, learners develop not only grammatical competence but also pragmatic and discourse competence, which are essential for effective communication (Canale & Swain, 1980).

Moreover, studies have shown that CLT significantly improves fluency, as students are exposed to authentic conversations and interactive tasks. By reducing the fear of making mistakes and shifting the focus to meaning rather than accuracy, this approach creates a more engaging and motivating learning environment. Research indicates that students trained under communicative methods demonstrate higher levels of spontaneous speech production and better comprehension in real-life communication scenarios (Jacobs & Farrell, 2003). Therefore, CLT plays a crucial role in preparing language learners for real-world interactions, making it a highly effective approach in foreign language education.

Student-Centered Learning and Engagement

A defining characteristic of the Communicative Language Teaching (CLT) approach is its learner-centered nature, which shifts the focus from the teacher as the primary source of knowledge to the students as active participants in their own learning. Unlike traditional teacher-fronted methods, CLT encourages student autonomy, interaction, and engagement, fostering a learning environment where students take responsibility for their language development. By emphasizing real-world communication tasks, this approach helps learners develop confidence and motivation in using the target language in practical situations (Richards, 2005).

CLT promotes collaborative learning through activities such as pair work, group discussions, and role-playing, which encourage students to engage with their peers in meaningful conversations. These communicative tasks require learners to exchange information, negotiate meaning, and solve problems together, helping them develop not only linguistic competence but also social and cognitive skills. Research suggests that collaborative learning environments lead to greater student motivation and improved retention of new vocabulary and grammatical structures, as learners actively construct knowledge rather than passively receiving it (Dos Santos, 2020).

Additionally, the interactive nature of CLT helps reduce anxiety in language learning, as students practice speaking in a supportive and engaging atmosphere. When learners work in pairs or small groups, they feel less pressured compared to speaking in front of the whole class, which increases their willingness to take risks and experiment with the language. This sense of security and active participation enhances both language fluency and confidence, making CLT an effective approach for promoting student-centered learning in foreign language education (Sato & Kleinsasser, 1999).

Task-Based Learning and Authentic Materials

One of the key strengths of Communicative Language Teaching (CLT) is its emphasis on task-based learning and the use of authentic materials to enhance language acquisition. Unlike traditional methods that rely on scripted dialogues and artificial exercises, CLT incorporates real-world texts, multimedia content, and interactive tasks that reflect everyday language use. Authentic materials, such as newspaper articles, podcasts, interviews, and real-life conversations, expose learners to the natural rhythms, vocabulary, and cultural nuances of the target language. This approach increases motivation and engagement, as students see the immediate relevance of what they are learning to real-world communication (Brandl, 2008).

Task-based instruction in CLT also fosters critical thinking and problem-solving skills, as students must navigate language challenges through meaningful interaction. Rather than passively absorbing grammar rules, learners participate in role-playing activities, debates, simulations, and project-based tasks that require them to analyze, synthesize, and apply their linguistic knowledge in dynamic contexts. For example, a task that requires students to plan a trip, negotiate a business deal, or conduct a survey in the target language pushes them to think strategically and use the language in an authentic and purposeful way (Lee & VanPatten, 1995).

Furthermore, task-based learning helps students develop autonomous learning strategies, as they must adapt to different linguistic and situational demands. Research indicates that learners engaged in interactive, task-driven environments demonstrate higher retention rates, increased language flexibility, and improved problem-solving skills compared to those following traditional grammar-based instruction (Hiep, 2007). By integrating real-world tasks and authentic materials, CLT provides students with the tools and confidence necessary to communicate effectively in diverse settings, making it a highly effective approach in foreign language education.

Cultural Competence and Pragmatic Awareness

One of the essential aspects of Communicative Language Teaching (CLT) is its role in developing intercultural communication skills. Language is not just a set of grammatical structures; it is deeply connected to culture, social norms, and pragmatic conventions. CLT emphasizes real-world communication, which includes understanding the cultural context in which language is used. Through authentic dialogues, role-plays, and exposure to diverse communicative situations, students learn how to

interpret meaning beyond literal translations and interact appropriately in different cultural settings (Savignon, 2007).

A major advantage of CLT is that it encourages students to develop pragmatic awareness, helping them use language in ways that are socially and culturally appropriate. For instance, learners may know how to form a grammatically correct sentence, but without pragmatic competence, they might struggle with tone, politeness levels, or indirect expressions. CLT addresses this by integrating situational dialogues, cross-cultural discussions, and exposure to native speakers, ensuring that students not only speak accurately but also appropriately in various communication contexts (Hiep, 2007).

Understanding social and cultural contexts is crucial for avoiding miscommunication and cultural misunderstandings, especially in an era of global connectivity. CLT-based instruction often includes media resources, real-life case studies, and intercultural exchange activities, allowing students to experience language as it is used in different cultures. Research has shown that learners exposed to CLT develop better adaptability and confidence in cross-cultural communication compared to those following rigid, grammar-centered curricula (Yu, 2001). By fostering cultural competence alongside linguistic proficiency, CLT ensures that learners are better prepared to engage effectively in international and multilingual environments.

3. Limitations and Challenges of the Communicative Approach

Lack of Emphasis on Grammar and Accuracy

One of the most common criticisms of the Communicative Language Teaching (CLT) approach is that it prioritizes fluency over grammatical accuracy, potentially leading to learners who can communicate effectively but with persistent structural errors. Critics argue that while CLT enhances spontaneous communication, it does not provide enough explicit grammar instruction, which is essential for developing a strong foundation in language structure. As a result, students may develop confidence in speaking but struggle with accuracy in formal writing and academic settings (Sato & Kleinsasser, 1999).

The challenge lies in balancing communicative competence with linguistic correctness. While real-world interaction is crucial, an overemphasis on fluency without reinforcing grammar rules may result in fossilized errors—mistakes that become ingrained in learners' language use over time. This issue is particularly problematic in academic and professional settings, where precise language use is expected. Some researchers suggest that a hybrid approach, which integrates explicit grammar instruction alongside communicative activities, may provide a more balanced method for developing both accuracy and fluency (Dörnyei, 2009).

Furthermore, in some educational systems where standardized testing plays a significant role, students who learn through CLT may find it difficult to meet traditional grammar-based assessment criteria. Since many exams still emphasize syntax, vocabulary, and written accuracy, learners trained solely in communicative methods may underperform in structured assessments (Yu, 2001). Therefore, while CLT is highly effective in fostering communication skills, it must be supplemented with structured grammar practice to ensure that students gain both communicative confidence and linguistic precision.

Difficulties in Assessment and Standardized Testing

One of the major challenges of the Communicative Language Teaching (CLT) approach is the difficulty of assessing communicative competence objectively. Traditional language assessments focus primarily on

grammar accuracy, vocabulary knowledge, and reading comprehension, which can be measured through standardized testing methods such as multiple-choice questions and fill-in-the-blank exercises. However, communicative competence is a multidimensional skill that includes fluency, interaction, pragmatics, and contextual appropriateness, making it more complex to evaluate using conventional exams (Savignon, 2007).

A key limitation of CLT is the mismatch between traditional grammar-based exams and performance-based evaluations. Many standardized tests, particularly in non-native English-speaking countries, still emphasize rote memorization and written accuracy, which does not align with the core principles of CLT. In contrast, communicative-based assessments, such as oral interviews, role-plays, and situational dialogues, provide a more accurate measure of language proficiency in real-life contexts. However, these assessments require trained evaluators, more time, and subjective judgment, making them more challenging to implement on a large scale (Canale & Swain, 1980).

Another issue is that many educational institutions continue to prioritize test scores over communicative ability, leading to resistance in fully adopting CLT. Since standardized tests often dictate teaching methodologies, some educators feel pressured to return to traditional grammar-focused instruction to help students achieve higher test results (Yu, 2001). This creates a dilemma for teachers who support CLT but must prepare students for exams that do not measure communicative competence effectively. To bridge this gap, some researchers advocate for the development of integrated assessment models that combine both structured testing and communicative performance evaluations, ensuring that learners are assessed fairly on all aspects of language proficiency (Richards, 2005).

Classroom Management and Teacher Preparedness

The successful implementation of Communicative Language Teaching (CLT) largely depends on well-trained teachers who can effectively apply its principles in the classroom. Unlike traditional grammar-based methods, which follow structured lesson plans and predictable exercises, CLT requires teachers to facilitate dynamic, student-centered learning environments where interaction, discussion, and real-life communication are prioritized. However, many teachers, particularly in non-native English-speaking countries, lack adequate training in communicative methodologies, making it difficult to transition from traditional instruction to learner-centered approaches (Sato & Kleinsasser, 1999).

One of the major challenges teachers face in CLT classrooms is managing large class sizes while ensuring meaningful interaction among students. Since CLT relies on pair work, group discussions, and interactive tasks, maintaining classroom discipline and ensuring that all students remain engaged can be difficult, especially in overcrowded settings. In large classes, not all students have equal opportunities to participate, and teachers may struggle to provide individualized feedback on communicative performance. This often results in some students dominating discussions while others remain passive, reducing the overall effectiveness of the approach (Dos Santos, 2020).

Additionally, teachers implementing CLT must be able to adapt lesson plans, manage time effectively, and assess communicative competence in real-time. Many educators report feeling unprepared to handle the flexibility required by CLT, particularly when balancing fluency-focused activities with grammar instruction. Without proper training and institutional support, teachers may revert to traditional teaching methods that emphasize structured drills and grammar exercises rather than communicative tasks (Yu, 2001). To address these challenges, ongoing professional development programs, teacher training workshops, and curriculum adjustments are necessary to equip educators with the skills and confidence to

effectively manage CLT classrooms while maintaining a balance between interaction, accuracy, and engagement (Richards, 2005).

Contextual Challenges in Non-Native English-Speaking Countries

The implementation of Communicative Language Teaching (CLT) in non-native English-speaking countries often faces significant resistance due to deeply rooted traditional teaching practices. Many educational systems, particularly in Asia, the Middle East, and parts of Europe, have historically emphasized grammar-translation and rote memorization methods, where language learning is viewed as the mastery of rules rather than a communicative skill. As a result, both educators and students may struggle to adapt to CLT, which prioritizes fluency, interaction, and real-world language use over structural accuracy (Yu, 2001).

