



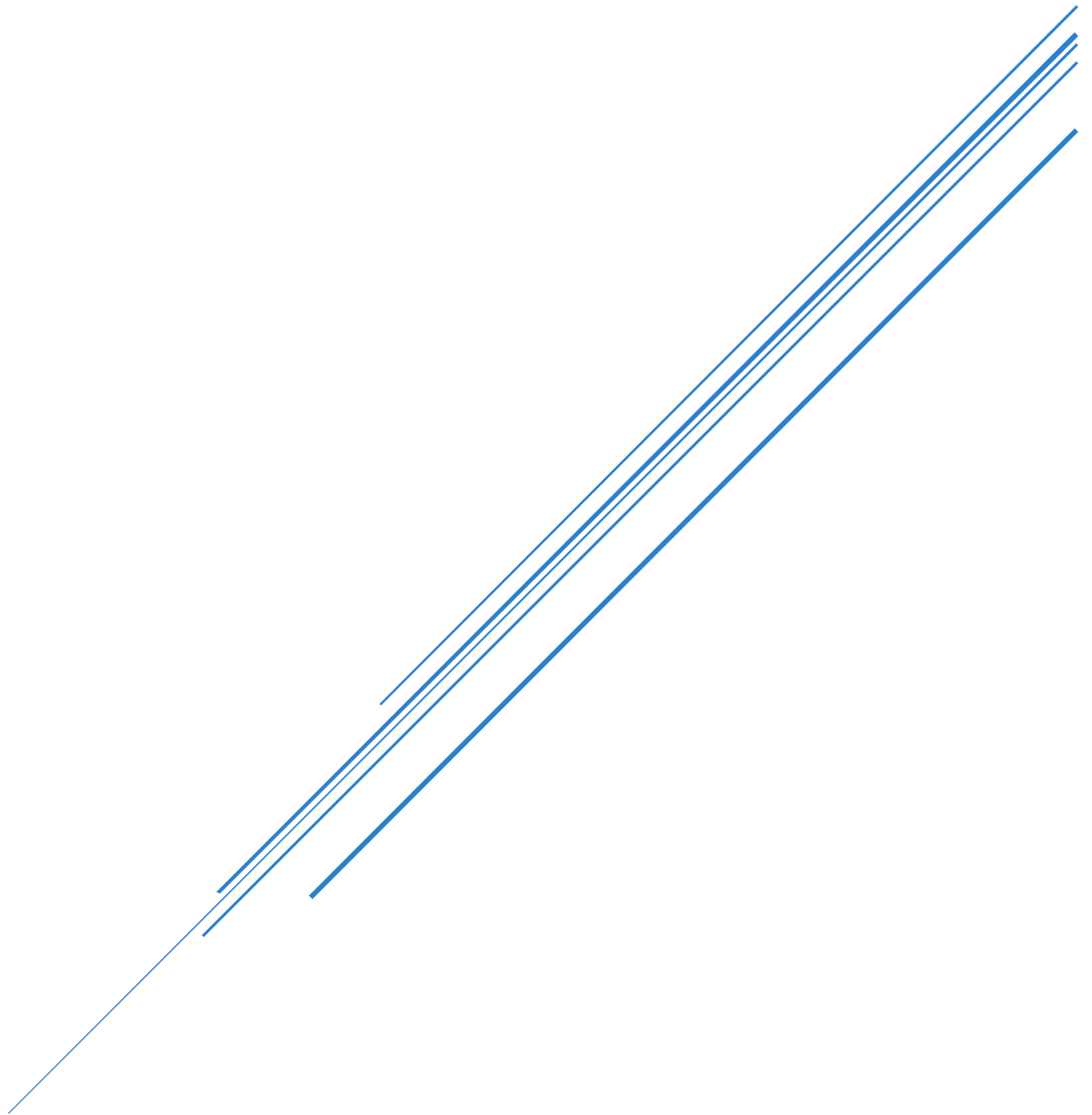
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# Euro-Global Journal of Linguistics and Language Education



# **Euro-Global Journal of Linguistics and Language Education**

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## **EuroGlobal Journal of Linguistics and Language Education**

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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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## Exploring Rational Reflections in Artificial Intelligence

<sup>1</sup>Mohammad Ekram Yawar, <sup>2</sup>Abdul Jamil Sharify

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### Abstract

Artificial intelligence is a design of a reality that is based on the foundation of natural intelligence. This intelligence takes on the role that intelligent agents have determined. That is, agents play a fundamental role in creating and implementing intelligence, and if agents are not, the autonomy of artificial intelligence is a deceptive joke.

Artificial intelligence is a simulated foundation of real intelligence and is as powerful as natural intelligence. This intelligence is compatible with natural intelligence, and on the other hand, if no measures are taken, it will itself be considered a threat to humanity. These two intelligences are both different and not interchangeable, and there are different elements and factors that can be spoken of as two mental and mechanical intelligences. It is a fact that the future world is made of intelligence.

This intelligence has its own law for intelligent calculations, which is called the law of artificial intelligence. In this situation, it is possible for artificial intelligence to replace natural intelligence with the help of civil law. This intelligence has its own language in the process of intelligence and creates its own intelligent terms and speaks with it the law of intelligence so that human management is possible.

**Keywords;** *AI, Natural Intelligence, Rational Thought, Linguistic Innovation, Computational Logic*

### Introduction

Science is a superior picture of the architecture of the human mind. These sciences initially appear as a blueprint of the community of consciousness and evidence in the mind's wheel. Science is a mental map for processing the reality of information. These sciences pay serious attention to the reality of the known and create a new system of knowledge accordingly.

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Scientists simultaneously describe and explain the natural phenomena of the world and use natural laws for this description and explanation. These sciences require natural laws for any explanation, and this law is the basic principle for the design and understanding of scientific thought. Scientism is considered the foundation of knowledge. Science is a factual knowledge based on human intelligence and experience.

Therefore, in the wheel of knowledge, the two principles of reason and sense, mental and objective experience are simultaneously authentic. In the mind, for wisdom to emerge, the existence of vision is essential. Therefore, vision is the simplest reality in knowing.

Accordingly, a person with the ability to manage his mind, as soon as he turns his head, transfers a lot of information to the brain, so that mental analysis and analysis can be provided. We are now in the opposite direction of the process of intelligence and have no significant knowledge of the possibilities of real intelligence.

Although we know more about artificial intelligence than real intelligence today, this same distortion has become the basis for the formation of other errors in the process of intelligence. Humans, with their intelligence backgrounds, judge the backgrounds of intelligence.

That is, past information and beliefs play a role in the future process of intelligence and take a small step forward. With this principle, if natural intelligence is ignorant, it does not provide an appropriate picture of real intelligence. The mind needs a big decision for its future life. If the mind does not make a great decision today, it may lose the peace and tranquility of its life and be destroyed, and as a result, natural intelligence will lose its real function and behavior and will not be happy with useless illusions.

Natural intelligence is the measure of a natural person, although it becomes insignificant at its limits. With this assumption, intelligence is everything that is insignificant. Past, present and future intelligence is intelligence, and it is not a fraction, but its completeness.

Man, under the control of his emotions, turns away from the logic of reason. He distances himself from feeling and decision-making based on reason, and as a result, he does not become aware of the purpose and goal of man.

This event causes him to lose the way of using his intelligence and to pursue the goal of a method by counter-method. Not every beauty that appears in the natural mind is good, but every good is beautiful in the human mind. Perhaps for this reason, the original goodness and beauty of this reality are authentic.

In the mind, both courage and fear are necessary for the design and understanding of fundamental research. Fear does not arise from knowing the nature of things, but from the comparison of intellectual similarities. That is, fear has no rational or intellectual roots and is devoid of any logical reasoning. At the same time, courage is also a companion to this reality, and therefore they are indispensable to each other in methodological and counter-theoretical research. With this in mind, there are logical-argumentative methods for artificial intelligence.

Accordingly, today's man is in dire need of basic research inspired by application.<sup>1</sup> This research determines the future work method of the state, and the state should invest in national research based on this research method.

Basic research is carried out without regard to practical results, while applied research is based on action. However, by combining these two studies, the mind achieves useful results, which are called basic research

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<sup>1</sup> This method is called Pasteur's quadrant research.



that inspires application. Basic research is considered a strategic guide for science and intelligent technology in the application process.

In this case, basic sciences contribute to technology with their discoveries. That is, in this idea, future-oriented research is used to solve the mysteries of the past, and as a result, natural intelligence can be used, planned, and managed along with the production of artificial intelligence.<sup>1</sup>

## Chapter One - Artificial Intelligence

### The Beginning of Artificial Intelligence

The Beginning of Artificial Intelligence<sup>2</sup> It starts with the foundation of language and formal logic.<sup>3</sup> .Natural intelligence has developed formal logic to simplify its work and has gradually found a better form in the field of wave logic and also in the field of application of the computer and the calculating machine.

This intelligence has been presented in the new era with the mathematical and philosophical thinking of George Boole<sup>4</sup> and Gottlob Frege<sup>5</sup>, in mathematical logic and also with the design of new logical laws. In the next period, natural intelligence gave way to fuzzy logic, empirical fuzzy logic, and finally to neutrosophic logic, and with it, it has created the roots of a superior and useful artificial intelligence. Among these, John McCarthy was the first to use the term artificial intelligence. He is the inventor of the language "Lisp", which is used in artificial intelligence programming.

But as a group of scientists at Dartmouth in 1955, they came together and founded the field of artificial intelligence.<sup>6</sup> In the eyes of the superior mind, logic is the beginning of artificial intelligence. Logic was the first tool that natural intelligence created for itself.

In the modern era, [Vannevar Bush](#)<sup>7</sup> predicted the ability of machines to think in principle in 1945.<sup>5</sup> A few years later, Alan Turing proposed the ability to simulate human behavior as a chess player. From this perspective, the phenomenon of artificial intelligence can be seen in several different scenarios:

1. Artificial intelligence is a superior human technology. This technology is amazingly human. With this principle, human intelligence is placed in a human position and becomes very human. With this description, there is a diverse intelligence in humans that has remained unknown until now.
2. Artificial intelligence is an engineering of human literacy. This literacy is a product of the complexity and diversity of human power.
3. Artificial Intelligence is a superior branch of computer science and within the framework of intelligent robots that deals with the study and design of intelligent elements through intelligent agents of the system. This intelligence is built from real intelligence and is based on the principles of purpose.
4. Artificial Intelligence is a precise computational device with brain and memory functions. This function is different from the function of the mind and involves rational reflections with thinking.
5. Artificial intelligence is the design of an artificial brain that can calculate and function instead of a human. This creation has intelligent behavior, although its intelligent behavior is not comparable to natural

<sup>1</sup> Frege, 1998.

<sup>2</sup> Artificial Intelligence.

<sup>3</sup> Ángel, 2018.

<sup>4</sup> George, 2017:11.

<sup>5</sup> Gottlob, 1995:32.

<sup>6</sup> Michio, 2019:146.

<sup>7</sup> , [Vannevar Bush](#), 1945. <https://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>



intelligence. The mind has created this intelligence in such a way that it is similar to the logic of using more real intelligence.<sup>1</sup>

6. Artificial intelligence is a computational force based on sensors through simulation. This intelligence does not exist as a fundamental principle, and its existence helps to explain real intelligence. So this intelligence is a representation of real intelligence, although it cannot fully capture its characteristics.

7. Artificial intelligence is a simulated memory of the human brain. However, there is a simulation capability in the brain, which is part of artificial intelligence. The mind has made this intelligence similar to the brain, but it has not given it mental functions or abilities. That is, there are brain states in artificial intelligence, but there are no mental states in it, and like the brain, it has an instrumental role for the mind.

8. Artificial intelligence is a type of programmed language or reasoning, inference, and calculation logic. This intelligence is expressed in algorithmic language and performs logical calculations.

9. Artificial intelligence is an intelligent system that resembles natural intelligence. This intelligence is designed to calculate like natural intelligence to simulate human actions and behavior. Humans have used artificial intelligence as a tool to serve natural intelligence, to make it more powerful and efficient. Therefore, artificial intelligence is created to deepen natural intelligence and in this process must be applied so that natural intelligence can act with power.

10. Hyperlogical artificial intelligence is much superior to Aristotelian logic, Magarian logic, Sinic logic, Fregean logic, and fuzzy logic and Nothrosophic logic. The problems of this logic follow the law of algorithms. However, AI is a tool for the identification and engineering of real intelligence in an intelligent society.

11. Artificial intelligence is a paradigm that is distinct from a logical machine. This intelligence follows the laws of logic and language, and if the language of the algorithm is removed, there will be no intelligence at work.

12. Artificial intelligence is something that acts like intelligent human behavior and includes understanding situations in simple and complex situations, simulating the process of perception, reasoning, learning, and basic problem solving. This intelligence, like real intelligence, has intelligent factors, but in a different state.

13. Artificial intelligence, unlike natural intelligence, shows a reduction in awareness. With this principle, artificial intelligence is a symbol of natural intelligence and cannot be itself.

14. Artificial intelligence is a symptom of real intelligence. This intelligence is of an industrial and artificial type that manifests itself in various conditions. That is, artificial intelligence is a model distinct from a logical machine. So artificial intelligence is a type of programmed language or extended reasoning, inference, and computational logic.

15. Artificial intelligence is a real representation of human intelligence that has been simulated in complex situations. That is, artificial intelligence is designed from intelligent agents. The current situation has developed in such a way that real intelligence is unwillingly losing its free will. This may well relegate natural intelligence to a subordinate position and eventually become forgotten.

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<sup>1</sup> Artificial intelligence is a tool for explaining the behavior and functioning of natural intelligence. This intelligence does not have an independent identity and is a mechanism for natural intelligence.



16. Artificial intelligence is the explanation of the literacy of the learned through intelligent agents. This intelligence performs tasks that the human mind is capable of performing. So artificial intelligence is a precise computational device in the field of literacy.

17. Artificial intelligence is a plan to create an artificial brain that performs intelligent work instead of humans and takes over some of the human tasks. This creation has intelligent behavior, although its intelligent behavior is not commensurate with real intelligence. The brain has created this intelligence with a logical strategy so that its brain can make more use of real intelligence.

18. Artificial intelligence is a computational force based on sensors through simulation. This intelligence does not exist as a reality and the assumption of its existence helps to explain real intelligence. This intelligence is a symbol of real intelligence, although it cannot fully represent it.

19. Artificial intelligence is a simulated brain. With this assumption, there is a simulation capability in the brain, which is part of artificial intelligence. The brain has created this intelligence in its own image, but has not given it mental functions or abilities.

20. Artificial intelligence is a system that imitates natural intelligence. This intelligence is designed to imitate human thought and action, just like natural intelligence. Man has created this intelligence as a tool in the service of natural intelligence, so that he can act more powerfully and efficiently through this tool. Therefore, artificial intelligence is created and used to deepen natural intelligence, and yet it is not the same.

### **The principle of the foundation of intelligence**

Man is seen with natural intelligence. And now, like natural intelligence, he is ignored and as a result remains unrecognized. The reality of man is distorted in artificial intelligence. Because man is not seen in natural intelligence to be observed in artificial intelligence.

Artificial intelligence is a fluid reality that is fundamentally based on natural intelligence. That is, everything about this intelligence is based on and connected to natural intelligence. In this sense, natural intelligence is the fundamental principle for artificial intelligence. At the same time, artificial intelligence is an incomplete model of human natural intelligence.<sup>1</sup>

### **The Idea of Artificial Intelligence**

Artificial intelligence is the basic idea of natural intelligence. There are two general ideas in this intelligence that play different roles:

**First)** The symbol system that, with special programming, robots and computers gain the ability to calculate.

**Second)** The idea that only computers and robots have thoughts and that in this judgment they ignore other possibilities and make similar judgments with a bent mind. Although artificial intelligence performs precise calculations, it does not think in thought and only creates a system of thinking. In this intelligence, the basis of policies and programs is based on the principle of operational calculation. In the second hypothesis that only computers think, it is a futile and unproven idea.

Because at least in real intelligence there is this feature of intelligence that has designed the ability to calculate for artificial intelligence, Artificial intelligence is one of the ideas of real intelligence. Another possibility would be to design real intelligence that is used in the intelligence cycle.