One of the key barriers to CLT adoption is the influence of national educational policies and assessment standards. In many countries, high-stakes examinations continue to test students primarily on grammar, vocabulary, and written comprehension, rather than spoken communication. Since students' academic success and future job opportunities often depend on standardized test results, teachers feel pressured to focus on exam preparation rather than communicative competence. This misalignment between testing systems and CLT principles discourages schools from fully implementing communicative teaching methods (Savignon, 2007).

Additionally, teacher training and student expectations play a crucial role in determining the success of CLT in non-native English-speaking environments. Many teachers in such contexts have been trained using traditional, teacher-centered methodologies and may lack the confidence or experience needed to facilitate communicative lessons. Moreover, students who are accustomed to passive learning approaches may initially feel uncomfortable with CLT, as it requires them to take an active role in discussions, group work, and interactive tasks. Some learners even believe that grammar-based instruction is the only effective way to learn a language, leading to resistance against communicative activities (Sato & Kleinsasser, 1999).

To overcome these challenges, curriculum designers, policymakers, and educators must work together to create a balanced approach that integrates communicative elements alongside structured language instruction. Providing teacher training programs, revising assessment methods, and gradually introducing CLT principles into the curriculum can help bridge the gap between traditional and communicative approaches, making language learning both effective and culturally adaptable (Richards, 2005).

4. Future Perspectives on Communicative Language Teaching

Integrating CLT with Other Teaching Approaches

As language education continues to evolve, many researchers and educators advocate for a balanced approach that integrates Communicative Language Teaching (CLT) with explicit grammar instruction. While CLT has proven effective in developing fluency, interaction skills, and real-world communication abilities, its lack of focus on linguistic accuracy remains a concern. To address this limitation, hybrid teaching models that combine task-based learning, structured grammar exercises, and communicative activities have gained popularity. This integration ensures that students develop both communicative competence and grammatical precision, making them more proficient in both spoken and written language (Richards, 2005).

One notable framework that supports this balanced approach is Dörnyei's (2009) Principled Communicative Approach (PCA). Unlike traditional CLT, which sometimes neglects explicit grammar instruction, PCA emphasizes the importance of systematic language input alongside communicative interaction. This approach suggests that effective language teaching should incorporate focused grammar practice, controlled fluency-building exercises, and real-life communicative tasks, ensuring that students develop linguistic accuracy without sacrificing spontaneity and engagement. By combining structured teaching with communicative techniques, PCA addresses CLT's limitations while maintaining its strengths (Dörnyei, 2009).

Furthermore, integrating blended learning methods—such as incorporating digital tools, online exercises, and flipped classroom models—can further enhance CLT's effectiveness. These approaches allow students to engage in self-paced grammar study outside the classroom, freeing up more time for interactive communication during lessons. Research suggests that students who receive explicit grammar instruction alongside CLT-based practice tend to achieve higher levels of accuracy and confidence in language use compared to those who follow strictly communicative methods (Hiep, 2007).

Moving forward, the future of CLT lies in adopting flexible, multi-dimensional teaching approaches that cater to different learning styles, linguistic needs, and assessment demands. By striking a balance between fluency and accuracy, communication and structure, educators can ensure that students acquire a well-rounded linguistic foundation, making them more effective and confident language users in both academic and real-world settings.

Technology and the Evolution of CLT

The integration of technology in Communicative Language Teaching (CLT) has significantly transformed how students acquire and practice foreign languages. Digital tools, online collaboration platforms, and virtual exchange programs have expanded opportunities for authentic communication, allowing learners to interact with native speakers, engage in real-time discussions, and receive instant feedback. With advancements in video conferencing, discussion forums, and AI-powered language assistants, students can now practice communication beyond the traditional classroom, fostering a more immersive and interactive learning experience (Warschauer & Meskill, 2013).

One of the key benefits of incorporating technology into CLT is the ability to simulate real-world communicative situations. For instance, virtual exchange programs allow students from different countries to collaborate on projects, discuss cultural topics, and practice the target language in authentic settings. These interactions bridge the gap between classroom learning and real-life communication, making language acquisition more meaningful and contextually relevant. Additionally, online platforms such as language learning apps, virtual classrooms, and AI-driven chatbots provide learners with continuous opportunities to engage in task-based communicative activities, reinforcing fluency and confidence (Singhal, 1997).

Furthermore, blended learning and flipped classrooms have enhanced the communicative potential of CLT. In a flipped classroom model, students study grammar rules, vocabulary, and theoretical concepts through pre-recorded lectures, interactive modules, or online exercises before attending class. This approach frees up classroom time for communicative practice, allowing teachers to focus on discussion-based activities, role-playing, and real-time collaboration. Research suggests that students in blended learning environments demonstrate higher engagement and improved speaking proficiency, as they have more opportunities to actively use the language in meaningful ways (Brandl, 2008).

As technology continues to evolve, its role in enhancing communicative competence will only expand. By integrating digital resources, virtual collaboration tools, and interactive platforms, educators can strengthen the effectiveness of CLT, ensuring that students gain both linguistic proficiency and practical communication skills in an increasingly globalized world.

Developing Standardized Communicative Assessment Tools

One of the ongoing challenges in Communicative Language Teaching (CLT) is the lack of standardized assessment tools that effectively measure fluency, interaction, and pragmatic competence. Traditional language assessments have primarily focused on grammar, vocabulary, and reading comprehension, often neglecting real-world communicative ability. As CLT continues to evolve, future assessment models must prioritize performance-based evaluations that capture a learner's ability to engage in meaningful conversations, respond appropriately in social contexts, and adapt language use according to situational demands (Savignon, 2007).

A key development in communicative assessment is the use of task-based performance tests, where learners are evaluated based on their ability to complete communicative tasks in realistic scenarios. Unlike traditional multiple-choice exams, these assessments focus on interactional competence, including turn-taking, negotiation of meaning, and the appropriate use of discourse strategies. Researchers advocate for the integration of role-plays, interviews, and real-time discussions as part of standardized testing, ensuring that students are evaluated based on their actual communicative ability rather than their memorization of grammatical structures (Canale & Swain, 1980).

Additionally, the role of AI and adaptive learning technologies is expected to transform communicative assessment in the coming years. AI-powered language assessment tools can analyze spoken and written responses, providing instant feedback on fluency, pronunciation, coherence, and grammatical accuracy. These technologies, combined with natural language processing (NLP) algorithms, can track a learner's progress over time and offer personalized recommendations for improvement. AI-driven speaking assessment platforms, such as automated conversation evaluators and virtual tutors, can also simulate real-life conversations, ensuring that assessments align with CLT's core principles of interaction and meaningful communication (Warschauer & Meskill, 2013).

As technology-driven assessment methods become more sophisticated, the future of CLT will rely on comprehensive evaluation models that integrate both traditional linguistic measures and communicative performance metrics. By developing standardized assessment tools that accurately measure fluency, interaction, and pragmatic competence, educators can ensure that language learners are not only proficient in grammatical structures but also capable of effective communication in real-world settings.

Conclusion

The Communicative Approach (CLT) has revolutionized foreign language teaching by shifting the focus from rote memorization and grammar drills to fluency, interaction, and meaningful communication. By emphasizing real-world language use, student-centered learning, and task-based instruction, CLT has proven to be an effective method for developing linguistic confidence and pragmatic competence. However, despite its strengths, the approach faces several challenges, particularly in balancing fluency with grammatical accuracy, assessing communicative competence objectively, and adapting to different educational contexts. Many critics argue that CLT's lack of emphasis on formal grammar instruction can lead to fossilized errors, making it necessary to integrate explicit linguistic input within communicative

tasks. Furthermore, the difficulty of assessing communicative ability through standardized tests remains a barrier to widespread adoption, requiring new performance-based evaluation models that accurately measure fluency, interaction, and pragmatic skills. Additionally, in non-native English-speaking countries, the successful implementation of CLT is often hindered by traditional educational policies, teacher training limitations, and resistance to change, highlighting the need for institutional support and gradual curriculum modifications. Moving forward, a balanced teaching approach that incorporates structured grammar instruction, task-based learning, technology-enhanced communication, and standardized communicative assessments is essential to maximizing the effectiveness of CLT. By combining the strengths of traditional and communicative methods, educators can ensure that language learners develop both fluency and accuracy, preparing them for academic, professional, and real-world language use in an increasingly globalized society.

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Professional Ethics in Health Management Lays the Foundation for Respecting Patient Rights

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Abstract

Protecting the privacy of individuals and respecting their rights has been recognized as an important concept and a basic need in human life. To protect the privacy of patient information and prevent information disclosure, hospital managers and officials must implement new approaches to minimize the risk of patient privacy.

Healthcare and medical management ensures and maintains human health, respects the rights and privacy of patients, and responds to a fundamental and ongoing human need. It is also a very important issue that its true blessing and fruitfulness depend on the integration of those services with moral values and human virtues.

This integration leads to the satisfaction of God and the provision of people's needs in an appropriate manner and towards human perfection; In this regard, discussing the application of professional ethics in the health and medical sector, especially in its management system and in order to respect the rights of patients, is undoubtedly a necessary and worthy step. The truth is that ethical characteristics must appear in human behavior in order to increase ethical values. In this way, the spirit of service and godliness will replace egoism and selfishness arising from ego and self-centeredness.

Based on a review of the relevant scientific literature, this article provides an overview of the concept of ethics and patient privacy and examines the role of health and medical management in hospitals in this category.

Key words: Professional ethics, Health Management, Patient Rights

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Introduction

Patients' rights are nothing more than the protection of human rights in a specific area, namely health and wellness services. The protection of these rights does not indicate opposition to health and wellness service providers, but rather reflects the aspects of their relationship with patients and enables both parties to manage their relationships for the benefit of patients.

The protection of patients' rights should not lead to interference in the medical profession, as some national medical associations claim, because the legal framework of patients' rights does not interfere with the medical profession in any way. It is for this reason that in all laws related to patients' rights, the issue of medical error is separately addressed under criminal law, but in any case, it is very difficult to break the habit and is resistant to change.

Patients' rights as an independent subject gradually gained formal recognition in industrialized Europe and North American countries from the early 1960s and expanded until they encompassed most European countries by the early 21st century (Androla, 2008).

The purpose of the Patient's Bill of Rights can be stated as follows: To defend human rights in order to preserve their dignity and honor and to ensure that in cases of illness, especially in medical emergencies, their body and life are protected without discrimination on the basis of race, age, sex, or financial ability.

The Patient's Bill of Rights states that the patient has the right to receive respectful care, to receive accurate information from doctors and other individuals who are directly caring for him or her about the diagnosis, type of treatment, and prognosis of the disease, and to decide whether to continue treatment or refuse the recommended treatment, and to keep his or her treatment plan confidential. (Sedqiani, 1998:118-483).

Patients, as consumers of health services, have rights that nurses, doctors, and other health professionals are responsible for upholding and protecting. These include personalized care, respect for beliefs, values, and legitimacy, and participation in care decisions (Wise, 1995).

Respecting patients' rights leads to improvements in care and patient satisfaction (Smeltzer & Barr, 2000). A human being is a being with physical, mental and social dimensions who has special rights during periods of health and illness. (Fiesta,, 1998:6-62).

In a nutshell, patient rights are the concept of services that a person is entitled to receive during their illness. These rights include the right to choose and make decisions, to accept treatment or to give informed consent to treatment, the right to receive appropriate treatment, the right to maintain medical secrets and confidentiality, and the right to value individuals, the right to respect, the right to object, and the right to protection and careful monitoring regardless of financial, political, geographical, racial, and religious status. (Fumshi,et,al.2021:35-45).

Informing patients, involving them in decision-making, and respecting their rights also accelerates their recovery, reduces the length of hospital stays, and reduces the likelihood of them returning to the hospital, which is of great economic and social importance. (Igder,et,al. 2000:20).

The existence of a patient rights statement can play a significant role in improving the status of patients and the quality of health care services. (Bandman, and Bandman, 1995). The first professional group to issue a patient rights statement was the National Nurses Association in 1959.

This statement recognized patients as partners and collaborators in care. (Chahillm, 1992). A human being is a being with physical, mental, social and spiritual dimensions and has rights in health and illness that he cannot defend, support and obtain without the help of others. (Joolaee, et, al. 2006; Thompson and Melia, 2000).

Years ago, health professionals thought of doctors as the only ones who were knowledgeable about human health and wellness and were allowed to determine the fate of patients; (Ellis and Hartley, 2001) As a result of their vulnerability, patients were exposed to the shortcomings and weaknesses and strengths of the health and medical system (Lenin, 1998).

However, today, the increased awareness of society regarding health and medical issues and the increasing costs of using these services have led to the emergence of an active movement among the claimants. (Thompson and Melia, 2000).

And they expect hospitals and medical staff to take full responsibility for the medical services and care they provide, and they take action if their expectations are not met (Ellis and Hartley, 2001; Dugas, 2007).

Ethics and its importance in the organization

Ethics is a knowledge that is formed from human voluntary actions based on a rational process and is a set of principles and standards of human behavior that determine the behavior of individuals and groups. In fact, ethics is a rational thought process that aims to determine what values should be maintained and propagated in an organization and when. (Irannejad ,2006).

Regarding the importance of ethics and the use of an ethical charter in an organization,(Alwani,2004) considers ethics important as a regulator of relationships between people and believes that in management, this internal mechanism, without the need for external levers, is capable of ensuring ethical performance in employees and creating an ethical organization. The role of ethics in performance and behavior, in decision-making and choices, in interactions, and Communication is important and decisive, and a manager cannot be successful in carrying out his duties without a moral system. This moral system in an organization is called a code of ethics, which plays a vital role in the organization.

What is ethical behavior?

Ethical behavior is that which is accepted as good or right as opposed to bad or wrong in a social context. Just because an act is not illegal, it does not necessarily mean that it is A specific situation is not considered moral. Because values vary, the question "What is moral behavior?" may be answered in different ways by different people.

- The four perspectives on moral behavior are:

The utilitarian perspective: Ethical behavior brings the greatest benefit to the greatest number of people.

The perspective of individual authenticity: Ethical behavior is that which best serves one's long-term interests.

The perspective of rights and morality: Ethical behavior is that which respects basic human rights.

The perspective of justice: Ethical behavior is that which is impartial, just, and equitable in dealing with people. (Irannejad ,2006).

Professional Ethics of Management and Its Role in the Organization

Today, the emphasis on ethical discussions has been expanding, and one of the effective ways to conduct ethical discussions and implement the discussion of ethics in society is to pay attention to the discussions of ethics in decision-making or ethics in management science.

With the expansion of research in the field of ethics in management science in recent years, a desirable future for ethics in the field of management science and decision-making can be imagined.

Ethics are the values and norms of a society that are reflected in the behavior of its individuals. How to apply ethical principles to specific matters is the same as applied ethics, which includes economic ethics, medical ethics, environmental ethics, scientific ethics, ethics in education, and ethics in management and organization science.(Ghasemi,2018).

The debate on ethics is in fact the most important challenge of modern management, because it expresses the conflict between economic performance (which is measured by revenues, costs and profits) and social performance (which is expressed in the form of the organization's commitments internally and externally towards others); (Hesmer,2010) In other words, a balance and equilibrium must be created between economic performance and social performance.

Success in an organization results from the creation and implementation of an ethics management system in the organization. Organizational ethics is based on trust. Weakness in the ethics system and a tendency towards distrust will lead to reduced communication and increased organizational losses, and management will move towards passive control.

In this way, the energy of the organization is transformed into negativity, so the knowledge that can act as a catalyst for rationalizing the organization based on a humanistic perspective is professional ethics. Professional ethics is in fact a rational thought process that aims to realize what values, where and how should be maintained and propagated in the organization and be committed to them. (Sarmadi and Shalbaf, 2007).

Health Management and Its Role in Protecting Patient Rights

By informing patients of their legal rights in healthcare facilities and raising their demands and expectations, all those involved in providing patient care should also be aware of the rules and regulations related to patient rights so that they can take steps to fulfill these demands and expectations, as well as provide better and higher quality care with dignity and respect for patients. Meanwhile, the awareness of hospital and medical center managers is important in many ways:

- The manager, as the person responsible for implementing laws and regulations in hospitals, must inform the employees of his subordinates of the legal rules and regulations related to health and medical matters, and before informing the employees of these regulations, he must himself have complete knowledge of them.

- The manager's awareness is the reason for his ability to align the wishes and expectations of patients with the legal rules and regulations related to patients' rights. Patients may have wishes that are outside the scope of their legal rights. Therefore, the manager, with awareness of patients' rights, can make decisions about fulfilling their wishes.

- The manager's awareness can lead to future planning for the provision of facilities, equipment, and processes that will fulfill the legitimate wishes of patients and will lead to their satisfaction.

- In legal proceedings and complaints by patients against hospitals and their employees, the hospital manager is the party to the proceedings who needs to be aware of the laws and regulations related to patient rights so that he can defend the rights of hospitals and employees in court.

- In today's competitive world, in discussions related to the quality of medical services and care, customer focus and customer satisfaction are the main and important priorities.

One of the important factors in patient satisfaction is paying attention to their wishes and respecting their rights, and providing care with respect, which will lead to their satisfaction, and ultimately, the medical institution will achieve its most important goal, which is patient satisfaction with the services provided. Therefore, managers' awareness of patient rights will lead to the formulation of goals and plans for providing better services to patients in order to achieve their satisfaction. (Zarei , et, al.2010)

The patient's rights must be respected by the medical team and hospital management, and as long as these rights are unknown to them, their implementation will not be possible. In some studies conducted in this field, the lack of awareness of staff and management about patient rights has been cited as the most important reason for conflict between patients and hospitals. (Zarei , et, al.2010)

This issue will create major challenges for hospital management, given the increasing awareness of patients about their rights. Therefore, raising the awareness of hospital managers in the field of patient rights and privacy seems to be necessary and inevitable.

Considering the studies conducted in this field and the evidence of lack of awareness among management regarding the respect for patients' rights, the researcher proposes some suggestions to raise the awareness of hospital managers as the main arm of preserving and respecting patients' rights and their privacy in hospitals:

- The patient rights charter is prepared and regulated in written form by the officials and higher authorities (council) and is available to hospitals and Other medical centers will be located.

- Course units under the title of patient rights, professional ethics in management, medical ethics and related disciplines should be included in the curriculum of the graduates who will work in hospitals and deal with patients.

- Emphasize and promote the discussion of professional ethics in hospitals and familiarize managers and officials with ethical issues through organizing classes and training courses.

- Organizing and conducting training classes for managers on familiarizing them with the various roles in the medical profession and the importance of patient rights and their observance by the medical-care team.

- The Patient Rights Charter in the form of booklets, pamphlets, and educational packages should be made available to patients and their companions so that they can become familiar with these issues and be able to claim their rights in hospitals.

- Hospital management must provide conditions for healthcare team members under which the patient can directly use his/her personal space and have control over his/her personal space.

For example, asking permission and entering patients' rooms with consideration to provide them with treatment or special care, explaining care and treatment methods to the patient before performing them, and not touching the patient's tools, objects, and personal space are among the actions that maintain the patient's privacy and solitude. In this way, the patient's confidence will increase, and this increase in self-confidence will help to increase the maintenance of his privacy and solitude.

Conclusion

Respect for patient rights should be included in some way in the training programs of managers and employees. One of the measures that helps to achieve this is to pay attention to the discussion of ethics and professionalism and its promotion in the hospital environment, especially among hospital managers.

The dominance of professional ethics in hospitals, especially among managers and administrators, can greatly contribute to the organization's visibility in reducing tensions and achieving effective goals, and make the organization more responsive.