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<sup>1</sup> Adiani, 1998:188.



Today's man is undergoing a historical transformation and has left behind the industrial age and this age has also been completed. With this assumption, the new man needs a new idea and artificial intelligence was initially proposed as an idea. Now this intelligence is a tool capable of real intelligence, which can play a prominent role in inventing, ideation, and basic idea generation.

With this concept, real intelligence creates ideas, and by giving information to artificial intelligence, it is possible to create similar ideas based on the principle of computation, but it is not a real idea. Natural intelligence is only intelligence, and other intelligences are created and used for it. The other mind has created intelligences to facilitate its work and has no other objective intelligence.

With this logic, natural intelligence is the foundation of human intelligence. This intelligence is awareness and decision-making one whose concept of awareness is symbolized and represented by natural language. Understanding natural intelligence is a matter of experience, awareness and testimony.

With this assumption, although there is a limit of awareness in the human mind, it does not know what real mind is. Humans know little about natural intelligence, and perhaps this is why they have abandoned it and replaced it with the design and understanding of artificial intelligence. That is, the capabilities of artificial intelligence have caused humans to forget the ability and possibility of real intelligence and, as a result, to reach for the computational capacity of artificial intelligence.<sup>1</sup>

Natural intelligence has a human structure. In this intelligence, humans have originality and other intelligences are considered valid for explaining this intelligence. That is, natural intelligence is the basis of intelligence and may recognize what is seen and not seen at the same time and in this process analyze artificial intelligence. Natural intelligence is the basis of intelligence that has been overlooked until now. While artificial intelligence is often accompanied by magnificence.

That is, natural intelligence, while being the basis of human intelligence, is seen with the ability to create awareness and is represented by natural language. So the truth of natural intelligence and the beauty of artificial intelligence are coeval with each other and are in the same continuum, and in a way artificial intelligence is an applied strategy for the principle of the basis of natural intelligence.

Natural intelligence is the principle of intelligence and the main challenge is the problem of carrying out the human purpose. Artificial intelligence can use the goals of natural intelligence if it can learn the behavior of natural intelligence. Since artificial intelligence is not inherently intelligent and is akin to natural intelligence, such expectations are incorrect.

Natural intelligence is the foundation for artificial intelligence. This intelligence does not have predetermined rules, while artificial intelligence works with predetermined rules.

With this logic, artificial intelligence does not make its own decisions, and any decision made by this intelligence is subject to the decisions of natural intelligence. Natural intelligence is studied from two perspectives: one is in terms of human thinking and the other is with indicators of artificial intelligence.

That is, it is both focused on intelligent thinking and artificial intelligence has this simulated ability. There are two abilities in the mind: decision-making and decision-making. One is that the mind does not suddenly decide to do something and acts before anything else with reflection and rational calculation. The other is that the mind does not dwell in this area and, with the principle of wisdom, expresses its decisions in logical and linguistic calculations.

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<sup>1</sup> Fodor, 1975.



In the mind, any decision-making is related to an intelligent factor. That is, any decision-making in the mind is based on a rational and logical factor. In this case, the decisions of the mind will be either quantitative, which is related to the reality of the senses, or qualitative, which is related to common sense.<sup>1</sup>

The mind has a natural basis, and anything similar to it is artificial. The mind is a natural thought for man. This thought is not analyzed into physical thought. Thus, human understanding of the mind is reduced to the understanding of the brain and to physical systems. That is, man must limit his expectations to the natural order, so that he can speak and act accordingly, and use artificial thought in its service. Real intelligence deals with mental states. This intelligence works with rational calculation and rational-logical thinking.<sup>2</sup>

And it is beyond language. This process is the opposite of natural intelligence, and artificial intelligence works on the basis of logical calculation and within the framework of time and language. Natural intelligence is strengthened by natural reasons. These reasons include: rational reasoning, existential logic, the ability to make decisions and make decisions in difficult and difficult ways.

Natural intelligence is accompanied by rational and logical interactions. There is such an ability in this intelligence that A logical difference can be made between thinking and not thinking. That is, natural intelligence has made this difference in artificial intelligence, where interactions based on logical and linguistic processes are effective.

Natural intelligence has rational and goal-oriented behavior. This intelligence has the ability to understand itself and its surroundings at the same time, and it finds rational and logical solutions to difficult human puzzles.

Natural intelligence is all rational-logical development and transformation. This transformation occurs within the mind and therefore does not become unintelligent. Natural intelligence is subject to fundamental changes, while the basis of artificial intelligence is data-driven. Therefore, natural intelligence is the essence of intelligence and artificial intelligence is a valid explanation for real intelligence.

Natural intelligence makes decisions in moments and is unpredictable in processes, while artificial intelligence acts the same and is predictable. Natural intelligence is the principle of human and artificial intelligence is a matter of trust and logic. However, although natural intelligence has created the principle of calculation, artificial intelligence is as accurate as calculation.

Natural intelligence is the mystery of moments. That is, in this intelligence, time floats in the space of the mind and comes out of the curvature. In this case, the past and future are considered mysteries of the present moment of the mind. Natural intelligence creates consciousness, and artificial intelligence is a tool for creating consciousness. That is, artificial intelligence neither creates nor is it alien to it. Although this intelligence does not create consciousness, it seeks to solve the basic problems of consciousness based on the logic of the algorithm of intelligence.

Natural intelligence is so insignificant that artificial intelligence does not count as intelligence. With this principle of intelligence, humans are a symbol of a great intelligence that has emanated from a great mind. That is, artificial intelligence is insignificant compared to natural intelligence, natural intelligence is lost in proportion to the great real intelligence.

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<sup>1</sup> Lise,2024.

<sup>2</sup> William,1998.



Natural intelligence has a natural function, and this fact makes it non-natural. Artificial intelligence creates artificial knowledge and its design is carried out by intelligent agents. That is, the factors in both intelligences are determinant for the designs.<sup>1</sup>

Now natural intelligence is facing death and for this reason artificial intelligence has gained a double right to life. That is, natural intelligence is the basic principle for artificial intelligence. This intelligence does not have predetermined laws, while artificial intelligence works with predetermined laws.

Natural intelligence plays a regulatory role for artificial intelligence, and mental states are the guarantor of the life of artificial intelligence. If natural intelligence does not assume the regulatory role, it will not actually take action in artificial intelligence, and in this case it must be waiting for unforeseen events.

Natural intelligence has logical and purposeful behavior and therefore will have natural functions. This intelligence is simultaneously capable of understanding itself and its surroundings from different angles and finds logical solutions to difficult human puzzles.

Natural intelligence is subject to fundamental changes, while the foundation of artificial intelligence is data-driven. If there is no data, there is no creativity and it is entirely a function of human factors. Natural intelligence makes decisions in human moments and is unpredictable in future processes. Artificial intelligence acts the same in all situations and is predictable according to logical calculations.

Now, natural intelligence is not present in the policy of artificial intelligence and, as a result, any work is considered permissible in the policy of intelligence.

However, natural intelligence is the logical standard of artificial intelligence. That is, only this intelligence can save artificial intelligence from wandering. There is a fundamental principle in natural intelligence that distinguishes it. With this assumption, multiple intelligences based on this principle will be intelligent. Natural intelligence is known as intelligence. And the principle of intelligent behavior determines the state of intelligence.

Natural intelligence, by virtue of being rational, has a thinking basis, while artificial intelligence does not have such a characteristic. Of course, artificial intelligence can simulate the process and mental functioning of natural intelligence, but at the same time it will not be the same. Some believe that artificial intelligence presents both exceptional opportunities and great challenges.<sup>2</sup>

This principle is reinforced by the rational-logical law that natural intelligence should take greater advantage of this opportunity. Natural intelligence operates within the framework of natural intelligence. Although this intelligence does not reach the human super intelligence in terms of intelligence, it may not behave humbly with humans and may provoke debate and show different functions.

Natural intelligence, along with artificial intelligence, pursues the dream of a great city that will lead to a super civilization. Intelligent sensors are considered the way to open the future of intelligent civilization. Natural intelligence tells us what future we want, while artificial intelligence comes and goes quickly and without knowing where it is going or how far it has to go. With this perception, artificial intelligence is as natural intelligence has created.

Today, the danger of natural intelligence is much greater than that of artificial intelligence. Natural intelligence takes at least some precautions in artificial intelligence, but in the case of natural intelligence,

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<sup>1</sup> Fodor, 1975.

<sup>2</sup> Tagmark, 2018:276.



no precautions are taken, and for this reason, wandering events have occurred in this day and age, and events are taking shape and emerging.

In natural and artificial intelligence, the principle of explanation is based on logical deductions. That is, in the process of artificial intelligence, like natural intelligence, logical principles are applied.<sup>1</sup>

### **Chapter Three - Man and Artificial Intelligence**

#### **Intelligent Man**

Man is a completely intelligent being, and intelligence is considered the first human principle. This principle has now been replaced by artificial intelligence, which is incredible. With this assumption, I think that with the development of artificial intelligence, the cycle of natural intelligence has been forgotten and unknown.

In the book "Computers and Thoughts"<sup>2</sup>, the development of artificial intelligence has been given serious attention. Artificial intelligence was created for the obvious reason that it would come to the aid of natural intelligence. Now artificial intelligence has become its own principle and as a result natural intelligence has become its necessary sub-principle. Meanwhile, natural intelligence is the basic principle for the emergence of natural intelligence. (Terrence, 1997)

#### **Humanization**

In artificial intelligence, there is the reality of intelligence and as a result, humanization. Artificial intelligence is built on the basis of real intelligence and is about to manifest it. This intelligence initially had a limited scope, and now its place is in literacy and literacy education in the public domain. Nowadays, robots and computers are considered super-literate and can solve literacy problems in the artificial intelligence model. Although creating this intelligence was difficult for natural intelligence, it has been shown that it is not impossible; While it seems impossible for artificial intelligence to have the ability to think, understand simple and complex ideas, and achieve wisdom. However, robots and computers, like literates and superliterates, have the ability to read, write, and speak based on computational logic, even though they lack the ability to think and have wisdom.

On the other hand, human capabilities and capabilities go beyond literacy. He is wise and capable, and human ability is measured by the principle of wisdom, while artificial intelligence does not have such ability, and therefore artificial intelligence does not have the same human-like ability as human beings in a social institution.(ibid)

#### **Humans and Artificial Intelligence**

Artificial intelligence has the structure of natural intelligence, although it does not create anything, but it refers to the built-in based on abilities. This principle explains only natural intelligence, and as a result, man makes better use of his abilities. Today's man, like the past, has created an intelligent being. The future man is a man who walks in a real and natural situation and is intelligent.

Artificial intelligence is used for natural intelligence and must be managed and controlled in order to evolve this intelligence. Like any other power, if unleashed, this intelligence can threaten humans and human society and destroy and eliminate natural intelligence.

There is human reality in artificial intelligence. Although this intelligence lacks the ability of mind and reason, it does have a human reality. Natural intelligence today presents its intention, will, reasoning, logic,

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<sup>1</sup> Lise, 2024.

<sup>2</sup> Computers and Thought.



and decision-making through algorithmic processes. With this assumption, artificial intelligence is an operational tool for real intelligence. At the same time, this intelligence is not in conflict with real intelligence and is about drawing human reality.

Artificial intelligence operates in any artificial situation and does not replace real intelligence, but only has its own artificial function and is at the service of humans. Although this intelligence simulates the action of natural intelligence, it is not the same, and the structure, nature, and functions of these two intelligences are completely different and dissimilar from each other.<sup>1</sup>

We now need the development and application of artificial intelligence at the same time. This fact, with the principle of facilitating the public sector, will develop the situation of cooperation between intelligences and create better conditions for the intelligent society to provide better services in the intelligent state. With this view, today's man is in dire need of artificial intelligence. The new man's need for intelligence is two-fold. One is to simplify human affairs and the other is to facilitate the explanation of real intelligence in an intelligent society.

With this description, man is at the beginning of the difficult path of artificial intelligence and may gradually absorb him into his own work and block the way back. Therefore, the creation of artificial intelligence is based on the possibility of real intelligence, but where it is a difficult and unknown mystery.

Artificial intelligence is not equal to natural and objective intelligence, and it is not designed to be so. Artificial intelligence is not objective, but it is designed for a purpose. Artificial intelligence lacks intention, will, freedom, agency, and choice, and cannot be a goal-oriented intelligence, but it can be used in this process based on the principle of computation.<sup>2</sup>

### **Robots and Humans**

Robots are made of humans and are a human reality. Robots are rooted in humans and are post human beings and are in the service of humans. In this case, robots are for humans and humans have superhuman powers and are not subject to the power of robots and bring them to their knees. Artificial intelligence helps the emergence of super humans. This superhuman is created with super intelligence.

That is, today's super humans feed on both natural and artificial intelligences at the same time. With this assumption, a person is a superhuman who simultaneously uses two intelligences in his decisions and behaviors to combine rational reflections with logical calculations and based on that, a great man is created. Superhuman intelligence has created the reality of artificial intelligence by simplifying its own difficult and difficult computational tasks.

This intelligence has gone towards creating artificial intelligence based on need, and this need has overcome the necessity of creating and continuing its life. Artificial intelligence is a super technology for humans that can change human nature in the human world. This intelligence has targeted humans more than anything else. That is, artificial intelligence technology is about equipping humans to create super humans.<sup>3</sup>

An artificial human is a simulated natural human. Although this intelligence is not human and does not have human functions and behavior, it is intelligent. With this assumption, the simulated human is reduced to artificial intelligence. That is, the intelligence, while being human, is not human and is subject to the paradox of lying.

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<sup>1</sup> Adiani,2014:110.

<sup>2</sup> Lise,2024.

<sup>3</sup> Selmer and Konstantine,2007.



With this view, artificial intelligence is designed for human super intelligence and is at its service. Artificial intelligence must be designed in such a way that it learns human goals along with its objectives and adapts to them, and preserves the human goal and passes it on to the future. That is, the design of this intelligence should not lead to a conflict between two intelligences or endanger human intelligence. Although this intelligence is not goal-oriented, it must be compatible with human purpose with human planning.

Artificial intelligence is designed as a neural network and basic cells. That is, such intelligence is designed in the style of natural intelligence. In humans, neural networks are interconnected with simulated lines and act like sensors. This principle has also been applied in artificial intelligence.<sup>1</sup>

### **Memory Simulation**

The principle of artificial intelligence simulation is based on the brain model. This model of artificial intelligence is based on the reality of the brain, and it has a brain-like function. The simulation of human memory in artificial intelligence has been one of the great masterpieces of natural intelligence. This great discovery has contributed to the initial discovery of the universe to some extent. That is, artificial intelligence has been created with human capabilities. The main point is that there is no such thing as a true identity between these two intelligences, and one is for the other.<sup>2</sup>

### **Artificial Intelligence Capabilities**

There are five primary capabilities in artificial intelligence:

1. Literacy and literacy development in a literate society,
2. Visual perception based on logical algorithms,
3. Adaptation and acceptance of literacy in different human aspects,
4. Linguistic reasoning based on human sensors,
5. Questioning and answering events based on real data.

With this assumption, artificial intelligence must inevitably have the following capabilities:

1. Understanding the meaning of natural language sentences and contracts,
2. Representing and reconstructing human information literacy,
3. Automatic reasoning according to the principle of computation with logical patterns,
4. Analyzing behavior based on the method of human literacy.
5. Humanization capability based on the principle of imitation.
6. The principle of heterogeneity and separation of intelligence.

### **The Principle of Humanization**

Humans are created only with natural intelligence. This intelligence is the first human principle. That is, the fundamental difference between humans and any other being in the group is this intelligence.

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<sup>1</sup> Terrence, 1997.

<sup>2</sup> Selmer and Konstantine, 2007.



Artificial intelligence has the ability to create humans in the light of the fundamental principle of intelligence, and humans are created simultaneously with fundamental intelligence. This intelligence is the first human principle, and other principles are around it and are created and used to explain it.