Today, having professional ethics, especially paying attention to and promoting them in matters related to patient rights, is considered a competitive advantage in hospitals. It can also be concluded from the findings of this article that professional ethics have a significant impact on the activities and results of the organization.

Respecting the principle of ethics in hospitals, especially in matters related to patient rights, increases patient satisfaction, increases productivity, improves communications, increases security, and reduces risk, because when ethics prevail in an organization, the flow of information is easily facilitated and the manager is informed of an incident before it occurs.

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The Impact of Artificial Intelligence Technology on Human Resources Performance in Organizations

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Abstract:

With the changing business landscape, human resource management faces new challenges that must be addressed while ensuring optimal growth and development of the organization. This study identifies the application of artificial intelligence technology in human resource sectors related to recruitment and selection, board attendance process, employee retention, compensation management, general employee management, and employee retention.

The integration of artificial intelligence with human resource management practices is changing the way companies hire, manage, and engage with their workforce. Using artificial intelligence, machines can now make decisions based on historical data and behavioral patterns more accurately than people. As a result of this change, all physical work has been replaced by machines, forcing human resource professionals to take on more strategic roles.

This study presents the advantages of using artificial intelligence and the challenges facing organizations in implementing artificial intelligence in various human resource management units, as well as the benefits of artificial intelligence for organizations seeking to increase the effectiveness and efficiency of their human resource functions.

Keywords: Artificial Intelligence, Technology, Human Resource Management

Introduction:

Artificial Intelligence (AI) is a technology designed to mimic the problem-solving skills of humans. In addition, AI is constantly improving by learning from collected data.

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A lot has changed in the world since 1955, when Newell Allen and Simon A. Herbert created the Logic Theorist program, which is considered the first artificial intelligence in history. Since then, we as a society have moved beyond the scary stories and narratives that existed about it and created for ourselves the amazing opportunities that this technology brings to improve personal lives, businesses, and more.

Artificial intelligence is a branch of science and technology that has been used effectively for decades. AI has become an essential part of organizational practices in various fields and is now one of the leading technologies of the current era.

This branch has become a potential need for every part of human resources based on technological approaches and plays its role in the development of the entire organization, so that technologies are and will be based on artificial intelligence.

After the 1950s (Prasana Matsa, 2019). Human workers began to replace machines in the 1970s. Computers and the Internet began to become a part of working life. (Vivek and Yawalkar,2019) With a new wave of artificial intelligence, investments have increased from millions to billions of dollars between 2012 and 2016.

Employees are an important and essential asset of the organization as their skills and knowledge and play a significant role in the overall performance and productivity of the organization. Artificial intelligence (AI) is a technological tool that gives output after combining technology and human intelligence. Artificial intelligence helps save time and energy for employees with self-regulating tools and processes, and this is what artificial intelligence affects.

Organizational growth depends on how it integrates its work, processes, and machines to create value at low cost. Recently, human resources (HR) has evolved to be driven by technology and data that employees continuously provide to enhance their strategic role.One such technology is artificial intelligence.

Theoretical Foundations:

Artificial intelligence can be defined as a science that aims to replicate aspects of human intelligence such as learning, reasoning, perception, critical thinking, etc. using computer programs that are guided by logic. (Russell and Norvig, 2010) describe AI as an "intelligent agent" because machines can act intelligently by imitating human intelligence, which is made possible by feeding machines with large amounts of data that are tested and trained through machine learning models. It can also be described as the ability of a system to correctly understand input, learn from it, and apply it to achieve specific goals and tasks.

Through adaptive implementation, AI enhances human intelligence because it frees employees from performing tasks that could be automated, thereby enabling them to develop their skills and knowledge in a more productive way. (Kaplan and Haenlein, 2019). Human resource management (HRM) has its roots in the emergence of industrial welfare work since the 1890s. (Wilkinson and Redman, 2013).

There has been a shift from a leadership-driven management system to a more technical management system, which has led to the growth of professionalism in this role. Organizations They can increase the value of their competitive advantage by acquiring, expanding and integrating not only human capital but also physical and organizational resources, and this can be achieved when organizations truly work on their HR practices. Artificial intelligence technology can be integrated with HR functions to provide innovative solutions to employee problems related to HR.

This article attempts to discuss the applications of artificial intelligence in human resource management (HRM), its benefits and challenges. Technology is the systematic application of scientific information and other systematized knowledge to perform scientific tasks.

Technology can be defined as all knowledge, processes, tools, methods and systems used in the manufacture of products and the provision of services. Technology is the practical application of knowledge and tools to assist human endeavor. The term Artificial Intelligence (AI) is used to describe a system that can perform cognitive activities related to the human mind, such as "learning" and "problem solving", as well as or even better than humans.

Recognizing the importance of the organization's workforce as a vital element in achieving organizational goals and multiple uses in human resource activities and functions in a way that effectively and fairly ensures the individual interests of employees, the organization and society.

Although some organizations still use the term personnel administration for activities such as recruitment, selection, compensation and training, the terms human resource management and personnel administration have become more common due to the vital role of human resources in the organization and its challenges in managing human resources more effectively and the growth of professional knowledge that encompasses human resource management and personnel administration.(Sayed Javadin, 2022).

Recent research has shown that artificial intelligence has a beneficial impact on the field of human resources. (Jia, Guo, Li and Chen), (Garima, Vikram and Vinay), (George and Thomas), and (Vivek and Yawalka) in their similar studies discussed the benefits of implementing artificial intelligence in the dimensions of human resource management.

Relationship management, recruitment and selection, compensation management, training and development, performance management, and strategic human resource planning, and more described its benefits to employees, HR professionals, and the organization, and concluded that AI is replacing routine HR jobs with less human intervention, while George and Thomas argued that humans cannot be replaced. Furthermore, they reported how AI helps reduce workload and increase workplace efficiency.

(Jia, Gu, Li, & Chen), (George & Thomas), (Vioque & Yawalka) used secondary data to collect their reports in their research papers, while George and Thomas adopted the interview method (using structured questionnaires) on HR. (Q. Jia,et al. 2018).

They conducted their research using multiple regression or regression analysis (in statistical models, a statistical process for estimating relationships between variables. This method involves many techniques for modeling and analyzing specific and unique variables, focusing on the relationship between the dependent variable and one or more independent variables). To test this hypothesis, they conducted a survey among 115 HR professionals using original data specific to a specific region. (Garima, al et .2020).

Although these articles argue that AI is apparently taking over many functions in the field of HR, a weakness is that they failed to address the challenges that HR departments face when using AI tools in them. (George and. Thomas, 2019).

Jia, Guo, Li, and Chen stated that most organizations are not fully prepared to implement AI in their HR functions, while Vivek and Yawalkar reported that it is difficult to find suitable candidates to manage AI tools and that AI is limiting HR departments (Vivek and Yawalkar, 2019).

There has been no detailed study on the potential challenges of implementing this technology in HRM in an organization. All the authors concluded that AI will have many benefits in various HRM functions. The technique used in their review is mainly secondary data. In this paper, we intend to analyze articles, journals, blogs, and websites. This paper discusses the challenges of implementing AI, identifying career paths, as well as future opportunities that further highlight the identified gaps.

Application of AI in HRM

The impact of AI on HRM is growing rapidly. It has the potential to transform HR operations with relevant and in-depth analytics of various functions. Functions such as recruitment and selection, board attendance, performance management, employee engagement, and employee retention are now being performed with the help of a virtual assistant.

The development of Human Resource Information Systems (HRIS) has provided the foundation for AI applications. HRIS is a process for collecting, storing, maintaining, retrieving, and validating the data an organization needs about human resources, personnel activities, and organizational unit characteristics.

Recruitment and Selection

Human Resource professionals are responsible for attracting talent to the organization and must hire the right person. Finding the right person can be difficult as you try to find the right person in a pool of diverse talent. Shortlisting candidates and conducting screening surveys to find the right person for the job can be a challenging task for HR managers. They must go after the right people while trying to fill job positions as quickly as possible, as a vacant position can cost the organization a lot due to operational delays (Kovach and Cathcart, 1999). Ensuring a good experience for people is crucial because it increases the chances of accepting an offer. It is important to ensure that the prospective team has a good experience from the first contact.

AI can help speed up the hiring process even as the need for hiring continues to increase (Skil al et. 2020) It can contribute to automating repetitive tasks by working on big data analytics to pick up trends. It can also be used to streamline the hiring process during recruitment. AI technology such as chatbots can be added to organizations' websites to engage visitors and increase conversation rates.

Prospective candidates are willing to leave their resume and other basic details behind while chatting with bots. Chatbots can ask questions about the role the candidate is interested in and answer some basic questions asked by them. (Aldulaimi,et al.2020). It is crucial to use 24/7 within 10 minutes of submitting a job application and follow up with them after the job application or interview, otherwise, there is a risk of losing them to more responsive competition.

Software that incorporates AI, such as Chatbot, Applicant Tracking System (ATS), and Customer Relationship Management (CRM), helps provide real-time answers to all questions asked by candidates and provides updates on their progress. Machine learning techniques can be used to help interpret the vast amount of data received and discover patterns that were not previously identified by it. AI technology can be used to review resumes and candidates for a suitable position to identify experience, skills, education level, and many other interests before selecting a candidate. This technology can help narrow down the list of all applicants and categorize those with the most relevant skills. This simply requires considering candidates' willingness to help only based on their qualifications and help them, and eliminating biases.

(Palaniammal,et al.2019). Social media profiles of candidates save the recruiter time to ensure that the selected candidate is the most qualified.

With the deployment of AI in HRM, subjective criteria such as favoritism and nepotism are less likely to be used in the hiring and selection process of potential candidates (Tewari and Pant, 2020).

A recruiter's perspective may be influenced by ethnicity, language, gender, and even race throughout the process. Biases are eliminated by integrating algorithmic assessment platforms with automation and AI. The advantage of this platform is that if bias is discovered after an audit, it can be changed to reduce or eliminate it.

Hiring

A good onboarding process makes employees feel better about the organization, stay more engaged, and are more eager to stay longer. However, these employees require more attention and handling them individually is a challenging task.