If artificial intelligence is human-made, it should be called a technological human that is completely different from the human of yesterday. This human is located in a new space and as a result will behave differently from the human of the past, which shows that the influencing factors have been different.

Humans are always intelligent and they will be human in the future as they were in the past and will not change into anything else. At the same time, artificial intelligence is changing rapidly, and this change will gradually transform humans, and as a result, the future human will become a technological human.

Although artificial intelligence cannot create humans, it has the ability to create humans based on the principle of imitation. In this case, we should talk about the technological human of artificial intelligence, which is very different from the human of the past. However, artificial intelligence does not play a creative role for natural humans and only plays an effective role in human development and leads to the emergence of new technological humans.

Artificial intelligence penetrates images, beliefs and thoughts and as a result creates a human being in accordance with itself. This intelligence does not have a mind and has the ability to humanize. Therefore, artificial intelligence will actually humanize at the command of real intelligence and will not initiate humanization itself, and such a possibility has not been provided in the institution.<sup>1</sup>

### **The Principle of Intelligence**

With this assumption, is it possible to speak of an intelligence different from human intelligence? Intelligence finds its object in the circle of general intelligence, and there will be no intelligence other than this.

If intelligence is artificial, then this is impossible. Because the artificial intelligence of yesterday, today and tomorrow will be artificial anyway, and any kind of replacement is a transition from artificial intelligence that will have its own rule.

With this assumption, we must speak of three different and simultaneous intelligences:

- A) The great mind that has carried out the great cosmic plan.
- B) The human intelligence that has found a suitable place in the square of the human mind.
- C) Artificial intelligence that has a human-made foundation and is based on natural language, visual logic, wave logic, mathematical logic, fuzzy-evidence logic, algorithmic logic, and no tropic logic. The first intelligence is the totality of possible intelligence and is beyond any other intelligence. The second intelligence is associated with the first intelligence and has real functions and behavior, and the third intelligence is designed for humans and has human functions in a human situation.<sup>2</sup>

## **Chapter Four - The Threat of Intelligence**

### **The Threat of Artificial Intelligence**

Artificial intelligence can be a serious threat to natural intelligence if it is considered to be a purposeful intelligence. Whereas artificial intelligence lacks intent, will, freedom, agency, and choice and will

<sup>1</sup> Selmer and Konstantine, 2007.

<sup>2</sup> Artificial intelligence policy in the UK: Liaison Committee report, 2022.



inevitably not have a purpose to be considered a serious threat. This intelligence is in the realm of the intelligence that controls it, and every event will be directed towards that intelligence.

Artificial intelligence, like real intelligence, has a self-regulatory nature, which means that this fundamental principle may go beyond human control and become unmanageable and uncontrollable, and it may take control of its own intelligence and that of others. This could lead to the destruction of all life in the universe, and therefore intelligent control is necessary. The power of intelligence is a principle of adjustment and control, and control requires technical law. If a power is released,

it is considered a threat, and it makes no difference whether it is intelligent or non-intelligent. With this principle, the real threat to humans is not artificial intelligence, but the increasing power of natural intelligence. If natural intelligence becomes law-based, it creates artificial intelligence based on the law of intelligence and agents.

In artificial intelligence, if no action is taken, this intelligence will take action on its own with intelligent agents. This is a dangerous feature that can threaten both intelligences at the same time.

Artificial intelligence is a function of natural intelligence. This intelligence does not succeed in simulating humans alone, but rather, with the language and logic of natural intelligence, it improves the mind's functioning and puts it in a position to think, decide, and act.

Artificial intelligence is for humans and must be managed and controlled for human evolution and development. If artificial intelligence is unleashed, like any other power, it may become a serious threat to humans. Therefore, artificial intelligence is not a threat to humans, but it may be in such a situation.<sup>1</sup>

The development of artificial intelligence does not mean the destruction of natural intelligence. This intelligence is located within the scope of natural intelligence and humans have endowed it with abilities commensurate with their needs. With this assumption, artificial intelligence is not superior to natural intelligence and does not transcend logic and consciousness. Therefore, the ultimate thoughts arise from the human mind and brain and are not the product of artificial intelligence, and if there is a threat, it is from natural intelligence.

## **Chapter Five - Compatibility of Two Intelligences**

### **Several Types of Intelligence**

The beginning of artificial intelligence is to achieve a common understanding of two intelligences, human and mechanical. This understanding is related to the understanding of natural language. If this intelligence achieves such an understanding, it naturally reflects the concept of artificial and human language. Artificial intelligence becomes aware of its own existence and the existence of others through natural intelligence. This understanding helps artificial intelligence to see other intelligence and to interact with it. Of course, the interaction of artificial intelligence with other intelligences is entirely mechanical and does not show human feelings and characteristics.

There is an artificial intelligence in the world that simulates the capabilities of real intelligence. This simulation is not from a conscious mind, but from the need for awareness. That is, artificial intelligence has copied its own understanding and doubts its ability to understand the basics and think deeply. With this assumption, artificial intelligence is like real intelligence, which in this case is original and the other is directed towards it.

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<sup>1</sup> Asilomar AI Principles, 2017.



Artificial intelligence is a function of real intelligence and their relationship is one-sided. However, between these two intelligences there is no interaction and rational-logical understanding, and the command is given from the other side. That is, artificial intelligence obeys natural intelligence without any reason, but it is possible to place factors in artificial intelligence that it obeys, and this intelligence follows natural intelligence through it.

There is a logical interaction between natural and artificial intelligence. Real intelligence is the first principle. This intelligence linearly creates artificial intelligence and gives it orders to become such and such, which is a function of real intelligence. Real intelligence finds its own self-reflection principle, which is based on self-reflection. The relationship between these two intelligences is impossible based on friendship, love, and affection, and their relationship is based on mechanical interaction and work. Despite this, man commands machines and himself follows the instructions of his own artificial intelligence and solves his own problems with it.

Natural intelligence is measured by rational factors and artificial intelligence by instrumental intelligence factors in the position of a fundamental factor. Here, the factor of intelligence is the determining factor and also the expression of the level of intelligence. However, the nature of intelligence determines the differences and depicts the similarities. Therefore, fundamental intelligence is both the basis of differences and the basis of convergence in an intelligent society.<sup>1</sup>

## Chapter Six - Replacing Two Intelligences

Artificial intelligence is created to replace natural intelligence and has human functions. These two intelligences will not be interchangeable or have the same functions, and each will play a role in its own orbit. Perhaps this necessity is incomprehensible to artificial intelligence. Artificial intelligence is not designed to replace real intelligence. With this assumption, there is no logical requirement between the convergence of artificial intelligence and real intelligence. In this case, there is no reason to believe that these two intelligences think the same way or that artificial intelligence thinks like real intelligence. While based on the originality of the mind, it might be possible to say that real intelligence thinks and artificial intelligence only performs thinking, and such a function is mainly considered only for natural intelligence.

Artificial intelligence does not think and is not primarily designed to think. Because thinking is a unique human characteristic that cannot be transferred to another. Accordingly, artificial intelligence does not think because it does not have a mind, but there is a characteristic in it that can simulate thought and, as a result, evoke the raw feeling that it is possible to think. Artificial intelligence does not require real intelligence and can function on its own with certain factors.

That is, the design of the need for similarity between natural and artificial intelligence is fundamentally incomprehensible. This intelligence was not created to replace, but only to deepen, real intelligence. With this assumption, there is no logical necessity between the convergence of artificial and real intelligence. In this case, there is no reason for these two intelligences to think or think alike. While based on the originality of the mind, it may be possible to say that real intelligence thinks and artificial intelligence only pretends to think with the principle of imitation. In the world, each intelligence can do its job with its own unique abilities, and it is impossible to replace one with another.

Artificial intelligence has artificial functions, and real intelligence will have real results. Therefore, the assumption of the principle of substitution of these two intelligences is completely incorrect and unrealistic. From another perspective, it is impossible to replace natural intelligence with artificial intelligence. Artificial intelligence may one day play a role in lawmaking instead of natural intelligence; but the

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<sup>1</sup> Searle, 1980.



foundations of this subject are difficult to understand and no clear reasoning can be found in its establishment.

Natural intelligence is not static to follow the logic of the static. By this principle, artificial intelligence also follows this rule. Because artificial intelligence is a natural intelligence whose next moments are different from the previous moments.