Artificial intelligence can automate the onboarding process, thereby turning it into a self-service process, allowing these individuals to easily coordinate with the workforce and management team and help streamline manual and time-consuming tasks. (Bauer, 2010).

The onboarding process is important from the very beginning, as this is where recruits form their impression of the organization. Intelligent chatbots also play a role in this process. AI-based chatbots can help collect data, provide recruits with the information they need, organize information, provide forms to fill out, provide recruits with the necessary documents, and provide any online guidance to recruits.

These chatbots can also help set up new accounts for these new people and integrate them into the organization's system without IT support. The automated AI onboarding process provides flexibility in terms of time and location, as it allows recruiters to integrate into the system at their own pace. (Clark, 2022).

This also reduces administrative tasks and leads to a faster onboarding process. These chatbots can also receive feedback from recruiters to help them better serve them and provide a better onboarding experience.

Training and Development

HR professionals need to ensure that employees have the right skills and experience to meet individual and organizational needs and ambitions through learning and development. Learning and development helps in coping with change, tracking the application of skills, keeping learners engaged, developing soft skills, developing leaders, instilling conflict management skills, and promoting proficiency and skill.

A proper training facility is essential for any organization to have a technically skilled and professional workforce. Employees need to be aware of the latest trends and developments related to their field. HR departments may now train and assess personnel using AI-based tools.

AI tools can detect skill gaps and create training programs for employees according to their needs. (Premnath, and Chully 2019). AI can help create customized learning paths for new hires based on their skills and match them based on their interests. (Miles, 2022)

Large organizations will find this very useful in understanding the core skills and interests of their employees, which helps them align these skills and interests with their learning paths and the skills needed for projects. This technology can also be used to analyze employee training metrics and determine which employees need more training and the training each of these employees needs.

The right tools and implementation of AI help employees learn better and faster, which leads to better personal and professional growth, which in turn leads to higher productivity. AI-based training programs make it possible for each employee's needs to be met because the information they need is provided to them at the right time. AI-based tools can also automate the learning process by creating learning and development videos. (Meglio,2022).

These training videos can be used repeatedly and even translated into different languages without the need to re-shoot or re-hire voice actors. A learner is more likely to go for video than text, as video is one of the most effective ways to convey knowledge. A boring text document or text-based training material can be transformed into an engaging video in a matter of minutes using AI technology.

Performance Management

It is very important to have a defined performance management. The performance management structure and the impact of the training conducted by the organization can also be tracked with this. Goals and objectives The traditional method of performance management requires a lot of time, steps such as setting goals, conducting self-assessments, evaluating managers, etc. (Dharmatti ,2020).

AI can help in real-time monitoring of the goals that the organization is aiming for. It can also help provide information about the potential of employees and tell which employees are performing well and which can be very important information for HR professionals in succession planning.

HR professionals use these tools to set goals to track the performance of teams and individuals, achieve improvements and changes, and save operational time. (Itsquiz ,2022). This will lead to optimal productivity and overall positive results.

Employee Engagement

Employee engagement or working relationships deals with how employers and employees work together to create a fair workplace. Some organizations find it difficult to effectively understand their workforce and their needs. Understanding the workforce helps HR managers of organizations spend a lot of time managing workplace conflicts.

It is the responsibility of HR managers to avoid or resolve these issues in an organization where employees face abusive behaviors such as conflict, sexual harassment, annual leave disputes, bullying, and other employee relations issues that can negatively impact your company.

Chatbot automation can also help in this regard as communication is an important aspect of employee engagement. This platform can make employees more interactive and open. It can provide immediate feedback to employees and HR professionals, whether good or bad. (Gautaam, 2019).

Employees can freely talk about their feelings without having to physically meet or schedule a meeting. Organizations can now predict the level of engagement of their employees through several predictive methods designed by artificial intelligence. AI analytics models can be used to scan various texts in the

form of emails, chatbot messages, notes, media comments, and the like to extract the insights needed to analyze employee engagement.

Now, by analyzing large datasets and extracting important outputs from them, the current and future levels of employee engagement can be predicted. Natural Language Processing (NLP) technology can transform information obtained from various media into structured data for analysis. (Basumallick, 2022).

This technology can perform sentiment analysis and topic analysis. This technology can also help interpret the sentiment behind a text response given by an employee in a survey. This can help assess the overall satisfaction of employees with the organization's performance. This AI-based technology helps save time in analyzing engagement surveys and helps HR professionals identify employee needs and provide quick solutions to these needs.

Compensation Management

This is a vital aspect of HRM. It is the process of analyzing, managing, and determining the incentives and benefits received by each employee. ("What is compensation management? | HiBob." https://www.hibob.com/hrglossary/compensation-managementplanning/ (accessed Dec. 15, 2022).. The compensation and benefits offered by a company play a significant role in determining employee retention. It is becoming difficult for organizations to keep up with the fierce competition in today's corporate world with benefits and compensation.

Human resource management needs to set up compensation and other benefits structures to meet organizational demands. Employee compensation is expected to be fair and competitive as it enables companies to attract and retain the best talent. An effective compensation management system helps in improving both individual and group performance.

Artificial intelligence neural networks can be a useful tool in creating a level of fairness in employee reward evaluation. With the help of big data, this technology can be used to create an intelligent support system and to create a fair compensation evaluation system. AI can save time and help organizations stay up to date on the changing market and employee preferences. Through big data analytics, historical and relevant data can be collected and used to predict future trends in employee compensation.

AI can be used to monitor changes in the job market, ensure that employees are paid competitive wages, and create a system to adjust employee compensation based on performance, thereby encouraging employees to work smarter and harder. AI can help HR professionals create an ideal compensation package for their employees and provide a fair compensation package based on education, experience, skill sets, and more to ensure that businesses move closer to closing wage gaps. (Bauer, 2010).

Employee retention rates are very low in many industries today, which can negatively impact organizational productivity. In a competitive environment, when an employee leaves the workplace, it negatively impacts other team members in terms of motivation and productivity.

Employee burnout also impacts the organization's revenue, increases recruitment and training costs, and reduces organizational growth. Then, hiring new employees to fill the workforce gap becomes a task for HRM. AI-based machine learning solutions can help HR professionals make predictions about employee burnout rates. (Shepherd, 2022).

In the coming years, we will see the expansion of sentiment analysis applications to a wider level in the HR sector to measure employee attitudes, engagement, and roles. This is because many entrepreneurs have started investing in and using these technologies. The World Economic Forum had already reported in October 2018 that the most important problems facing the workforce of the future is the lack of the necessary competencies to keep up with the rapid advancement of technology.

The ability of the workforce to support new technology must be ensured. The gap between industrialized and poor countries has widened significantly due to the digital divide. More seriously, not only because of some decisions made about the price of those technologies, but also because of the nature of the high-level professional and technical skills required to design, operate and maintain digital infrastructure, the need to master basic skills and master ICT. The idea is that skills are crucial to reducing inequality and knowledge gaps in the workforce.

Currently, companies need people who have all the necessary skills. Skill sets, technological skills, employees often find it difficult to learn new AI tools as powerful technology integrates into their roles (Sharma, 2021) and affect the role of human resources in decision-making.

Benefits

AI provides benefits to various industries by reducing the time and effort required to perform complex tasks, resulting in higher accuracy and better results. The amount of time required to analyze data increases along with the amount of HR data. AI-powered software can now easily identify patterns in data and handle critical high-volume tasks.

This helps computers identify errors and discrepancies faster and more accurately than HR personnel. This significantly saves time, leading to higher profit margins. One of the key goals of any organization is to generate revenue, and this has led businesses to maximize the benefits of AI and employee-machine collaboration.

In addition, the use of AI provides HR staff with the opportunity to focus on more challenging activities that require significant human input. This includes building relationships with customers, creating a more engaged workplace, developing employees' careers, and focusing on strategies.

Although many companies still use online learning tools for continuous training, they are often not organized and employees do not get the most out of them. A more effective learning experience is provided by carefully curating and delivering programs using AI techniques.

As a result, AI can reduce costs for various functions in an organization, such as recruitment and training. Through its analytical and predictive power, it provides solutions that are relevant and effective, allowing for better preparation for future challenges.

Challenges

While it is obvious that AI will be useful for the field of HR management in the future, HR professionals must be aware of the potential pitfalls. The main challenge of integrating AI into HR functions is the mindset of employees. The pervasive nature of AI, which enables it to track multiple aspects of employee behavior, is a growing concern among individuals.

Therefore, concerns about the misuse of AI, and the unethical and inappropriate use of shared data, should be properly addressed and all parties involved should be informed of the potential consequences before

using the technology for any purpose that facilitates the transition. Based on the emotional and psychological characteristics that AI lacks, it is currently not possible to monitor human emotions and understand how they can influence human behavior, passion, and ambition. (Pavlou ,2022).

It lacks human touch and cannot point out some of the characteristics that a new hire may or may not have. AI does not understand team dynamics and how different personalities work. Technology cannot replace the ability of an HR manager to interact with people. Although AI can be incorporated into business solutions, it cannot perform some of the face-to-face responsibilities that a manager can. AI technology "learns" from algorithms that process good quality data and is free from bias for analysis. (Dharmatti, 2022).

If a biased AI technology is implemented, the results it produces may be biased. A company's talent acquisition methodology may be biased by chance if it uses bias. AI requires human programming, which means there is room for error or potential bias.

Since AI does not understand the organization, HR professionals lack the global understanding of an organization that an HR department has. An HR professional may conduct detailed study and research of an organization to gain a good understanding of the organization's goals, values, culture, and objectives.

Years of experience in the job also give the HR professional more experience and a better understanding of the job. AI technology may lack the understanding of HR professionals.

Conclusion:

Despite the successful adaptation of the HR sector to the technical change brought about by AI, there is still a lot of work to be done. To fully utilize each new advancement, it is essential to continuously seek solutions to its obstacles. The HR field should also adopt a similar strategy. Based on the numerous studies discussed in this article, it can be easily concluded that data is essential for the application of AI in organizational functions.

Therefore, the HR professional should pay close attention to ensuring the use of reliable data. Artificial intelligence is incorporated into HR management practices to improve planning and decision-making. AI-powered applications have helped businesses increase employee productivity, improve overall workplace efficiency, reduce costs, automate routine tasks currently performed by people, provide intelligent data analytics, and predict the future.

Businesses can only survive and thrive in the current conditions of increasing competition and technological development if they fully embrace AI and understand its value early. The lack of empirical and statistical studies in this field increases the potential for future studies in this area.

Based on the analysis of this article, it can be concluded that the deployment of AI technology in human resource management, when properly applied, can open up unforeseen possibilities. This will keep organizations at the forefront of technological advancement.

Opportunities for Future Research

Researchers predict that in the next few years, AI technology will outperform humans in many tasks and activities. According to experts, AI has the potential to surpass human performance in activities and automate human employment in the coming years. (K. Grace, et 2017).

Some researchers think that AI will only act as a support system and will never completely replace people, but we will definitely see collaboration between people and machines in the future. (Wilson and Daugherty,2018).

The importance of collaborative interaction between machines and humans, where machines predict outcomes and humans make decisions and take appropriate actions, has been emphasized in another study on AI and deep learning. (Stead,2018). If we decide what data to track, review, manage and protect, AI can play a bigger role in human resources. (Ahmed, 2018).

The field of people analytics still has a lot to learn and discover. There will be fierce competition in the market for top talent as more businesses start to adopt AI technology. In this case, the only thing that will separate organizations from each other will be their capacity to meet candidates' digital expectations and provide them with the best experience. (Ahmed, 2018). The sector that best equips its workers to effectively leverage the promise of AI and big data to gain competitive advantage will dominate the industry. (Khatri et al, 2020).

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Incoterms in International Trade Law

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Abstract:

Post-World War II, worldwide trade and commerce in products have expanded considerably. This expansion is strongly correlated with the substantial rise in population and the swift advancement of technology and transportation methods. The requirements and expectations of contemporary society have led to significant transformations in international trade and the economy, resulting in heightened associated risks.

A multitude of private and public international lawyers and legal entities, including the United Nations and various international organizations, have endeavored to unify international trade law to substantially mitigate commercial risks and to legally integrate the economic and commercial activities of international actors under uniform regulations.

The International Chamber of Commerce is one such entity that has been issuing a series of three-letter phrases for the structuring of international buy and sale contracts, known as Incoterms, since 1935. These provisions have been essential in resolving international economic disputes. Whether these cases are adjudicated in domestic courts, through arbitration, or at the cross-border and international levels.

Keywords: Incoterms, Vienna Convention, 1980 Convention on the International Sale of Goods, International Chamber of Commerce, UNCITRAL, International Trade Law, Commercial Custom

Introduction

More than seven billion people live on this planet, all of whom have common and different needs, and they need to be met daily, regularly, and without interruption. For this reason, there are many real and legal persons, each of whom, according to their profession and expertise, delivers part of these needs to consumers in the form of commercial and trade duties in continuous and continuous cycles. Although a major part of trade worldwide is met through non-governmental institutions and companies, governments

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also, due to the necessity of sovereignty and the fact that they consider meeting the needs and demands of the various segments of the population that make up the state element as a factor in stabilizing power, supervise the activities of businessmen in a defined and codified manner, and they themselves, in the form of state companies and organs, and in some countries where the overall authority of the economy is still in the hands of the states and are run in a quasi-socialist manner, non-governmental public companies and institutions take action to prepare and distribute the needs and demands of the state and the people. « Humans act in four different ways to satisfy their needs. These four methods are: "self-production", "recruitment from others", and merchants and traders to meet people's demands on the fourth choice.[1] "Exercise of force" and "exchange", that is, the exchange of assigned effort and in the form of trade in the internal (domestic) or external (international) areas, they act to "trade" goods or provide services.

Although in the past, the provision of services was usually not included in the scope of trade, since three decades ago, especially after the GATs agreement, the provision of services has also entered the scope of activities of the World Trade Organization.

For exchange to take place, it is necessary that firstly there are two parties and secondly, both parties have something of value to exchange with each other and finally each party is allowed to accept or reject the offer of the other party.

The diversity of this type of exchange and transaction, especially when it is to be supplied from another country with different economic, political, cultural and social characteristics and crosses numerous geographical-political borders during the transportation process and bears the sovereign actions of the countries of origin, sometimes along the way of transportation (transit) and destination. It has numerous risks and dangers that include specific legal actions.

In this brief speech, we decide to take a brief look at these actions, especially regarding the specific conditions of shipment, transportation and delivery of goods that have been defined and presented by the "International Chamber of Commerce"[2] under the term "Incoterms".

Part One: International Trade and Its Risks

Today, the term economic self-sufficiency or economic independence has lost its color and smell in the world in its full sense. The volume of world trade, especially after World War II, has grown more than any other activity in the world. Especially in recent years, from about 6.6 in 1998 to about 1 trillion dollars[3] and in 2019 to 19.2 trillion[4].

Such a growth rate reflects the fact that over the last twenty years, the volume of trade transactions in the world has increased by almost 3 times, but this growth has never been in a safe and risk-free environment, or in other words, commercial risks.

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[1] Rousta, Ahmad et al,2003:7.
[2] International chamber of commerce (ICC)
[3] Esmaeilpour,2000:23.
[4] "World Trade Statistics 2019", https://www.wto-ilibrary.org/content/books/9789287047816.

The existence of intense competition in the supply and distribution of goods and services due to the large number of natural and legal persons involved in the production and supply of various human needs in the form of products and services that can be provided has caused that, to the same extent that suppliers seek to stabilize their market and gain local or international fame and reputation, they also take a series of measures in any way in order to earn more income or penetrate a specific market that cause losses to their counterpart.

Despite these issues, the political situation and changes in the economic laws and regulations of countries, environmental and cultural factors, as well as some risks arising from geographical disasters, have caused merchants and traders to be associated with many risks throughout history. These risks can be mainly divided into 4 major categories including: risks rising from economic factors, risks arising from political factors, risks arising from geographical factors, risks arising from the market and competition.

A: Risks arising from economic factors can be likened to the COVID-19 pandemic crisis in a simple example.

Many traders, as usual, spent their capital in the hope of Nowruz purchases, especially for travelers' needs during Nowruz 98, in order to make a profit, but the spread of the coronavirus and the widespread closure of businesses, as well as severe restrictions on movement during Nowruz, caused the situation to not go according to their plans as predicted and traders had analyzed economic factors and market conditions.

This is especially true for large-scale trade, including in the field of energy, and the significant decrease in demand in international markets caused huge losses to traders and trading companies. In addition, severe changes in the macroeconomic environment, especially in less developed countries that rely on a command economy such as Iran, are among the major business risks.

B: Political risks: In many countries, based on some territorial jurisdictions and political and even ideological programs, laws and restrictions are imposed that can disrupt the system of trade planning at national and regional levels.

These factors occur especially in political-ideological challenges that arise between different governments and even in some multi-party or oligarchic systems within the political system, or in macro-political-economic scenes that lead to the confiscation of foreign companies' assets resulting from nationalization, and they create major and potential risks for natural and legal persons active in the economic and commercial fields.

In addition, determining the rules for the entry and exit of goods or changes in their customs is one of the major risks in international trade. Although in recent years, especially with the implementation of World Trade Organization policies in the form of GATs & GAT agreements and other agreements related to that organization, a significant part of these risks have been reduced, such risks are still clearly felt in countries that have not joined that organization or those that have joined and sometimes take unfounded measures based on political considerations in applying maximum contractual tariffs.[1]

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[1] In this case, we can specifically mention the Trump administration's imposition of maximum tariffs on European steel products or similar goods, which caused potential risks for many large trading companies in 2017-2019.

C: Risks arising from geographical-cultural factors: Specific geographical conditions and climatic and natural factors have always been a serious challenge for merchants and traders since time immemorial, which has been mentioned as the most serious risk that often causes the loss of goods. In the past, the risk of pirates or robbers of trade caravans, as well as difficult mountainous routes or hot, burning, and waterless deserts, always occupied the minds of merchants in transporting goods, and the intensity or decrease of these factors played a serious role in the price and supply of goods. In addition, the constant risks of maritime transport have also been a problem, which has fueled many legal discussions about how to transfer the risk of loss of goods from the buyer to the seller, with ships carrying goods sinking or getting lost en route and ending up in territories other than the designated destination, in such a way that for the first time, the discussion of goods insurance was founded by large investment companies in London for this reason.

This issue is important because in international trade, the countries of the buyer and seller, and even their distance, have caused many legal challenges, and such issues still exist despite the advancement of technology and the security of means of transportation and communication routes, and are considered one of the serious risks.

Apart from this, cultural factors and the acceptance or non-acceptance of certain goods and services, including the issue of public order, which is important for governments in establishing and applying rules and regulations, especially those that conflict with good morals in society, are among the other risks that involve traders in their international relations and transactions.[1]

D: Risks arising from market and competition factors: Excessive population expansion, the boom in international trade, and a slight increase in the number of producers, intermediaries, and consumers have created numerous markets that, in accordance with the internal rules and regulations of the countries within the sphere of influence of these markets, especially the economic and political treaties between them, as well as the general and specific principles and rules of the individual market groups, have caused traders to find themselves involved in a very extensive and sometimes confusing manner with rules and regulations that are so difficult to remember and implement that they can pose far-reaching risks to the economic life of traders and commercial companies. Among these market groups, the following can be mentioned.

1. Free trade areas: "Refers to a group of countries that have removed trade tariffs among themselves, but each has its own trade relations with other countries," such as NAFTA .[2]

2. Customs unions: "Refers to a group of countries that, in addition to removing trade restrictions between themselves, have imposed the same tariffs or customs restrictions on non-member countries."[3]

3. Common market: "The common market has all the features of a customs union, in addition to the fact that human resources and capital also flow easily among the member countries." 1.

4. Economic union: "The economic union is a common market in which all the economic policies of the member countries are coordinated."[4]

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[1] Regarding cultural factors, we can mention the tobacco boycott movement during the Qajar era of Iran.
[2] Esmaeilpour,2000:23.
[3] İbid.
[4] İbid.