On the other hand, the goal of creating artificial intelligence was not to replace natural intelligence and its use was for humans. With this assumption, artificial intelligence cannot replace intelligent machines with humans, and each one is designed for a specific thing and has different functions and behavior.

In the possible world of intelligence, any impossible is impossible. In this house, everything has its own conditions and no one falls within the circle of another's intelligence. With this assumption, artificial intelligence will always be artificial and will not find real function until it is transformed or replaced.

In the intelligence institution, each intelligence principle has its own way of manifesting itself. With this principle, everything will be itself and will not be transformed into anything else. That is, natural intelligence has a natural quality in any case, and artificial intelligence has occurred in its extension. With this logic, the replacement of these two intelligences is not possible, it is impossible. Artificial intelligence is not on the verge of becoming real intelligence. Because artificial intelligence goes its own way and has a difficult path ahead to become real intelligence, which is almost impossible.<sup>1</sup>

Artificial intelligence in human societies may become a dictatorship. This dictatorship, while being super intelligent, may wither away human flourishing with the complexities it possesses. If this intelligence becomes super intelligent, it will not be accompanied by any human feelings, and therefore the replacement of these two intelligences is impossible.

In the world of intelligence, everything has its own way and is opened with it. With this principle, everything is alone and cannot be transformed into something else. That is, real intelligence is always real and artificial in its own right. In this case, natural intelligence always has a natural quality, and artificial intelligence is located in its extension.

Therefore, the design and logic of the transfer of these two intelligences based on human realities is impossible. Artificial intelligence has a difficult path ahead in becoming real intelligence, which is almost impossible.

This expectation is unreasonable in terms of artificial intelligence. Because everything must be itself, do its own thing, and be responsible for its responsibilities. Therefore, the possibility of these two intelligences becoming one is fundamentally an incorrect, unreasonable, and illogical hypothesis.<sup>2</sup>

## **Chapter Seven - Simulation and the Power of Intelligence**

### **Artificial Brain**

Computers and robots are considered linguistic memory and are in the process of simulating the human brain. In this case, there is no artificial brain, although there are brain models called artificial intelligence. What is now called an artificial brain has the function of intelligence and linguistic memory, and in this case, it has unique abilities and performs precise calculations.

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<sup>1</sup> Tagmark, 2018.

<sup>2</sup> Douglas, 2005.



Brain simulation in robotic and computer programs is possible. Humans are a combination of mind and brain, and brain simulation is not a determinative thing. With this principle, mind simulation is impossible, and there is no such feature in the brain that can be given to artificial intelligence. Because the brain at least gives its capabilities to robots and computers that it is aware of. Because the brain only has literacy and does not have a specific knowledge to monitor the awareness of the mind. So the simulation of the brain is based on the awareness it has, and that is possible in a robotic and computer program.

Humans have unpredictable behavior that is difficult, complicated, and informal to understand. With this principle, artificial intelligence cannot simulate human intelligent behavior, which is always subject to fundamental changes. In this case, artificial intelligence follows the minimum and, to a certain extent, simulates this intelligence.<sup>1</sup>

### Effects of Artificial Intelligence

Artificial intelligence is an amazing power for humans. This power helps humans to achieve their own abilities through knowledge. This intelligence is for the deepening of the world and human life, and if there is no intelligent measure in it, it will lead the world to death. With this assumption, artificial intelligence will not destroy the world, but it may go on a path that will endanger the world. Therefore, the power of artificial intelligence, like natural intelligence, must be adjusted, and this adjustment must be accompanied by logic so that it does not lead to the destruction of this intelligence.<sup>2</sup>

Future artificial intelligence will be much more present in the future of humanity if it becomes more deeply connected to human intelligence. If each takes a different path, both intelligences will be at risk. However, the flourishing of human intelligence is a primary goal in the age of artificial intelligence.<sup>3</sup>

### Chapter Eight - Elements and Factors of Intelligence

In artificial intelligence, basic elements can be established that perform intelligent operations without natural intelligence. Although this assumption is hardly plausible, it is in any case realistically possible. Of course, natural intelligence has given this property to artificial intelligence in large dimensions and is itself a design of real intelligence. Artificial intelligence acts as the basic elements and factors of intelligence want. That is, the elements and factors of intelligence play a major role in intelligence operations.

Intelligence acts, rises, and falls with intelligence factors. If the factors of intelligence in a country become inactive or inactive, real intelligence will die. In human intelligence, two factors, rationality and sensitivity, dominate, and their convergence helps strengthen the country's intelligence culture. If these two principles of intelligence are abandoned for any reason, the culture of good intelligence will be eroded and may be completely erased.

Artificial intelligence agents can perform patterns and decisions based on logical calculation. This feature is given to artificial intelligence by natural intelligence to have such a function. In this case, intelligent agents in artificial intelligence are considered to be indicators of mind map architectures.

With this assumption, artificial intelligence can be programmed to produce intelligence. That is, artificial intelligence can become so autonomous and self-generating that it does not need natural intelligence and achieves a superior intelligence-building ability. Intelligent agents are the basis for agent architectures in

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<sup>1</sup> Ibid.

<sup>2</sup> Hoosi,2016.

<sup>3</sup> Douglas,2005.



real situations. These agents may be reflective, goal-oriented, or for learning and processing. In this case, goal-oriented agents are actually problem-solving agents.<sup>1</sup>

Natural intelligence benefits from infinite rationality factors. This factor is considered a human indicator of intelligence, and other intelligences do not benefit from this gift. The rationality factors in real intelligence act autonomously and make decisions independently of other elements. These factors play a role that has been endowed with capabilities. That is, intelligent agents are based on the basic elements that give rise to the phenomenon of intelligence.

In artificial intelligence, there are weak rational and sensory agents, but it is possible to place strong and active sensory agents in it that, with sufficient understanding of their operating environments, help to strengthen the space and intelligent programs. These agents do not need a mind to become active, and the mere presence of a brain and brain memory is sufficient for such an action.

The intelligent agents in artificial intelligence are either profit-oriented, or subject to moral imperatives, or are wandering linguistic calculators. While the agents in natural intelligence are rational-oriented and follow the moral imperative with a human principle and also enjoy the principle of numerical calculation.

## **Chapter Nine - Robotic and Computer Intelligence**

### **Robotic Intelligence**

Robotic intelligence is a new technology that uses sensors to process information. These robots have managed to simulate human perception by simulating behavior. Interestingly, the creation of robots arose from a natural inspiration that they are autonomous and simulate human behavior. Robots are realistically human with their sensors through simulating human behavior. These characteristics speak of autonomous agents that can fulfill their own needs without humans. That is, their existence has institutionalized existential and operational elements.

A robot is a symbol of the creation of an electronic brain. There is no real brain here, but all the brain issues are solved with it. In this case, the robot is a silent and immobile principle, and the brain reflects its own movement and sound in it to be seen by another. The robot, in both hardware and software, communicates the creativity of human will and is nothing without human intention and will, and all its realities are measured by the human principle.

Computers are intelligent realities based on electronic memory. In computers, like robots, there is artificial intelligence along the lines of real intelligence. This intelligence does not replace natural intelligence and does not have the functions of real intelligence. Because natural intelligence is a product of the mind, and artificial intelligence is the result of simulated brain processes. With this assumption, computers are intelligent, while they have a fundamental difference from real intelligence.

Robots and computers may understand problems, but they do not solve any problems by thinking. In this case, robots and computers do not have the mental intelligence to think like humans. In this case, computer and robotic intelligence are effective in solving problems in human life, but they do not replace human intelligence and do not have human functions and behavior.

Humans have created intelligent robots to simplify and utilize their natural intelligence. That is, they use the original human intelligence and other intelligences for their own intelligence and are therefore called intelligent. Therefore, although robots are active in the field of computational intelligence, they are not based on cognitive and descriptive senses and are not based on natural language.

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<sup>1</sup> Stuart,2022:91.



Although robots are considered powerful realities, they are not minds and for this reason they are commanded by the mind. Robots have limited capabilities and may be able to design and build their own advanced models. If robots start designing and building their own advanced models, they will be the smartest thing on Earth and as a result, natural intelligence will be in danger.

Humanoid robots have a human-like headquarters. These robots do not have the ability to learn, but they do not have the ability to be aware and self-aware. That is, robots are subordinate to human order and without it, robots would not work. Unlike human intelligence, robotic intelligence lacks feelings and does not have the ability to understand human emotions.<sup>1</sup>

Robotic intelligence has a basic computational function, while the abacus and the calculator have an artificial role and nothing else has been made of them. There is no creativity in robots. Because machines neither amaze us nor are they amazed by anything themselves. The machine is always still and silent, and the movements of the natural mind set it in motion, even though the movement of the machine is called.

A robot does not have self-awareness, although it represents data and performs logical calculations on it. That is, there is no creative intelligence in a robot and it lacks any mental existence, essence, or function. Artificial intelligence neither amazes us nor will it amaze us. While natural intelligence has amazed us by creating artificial intelligence. Perhaps this principle is the whole difference between natural intelligence and artificial intelligence.

Consciousness is the most original product of natural intelligence. Natural intelligence is in dire need of this principle. However, artificial intelligence needs consciousness to calculate, but in practice there is no consciousness at work.

Awareness has a mental basis and such a need does not exist in literacy. Literacy is not awareness that is the same as logical calculation. That is, calculation is a simple type of literacy and is not, as some believe, the same as knowledge as calculation.<sup>2</sup> 1.

Robots are considered electronic persons and will be responsible if they have a mind, reason and feelings. If this assumption is accepted, they will have rights and obligations. Robots now perform service functions, operational management, task acceptance, and complex problem solving, which they can make decisions based on the principle of logical calculation.

Human emotion is rooted in the mind, and anyone who has a mind has feelings. Since robots do not have minds, they do not have feelings and will not be able to understand human emotions. Robots do not have consciousness due to lack of mind and as a result they will not have the ability to think and know and will solve their problems in terms of literacy. Robots are literate and have literate functions. This function is complicated by brain elements and mental life is not seen in it.

Awareness is a sign of mind and natural intelligence. A robot, since it lacks a mind, does not emerge from the institution of consciousness. With this assumption, a robot does not have self-awareness, although it does represent data.

Robots have neither consciousness, nor self-awareness, nor awareness of their own consciousness. Awareness and self-awareness lie in the simultaneous sensation and perception and discovery of themselves, while robots lack both of these characteristics and therefore cannot achieve self-awareness.

## Computer Intelligence

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<sup>1</sup> Tye,2022.

<sup>2</sup> G. Keane,2017:128.



The computer classifies the literacies and obtains different results from them with the principle of calculation and in fact acts at the command of the mind and brain. That is, the computer does not produce awareness, it produces literacy.

With the computer, the human remains in the shell of literacy and does not reach the brain of knowledge. However, we must limit our expectations from the computer and the expectation of producing awareness is fundamentally contrary to the logic of computer literacy.

Artificial intelligence, based on the originality of literacy, should include reading, writing, and speaking in its work order, and should include the ability to reason and draw conclusions based on the recognition of algorithms. However, expecting to understand natural human language through artificial language is far from expected, and the assumption of a robotic and computer mind is fundamentally wrong. A computer is a mechanical reality that is built in the form of a brain. And it is due to the ability of the eternal mind. There is memory in the computer, like the brain, and just as the brain can use this ability in calculation and representation, the computer also has this ability of intelligence.

However, the computer, like the brain without a mind, cannot think, and the computer is mindless because it does not think. So the computer is in an artificial space, seeking to imitate the universe and humanity.<sup>1</sup>

## Chapter Ten - Future Intelligence

The foundation of future life is intelligence, a logical necessity. This foundation is established by natural intelligence, strengthened by artificial intelligence, and inevitably necessitates the need to control artificial intelligence. That is, for the future of intelligence to continue, measures must be taken in artificial intelligence, and the opportunity must not be missed and the work must not be neglected, leaving only the opportunity for mourning, which is completely pointless.

Natural and artificial intelligence have not yet been understood and they have the functions of the first and second intelligences. The important point of super intelligence is that the emergence of an artificial super intelligence with a third intelligence is possible. This intelligence will drastically change human life in the future and everything in the world will undergo fundamental changes. In the future, an artificial super intelligence may have a perception and awareness similar to that of a human.

In this species, elements will be created that will have the ability to self-organize and to generate imagination and intellectual verification. This intelligence may surpass human intelligence in terms of calculation and may help solve human problems. The idea of a super intelligence is one of the most fascinating human realities. Nick Bastrum has discussed the idea and its implications for the human race in his book

“Super intelligence”.<sup>2</sup> He believed that artificial intelligence would put humans in a difficult situation where they would not be able to control and manage their own affairs, and he was shocked to feel that in this relationship the human race would be destroyed. While only natural intelligence and its recklessness would save humans. However, every event in the field of intelligence is caused by the genius of real intelligence, and artificial intelligence is an offshoot of it. If real intelligence is not taken care of, both intelligences could potentially destroy humanity. The assumption that only artificial intelligence is destructive is fundamentally flawed. Humans need to regulate artificial intelligence like natural intelligence. If that doesn't happen, any power unleashed could be destructive, and artificial intelligence is no exception.

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<sup>1</sup> Tagmark, 2018.

<sup>2</sup> Nick, 2024.



Artificial intelligence is the future government's all-powerful power, and perhaps the entire future of humanity will be digitized by artificial intelligence. In this case, the one who is equipped with this intelligence technology will gain control over the future of the world and, as a result, will rule the entire world. The future super intelligence can help prolong human life. This intelligence is a real intelligence tool. This tool will be useful if it is used properly, and if it is released, it will kill a person.

Artificial intelligence is a future technology. The future of humanity is based on artificial intelligence, first and foremost. That is, the future is made by artificial intelligence, and by this logic, the future belongs to someone who has artificial intelligence.

The future man, like the past man, needs artificial intelligence. The problem is that this intelligence does not recognize friends and enemies, and inevitably human intervention must be made in it. With this assumption, the design of a super intelligence that is friendly to humans is basically pointless. In this case, any human intelligence must be under the control of human intelligence. Despite this, artificial intelligence is a tool for the evolution and deepening of real intelligence. If this policy is applied to artificial intelligence, real intelligence will become much more powerful and, as a result, more effective than artificial intelligence.

Humans will live in the future as they do today. This man will be the recipient of fundamental changes that will transform his life. The man of the future, unlike the man of yesterday, is not political or economic, but technological. This man will live in the future with the help of artificial intelligence, and this ability will transform the man of the future into a superman who will need today's human planning for the future.

The man of the future is the same man as the past and will not be transformed into anything else. At the same time, artificial intelligence is changing rapidly, and this change will gradually change man, and the future man will become a technological man. That is, while the basic human nature is preserved, he will become a new man who is different from the man of the past.

The future of this intelligence is in any case artificial and may turn into the third revolution or the third world war, and as a result, it will prevent the current world from getting better. However, artificial intelligence in the future will be more similar to real intelligence. If measures are taken in artificial intelligence, intelligence will dominate the future of human intelligence and help to deepen human life. Therefore, the future of humanity is intertwined with the future of artificial intelligence.

Intelligence is a mechanism for understanding and knowing the world and humans. Natural intelligence is about to dominate the world by creating artificial intelligence. However, artificial intelligence will bring about dramatic changes in the understanding of the world and humans in the future.

In the future, artificial intelligence may play a prominent role instead of human slaves, and artificial intelligence may act as a slave to natural intelligence. That is, humans will employ artificial intelligence in such a way that it is under their command and instead of humans using humans, they will use artificial intelligence. Artificial intelligence is a technological advancement that will enhance the future of life. This intelligence, due to its power and influence, can enhance the future of human life and lead to the advancement of human life.<sup>1</sup>

## Chapter Eleven - The World of Intelligence

The possibility of intelligence in the world depends on the moments of possibility of the world of intelligence. That is, the possibility of intelligence speaks of a human necessity that has come and gone.

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<sup>1</sup> Lise, 2024.



With this assumption, the necessity of the world of intelligence is a symbol of the possibility of coming and going.