5. Political union: "The ultimate level of integration of countries is the political union, in which the member countries, in addition to coordinating economic policies, have also formed a political coalition.[1]

Figure-1 Different aspects of market groups and economic alliances in the strengths and weaknesses of common factors

	Removal of domestic tariffs	Common foreign tariffs	Free flow of capital and human resources	Harmonization of economic policies	Political coalition
Trade areas	▓				
Customs union	▓	▓			
Common market	▓	▓	▓		
Economic union	▓	▓	▓	▓	
Political union	▓	▓	▓	▓	▓
	▓	▓	▓	▓	▓

Considering the above-mentioned issues, especially the risks arising from the four factors presented in detail, it can be seen that two major risks always stand out more than others, which are: One is the risk of loss and wastage of cash in the transaction, which may occur due to the seller's failure to fulfill his obligation to deliver the item sold after receiving its price or the delivery of a product other than what was agreed upon (whether due to fundamental defects in the product or the lack of fundamental similarity of the product offered and accepted in the transaction). The other is the risk of loss or serious damage to the product during the transfer of ownership from the seller to the buyer. Given that international transactions have a wide scope and many intervening factors. In the event of any of the aforementioned risks, multiple legal issues arise, the resolution of which often requires long periods of time, sometimes more than one fiscal year for the trader, which may seriously damage his other financial obligations or cause him to go bankrupt until the final resolution of the dispute, and may seriously jeopardize the economic-financial existence and even the reputation and credibility of the trader or the company party to the transaction. Since each of the aforementioned factors is subject to its own specific conditions and is usually faced in different territories with different economic-political and even ideological situations and specific domestic laws of each territory with executive, judicial and legislative competence, they have provided a context that inevitably had to be developed and implemented in the years after the Great Depression of the 1920s and subsequently

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[1] Shiravi,2019:65.

after World War II, when countries, especially natural and legal persons, including transnational corporations, took great steps towards international transactions, almost constant and even uniform rules and procedures at the international level.

Part Two: Unification of Commercial Rules and Regulations

Commercial transactions, especially at the global level, involve many minor and major problems in the legal field due to the involvement of business subjects with various countries with different laws and regulations. For a long time, lawyers, legislators, and activists in the field of international economics and trade have sought to create a situation in which, at least in legal discussions related to trade, regulations are formulated and implemented in a uniform and even uniform manner at the international level, so that while conducting transactions, traders and merchants, and even service and production companies, and even commercial intermediaries between international producers and distributors, the basic needs of human societies on both sides of the transaction know what legal conditions and regulations they are dealing with, and that differences and conflicts in the internal laws of countries do not cause legal and administrative challenges and problems. On the one hand, some statesmen, considering their political approaches and territorial competence, especially their macroeconomic programs and policies in the domestic sphere of their country, tended to refrain from any action that would somehow weaken their territorial authority or government programs.

But on the other hand, their urgent and sometimes vital need for economic interactions, both in order to meet the needs of the country and to achieve some political goals, have inevitably led them to amend some domestic regulations or participate in regional and international treaties and conventions. Therefore, "coordination and unification of legal regulations may be achieved in different ways.

This process may be carried out at the national level through amending existing rules and regulations or enactment of new laws and regulations, at the international level through the conclusion of international treaties and conventions or through the voluntary acceptance of some regulations by traders, companies and institutions.[1]

This form of legal unification may cause some countries to be unwilling to accept many of the unified regulations due to political interests and even national sentiments and social considerations. For this reason, some reputable international organizations or institutions have taken steps to compile and publish "model laws" so that countries can amend previous regulations or establish new regulations. One of these international institutions is the "United Nations Trade Commission" (UNTC).

On the other hand, in addition to governments, many large companies, international unions or private law firms at the transnational level that provide specialized advice to traders and commercial, manufacturing and service companies have also presented specific legal or management practices and methods that have been welcomed by traders and have gradually become common business practices and have become customary commercial and legal rules in a way that their attention and implementation in international trade relations and transactions have become necessary and enforceable. Therefore, in the field of international trade, in addition to the UNCITRAL Model Laws and the "Convention on the International Sale of Goods"

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[1] United Nations Commission on International Trade Law (UNCITRAL)

(CISG) that were developed by the United Nations Convention on the International Sale of Goods and many countries have joined it.

The International Chamber of Commerce[1] also began to work in the 1920s to standardize and provide precise definitions of the terms that had been prevalent in maritime transport since the 17th century, and merchants and transport operators used abbreviations and terms to determine their amounts and duties when transferring the risks of goods from the seller to the buyer.[2]

In 1936, it published the first set of these terms and terms with specific and specific interpretations under the title "Incoterms", which included 7 terms and became known as Incoterms 2017. "This is done in order to avoid independent interpretations and interpretations separate from national regulations and common customs in each country where the parties reside.

Therefore, by referring to the terms published by the International Chamber of Commerce, the duties and responsibilities of the buyer and seller are predetermined and unilateral interpretations are prevented."[3]

That is why, in the event of a dispute between the "centers located at the place of residence of each of the parties to the dispute" based on what is specified in the contract or the conflict of laws of the courts of the countries where the dispute is filed or the arbitration, the Chamber of Commerce considers Incoterms as a fundamental condition of the dispute between the parties to the dispute and makes legal proceedings. These terms are reviewed by the International Chamber of Commerce in accordance with commercial practice, the preferences of traders and trading companies in their use, as well as the changes they have made to their conditions in order to facilitate their business affairs, during different periods, which have been every ten years since the 1980s.

New methods of trade, especially technological changes and technologies, as well as fundamental changes in the mode of transportation, are among the factors that are considered in their amendment and revision. The versions of Incoterms have been published and made available to the public since their first publication in 1953, 1967, 1976, 1980, 1990, 2000, 2010 and 2020, respectively.

Since the purpose of this article is not to examine the conditions contained in these terms, we refrain from expressing them, defining and explaining their conditions, and will only examine them legally within the framework of domestic courts, the Convention on the International Sale of Goods, the UN Model Laws, and the Arbitration Rules of the Chamber of Commerce.

Part Three: Are Incoterms Terms of Transaction or Legal Rule?

Long before the Chamber of Commerce formulated and categorized these terms, the terms mentioned in them, especially the two most widely used terms (CIF & FOB), were widely used by traders.

For example, the term "CIF" was used both before and after the definition provided by this Chamber and was even cited as a business custom. It can be acknowledged that the Chamber of Commerce originally codified and categorized the methods and terms used by traders and compiled them in a concise and

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[1] International Chamber of Commerce (ICC)
[2] Zeinalzadeh,2017:70.
[3] İbid.

presentable form as a condition of the contract in written and implied contracts or when offering and accepting a transaction. In order to make their use in contracts more convenient, it presented them to the business community in the form of three-letter terms.

Thus, it can be stated that Incoterms cannot be considered as a legal rule in lawsuits filed in courts or in legal dispute resolution procedures and the like in international trade law. For two main reasons; first, the institution that codified these terms never claimed during their presentation that the terms formulated were considered as a legal rule, and nowhere in the world have domestic legislators approved the Incoterms terms as a law or a legal and legal rule.

Second, in no multilateral international treaty or convention have these concepts and terms been considered as legal rules or similar rules between the contracting parties.

Although the Convention on the International Sale of Goods refers to it in paragraph 2 of Article 9, it does not introduce it as a rule but as a commercial practice and as a law, and this principle is clearly clear in domestic and even international law that a matter as a law is never considered as a law itself and will not have the force of law.

Therefore, Incoterms only include the terms or, in a way, the obligations of the parties to the transaction, and there is no binding rule in them that can be considered as a law or legal rule applicable in commercial disputes, such as those contained in the provisions of the Convention on the International Sale of Goods or the GATs & GAT agreements. They are used as a legal rule that can be relied upon in resolving disputes. Rather, in the event of a violation of these terms, arbitrators or judges can issue a binding judicial or arbitral decision by citing domestic legal rules or international treaties.

Part 4: Incitarm in Claims of Internal Law

 In Incoters, "mainly no discussion of violation of commitment and the way to compensate for damages is not raised, In fact, in the absence of the Convention on the Contract, the Compensation Related to the law is domestic and varies from country to drawer. "[1]

In Afghan law, which has not yet joined the International Convention on International Commodity and does not refer to anistral exemplary laws in domestic law in this regard; With the deficiencies of the Incoterms' obligations for the other party to violate the obligation, the right of cucumber is assumed and according to what is explicit in legal rules, especially civil law, the ways of damages in judicial or arbitration decisions can be paid from the obligation to fulfill the obligation to fulfill the obligation. Damage and revocation of the transaction vary depending on the circumstances of the case. If one of the parties to a national citizen is abroad or in any way a lawsuit is subject to private international law, the lawsuit will be discussed in the judicial courts, and if the treaties of the countries are documented, the lawsuit will be enforced.

Therefore, if Incoterms is considered as the subject of commitment to the business and contract, "the discussion of the time of transfer of risk and the guarantee of the goods is desirable and defined in the judicial and arbitration investigations, as if in the contract of the contract. Incoterms' terms have been used

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[1] İbid.

to be the basis of the contract as the main requirements of the contract and on the basis of the will of the parties to the contract.[1]

Part 5: Incitarm in Arbitration Discussions

If the contracts are discussed in the contracts, or if the parties are raised through the contract separate any dispute to the Chamber of Commerce or other methods or arbitration authorities have been referred. Refer to the arbitrator and resolve the disputes through the arbitration ritual as well as the compliance of the parties to the decisions and decisions of the Da Dawi reference. Since "Intequarmers are the only term to represent part of the seller's obligations (and along with the two buyer's obligations) that can be incorporated into the contract"

Previously, about the transactions of Seif as one of the most widely used terms and conditions in Incoterms, it is necessary to add: "Contrary to what has been thought, Saif in Incoterms 2000, such as the previous Incoterms, as a contract, and this mistake. It is great that the term is considered a contract, and there is no definition of Seif's contract in Incoterms. "[2]

Therefore, the arbitration authorities also attempt to decide if the International Consignment International Commodity Compassion or any of the Anistral Exemplary Laws shall be adopted, and if any of the international rules and conventions cannot apply their rules on it. , Through commercial -commercial custom, or ultimately internal legal rules that are qualified to apply the contract, resolve the case. The following are the following two theorems.

According to a complaint filed by the buyer of the United States against the seller of the medical imaging system (MRI) from Germany, cases were filed at 936 at the Federal Court, the Southern New York Judiciary.

The court had decided on March 26, 2002 on the basis of CISG rules. The court first claim the seller on the basis of the principles of conflict of laws of the court headquarters must be the rules and regulations of German (contract of contract) as the substantive rules governing consideration in court because both Germany and the United States members of CISG

Then, given that the parties' contract uses the term CIF and in Article 9 of the Convention, the Convention is also approved. The CIF condition was considered one of the main requirements of the contract and the basis for the commodity guarantee: Therefore, due to the CIF conditions, the shipment of the goods or damages to it was transferred to the buyer from the seller to the buyer and the seller has no responsibility for damages to the device. "[3]

In another case where the matter was referred to international arbitration, it is again observed regarding a commercial dispute regarding Incoterms, where the arbitration commission has also explicitly considered and considered Incoterms as a condition of the contract.

The China International Economic and Trade Arbitration Commission (PRC) [CICTAC] [On April 7, 1997, in a case between a seller from the United States and a buyer from China as claimant with the special case

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[1] Darabpour,2013:9-38.
[2] İbid.
[3] İbid.

number 1999/20 CISG[1] regarding the location of PVC exported from the United States to China, the arbitrators, considering the terms of CIF (1990) included in the contract, found the claimant entitled to compensation because although according to the terms of the contract, the seller had to take over the goods by paying the freight and insurance to the port of destination, the guarantee of the goods was transferred from the seller to the buyer from the deck of the ship at the port of departure.

The Chinese buyer claimed that he received the goods damaged after the containers were opened at the destination and the seller should pay compensation for the damaged goods. The seller, on the other hand, claimed that according to the inspection documents at the port of departure and before the containers were sealed, all the goods were intact and their integrity was confirmed by a representative of the inspection company and they were immediately transferred on board the ship.

Therefore, from the deck of the ship onwards, he is not responsible for damage to the goods. However, the Arbitration Commission, considering that according to the customs declaration of the port of destination, the container inspection officers have confirmed that all the seals were intact.

Also, since the seller was responsible for packaging and transferring the goods into the container based on CIF, and during the transportation process from the ship's deck to the port of destination, based on the official declaration of the carrier, the ship's captain and the review of the ship's logbook, no special event that led to damage to the items inside the container occurred during the sea voyage and unloading of the ship.

Based on the existing circumstances, it can be concluded that the loss and damage to the goods were due to improper packaging and incomplete arrangement in the containers, and since in the term used, the seller is responsible for the packaging and transferring them into the container.

Therefore, the damage caused by this action of the seller before delivery on the deck of the ship and due to failure to comply with the packaging standards and arrangement of the goods in the container, and the seller is liable for compensation.

There are other judicial and arbitration decisions and procedures that cannot be mentioned in this brief article due to the limited volume of material, but all of them mention Incoterms as the terms determining the place and manner, and most importantly, the manner and time of transfer of ownership of goods and the guarantee of their destruction. They examine the breach of obligation of each party to the transaction regarding the specified Incoterms terms and make a decision based on the law governing the contractual relationship between the buyer and the seller.

Part Six: Incoterms in the Vienna Convention of 1980

From the mid-1930s when the "International Institute for the Unification of Private Law" [2]proposed the first draft of a proposed commercial law until 1978 when the first draft of the United Nations Convention on Contracts for the International Sale of Goods was presented. Model laws and unsuccessful commercial conventions were presented that were not accepted by governments regarding the unification of commercial

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[1] Naeimi,2007:105.

[2] www.cisg.law.pace.edu/cisg/wais/db/cases2/020326u1.html

rules. In the aforementioned convention, which was formed in 1980 and became known as the "Vienna Convention of 1980".

The aforementioned law concerns the contract for the international sale of goods, which was initially ratified by 62 countries and has now reached 89 countries. Its Persian translation has become popular in Afghanistan under the title of the Convention on the International Sale of Goods, and although Afghanistan was among the 62 countries that ratified it in 1980, it has not yet joined it and has not submitted an instrument of accession.[1]

This convention has been in force since the beginning of 1988 between member countries and governs contracts for the international sale and purchase of goods, derived from the perspectives of the world's major legal systems, which indicate the obligations of the buyer and seller in international transactions. As the law governing contracts, if they are applied by the parties, it is applied in judicial settlement methods in member countries, and arbitration authorities, subject to the applicability of the convention to contracts in accordance with the existing rules of the convention itself, base their arbitration on its provisions.

"The general provisions contained in Articles 31 and 67, 68, and 69 of the convention are determined by Incoterms. The main difference between Incoterms and the Vienna Convention is that Incoterms tells the parties what to do, and the Convention tells what will happen if they do not do so, because the guarantee of performance of the breach of contract obligations is not generally addressed in Incoterms.

The provisions of the convention are supplementary in nature and the parties can agree against them. When the parties agree on an Incoterms term and the provisions of that term conflict with the provisions of the Convention, then the provisions of that term, as set out in the Incoterms, shall prevail over the provisions of the Convention.[2]

Considering the above, it can be concluded that although, due to the importance of freedom of will in contracts, the terms contained in Incoterms take precedence over the Convention on the International Sale of Goods in case of conflict, since Incoterms lacks any enforcement guarantee, in the event of a dispute arising from the failure to fulfill the obligations of the parties to the contract, the matter should be resolved by referring to the provisions and rules of the Convention, taking into account the terms of Incoterms.[3]

Conclusion

In light of what has been mentioned in this brief article, it can be concluded that Incoterms are never applicable as a contract or as legal rules in resolving international commercial and economic disputes, and their only duty is to clarify the status of the obligations of the buyer and seller solely in the field of goods, not services and human resources. They can be referred to as the main terms of contracts and as general or specific terms, depending on the nature of the contracts.

However, the scope of Incoterms, especially after repeated changes and revisions, has been defined and determined in such a way that it usually covers all the demands and needs of the buyer and seller in an international and even domestic transaction in the field of how to deliver and guarantee the loss of goods

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[1] www.cisg.law.pace.edu/cisg/wais/db/cases2/990407c1.html
[2] The International Institute Of The unification Of Private Law (UNIDROIT)
[3] Shiravi,2019:12.

in different categories. Whether the goods are transported, delivered and transformed through domestic transport networks (whether by air, road, rail or inland waterways) or transported, delivered and transformed through air, rail, road or sea transport networks at the cross-border and international level. Therefore, by simply referring to each of the three-letter Incoterms terms, traders can specify the conditions of delivery of the goods and the guarantees related to their loss. Although in the maritime domain, the guarantee of the goods is summarized by its loading by the seller on the deck of the ship at the port of departure, which can also be due to the existence of detailed and complete maritime transport laws as well as detailed insurance coverage in this domain.

However, in land transportation, it includes the period from the loading of the goods on the truck at the terminal in the seller's country to the complete unloading of the goods from the truck of the seller's contracting party at the terminal or the buyer's desired location in the country of destination of the goods. Usually, this covers such a wide range of time when the ownership of the goods is transferred and its loading that it can cover any condition and request of the parties. By referring the contract to each of these terms, taking into account the conditions contained in them, it can be acknowledged that the obligations of each party to the contract are clearly and clearly stated.

However, it is necessary to mention that Incoterms are never considered as a contract and never enter into all the relationships between the buyer and the seller and all the obligations between them, and they cannot be recognized as rules with a guarantee of execution.

Incoterms never enter into the conditions and manner of transferring financial funds and have nothing to do with financial transactions between the buyer and the seller. It only determines the payment of costs, especially transportation costs and their contracts, insurance costs and inspection of goods, solely on the basis of which party will be responsible for paying these costs, and does not enter into the details and methods of payment of amounts. What is considered in Incoterms, especially in the changes implemented in Incoterms 2020, is limited to the following:

1. Method of transportation, including domestic or international transportation.

2. Place of delivery of the goods.

3. Place and method of transfer of ownership of the goods and, consequently, the guarantee of loss of the goods.

4. Obligation to pay transportation costs, insurance and inspection of the goods.

5. Obligation to pay customs and administrative costs within or outside the border.

6. Packaging of goods and obligations related to their unloading and loading within and outside the border.

But what is important is that Incoterms only deals with expressing these conditions in each category of terms and does not enter into the guarantee of implementation of the conditions and is satisfied only with expressing the obligations and does not deal with what the reactions or legal rules between the parties will be if these obligations are not implemented.

Also, based on the freedom of will of the parties, if they agree, they can be canceled at any stage, and the breach of the obligation is only legally actionable if it is against the requirements and wishes of one of the parties without obtaining his consent.

Therefore, it can be concluded that Incoterms only describes the conditions between the buyer and the seller regarding each of the six above-mentioned cases, with an emphasis on the guarantee of loss of the sold item, and its legal effects are limited to these six cases only, without there being any enforcement guarantee in Incoterms itself. Considering the connection between the Convention on the International Sale of Goods and Incoterms, if the governments of the parties to the contract are members of the Convention or have concluded the contract in such a way that it is possible for it to govern the contract.

The best legal source for resolving disputes between the parties in contractual transactions that include the terms of Incoterms is the same provisions and rules contained in the Convention, otherwise the matter of the claim should be resolved by considering the violation of the laws in the case of referring to the courts of law, in the rules established by the court, or other customs and arbitration regulations in the case of referring to the arbitration of the Chamber of Commerce, or any other method of dispute resolution. Therefore, each of the six items mentioned regarding the determination of the obligations of the parties are not considered as legal rules that can be classified as mandatory or supplementary, and are only considered as essential terms of the contract that can be considered as mandatory terms that cannot be violated without the consent of the parties.

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