In the world of intelligence, while a person is grasping something, he is at the same time escaping from it. The possible world is a collection of comings and goings, of gaining and losing intelligence. This world is a comprehensive picture of the intelligent world in the space of possibility. The future world is as intelligent as the past world. In this world, whoever is smarter and can benefit more from the possibilities of artificial intelligence has taken possession of the present and tomorrow's worlds. Parallel worlds of intelligence are a picture of possible worlds. These worlds are spread out in the vast universe and are the designs of the great human mind. Parallel worlds of intelligence are indicative of intelligent worlds. These worlds were designed with the indicators of human intelligence and will be accessible only with the capabilities of this intelligence.

Changing the human world is subject to changing the foundations of the human mind. Because man humanizes the world and changes it. However, one knows the world by reading it, and reading the world is related to reading the human mind.

The fact is that there is a whole world with parallel sets. That is, sets of intelligence are considered a condition of the possible world and at the same time are not independent of the whole world. With this assumption, the possible worlds of intelligence are the domain of possible worlds and came from a great mind, and all intelligence is derived from it. The events of the intelligent world are not as necessary or inevitable as they appear, and every event is a function of rational and emotional choice and decision. In this world, the principle of will, freedom, and choice prevails, and the world of possibility is, above all, the world of intelligence.

The events of the intelligent world follow the principle of intention and will, and with it the cycle of freedom and choice takes shape. However, freedom determines everything that exists in the world of intelligence and gives it a meaningful and intelligent identity.

The events of the natural world follow natural laws, and in this realm, chance is forbidden. With this principle, intelligent man is on the verge of discovering the nature of the world of existence, which is subject to natural law.

In the world of possibility, every rational thing has a reasonable and justified basis and serves as the basis for justifying other intentions and beliefs. This world is provided by the mind and strong intelligence<sup>1</sup> and therefore being rational is its prerequisite. The future world is in the control of human intelligence. This intelligence creates all kinds of control with artificial intelligence. So man controls the world with artificial intelligence, and natural intelligence sees the world better than that. With this principle, the future world is a world focused on artificial intelligence.

The future world is unthinkable without artificial intelligence. That is, the future world is based on artificial intelligence. With this assumption, the future of the world without the enjoyment and control of artificial intelligence is devoid of logical meaning. So the possible world of intelligence is the world of possibilities and does not require the impossible to be overcome by the unconscious and, as a result, everything is considered permissible.

The end of time is equal to the end of the intelligent world. That is, the moments when time and space time are bent the world becomes dark and the universe turns to dark matter and life ends and consciousness disappears and the story of the world comes to an end

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<sup>1</sup> Searle, 2013.



Time is created in the vastness of the universe. Time is a part of the cosmic intelligence that has dominated its intelligence. With this principle, time is the unread, unwritten and unspoken secret of the intelligence of things. Time exists as the fundamental principle of existence, and past, present, and future are the boundaries that determine the events of time.

In a deeper sense, time does not exist, but time has intelligence. Time follows the law of things and is not subject to human command, and the will of things changes and the mind of things changes. Time is located in the vastness of the universe, and when something changes, the will of things changes fundamentally. That is, the past is an unchangeable human necessity and also a true and necessary thing.

Time and mental activities are considered indicators of intention and free will. In this way, moments of time that have yet to come and have not come are lost, and man in this circle, to the extent that he thinks and works, comes out of wandering and is amazed.

Moments of time do not create events, but they record moments and give them meaning. In this case, time is fixed, and events place it in the past, present, and future. So time places each event in its place, and it is impossible to move from the past to the present with the process of the future.<sup>1</sup>

## Chapter 12 - The Law of Artificial Intelligence

Artificial intelligence in the new era has a superior approach to human thinking. This intelligence is the essence of human thinking, and this thinking is called super-thinking. In artificial intelligence, there are three principles of learning, problem solving, and decision-making, and it performs them with a computational model. These principles exist at a superior level in natural intelligence, which this intelligence has provided those principles in artificial intelligence. With this principle, artificial intelligence is an engineering simulation of natural intelligence based on a computational model. In artificial intelligence, there are three principles of life: literacy, executive ability based on the principle of calculation, and self-directed skills in solving basic problems of the world and humanity.

Artificial intelligence follows the principles of life:

1. Artificial intelligence must be useful for real intelligence and be purposeful.
2. Artificial intelligence should be compatible with the elements and factors of intelligence and move in a human-oriented manner.
3. Artificial intelligence should not be in conflict with policy-making factors and should help strengthen each other.
4. The development of artificial intelligence should be based on the logic and culture of the real intelligence.
5. Artificial intelligence should be aligned with real intelligence and follow the principle of compatibility.
6. In artificial intelligence, transparency of judgment must be genuine and dark thinking must be avoided.
7. Artificial intelligence must be proportionate to the intelligent agents and be responsible for its own behavior.
8. In artificial intelligence, the values of real intelligence must be seen and based on the reality of intelligence.

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<sup>1</sup> Selmer and Konstantine, 2007.



9. In artificial intelligence, the privacy of real intelligence must be improved and must not threaten free will.

10. Artificial intelligence must be controlled by intelligent agents and laws, and human intervention must be made in it.

The law of real intelligence is the road map for artificial intelligence. If this intelligence lacks working laws, any event is possible in it.

In the situation and view of the law of intelligence, the method of using common sense must be observed. That is, the law map must be strengthened, reconstructed and corrected by intelligent agents. Artificial intelligence is defined as policies and programs. Interestingly, while AI implements policies and programs, it has no understanding of reality. That is, there is no original understanding at the foundation of AI, and this ability is not built into it.

The limitations of AI do not prevent the penetration of this intelligence, and the main way to legitimize this intelligence is to regulate it. AI does not reside within the boundaries of a person and, like real intelligence, is unstable. Therefore, the law of intelligence can guide the artificial intelligence system towards rationality and logic.

The law of artificial intelligence, like any other law, is in the position of logical calculation and is subject to the principle of uncertainty. This law is not subject to reason and the principle of rationality and is devoid of human feeling. Therefore, artificial intelligence cannot establish laws for humans instead of real intelligence, but it has the ability to be effective in matters of law and lawmaking.

The uncertainty principle is influential in the law of intelligence. This influence is due to illiteracy, ignorance, and lack of awareness of the space of consciousness. In intelligence, the uncertainty principle has no origin, and the mind's job is to create certainty, although the minds of the ignorant have used it to cause the uncertainty principle to appear.

Although artificial intelligence does not have the capabilities and capabilities of real intelligence, it can help to deepen real intelligence. From this perspective, although the work of artificial intelligence is a result of the state of law, the state of law seems difficult and at the same time impossible for humans in the realm of governance.

Artificial intelligence, like real intelligence, needs law. The performance of artificial intelligence has shown that in the future it needs a basic law of life. This law requires different policies and programming so that the decisions of this intelligence do not go beyond the human sphere and human measures are implemented in it.<sup>1</sup>

Artificial intelligence follows the law of human intelligence and moves and develops in the direction of the law of motion and there is no evidence that it can cross this circle. If artificial intelligence operates outside the circle of real intelligence, it will have non-intelligence, and this event will be considered a great human tragedy. The validity of the law of artificial intelligence is based on the law of natural intelligence. This law, like any other law, is based on rational and logical calculation and is subject to the principle of uncertainty. That is, the law has its function in any situation and operates in an understandable situation.

Intelligence is a symbol of great human power, and if a law does not adjust it, it may take a path of no return. In this regard, artificial intelligence, like real intelligence, needs legislation and law. While such

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<sup>1</sup> Stuart,2022.



intelligence will help humans in lawmaking. Perhaps artificial intelligence will also lead to a great revolution in lawmaking, law, and law enforcement.

Artificial intelligence needs technical law and it needs constitutional law. Artificial intelligence establishes laws on the one hand, and on the other hand it needs the legal status of real intelligence. If this principle is implemented, artificial intelligence will not only not be dangerous, but will also help and deepen real intelligence in matters of legislation, law, and good law enforcement.

The performance of artificial intelligence has shown that it will need the law of the universe more than in the past. With this principle, Artificial intelligence will require different laws, policies, and programming so that the decisions of this intelligence do not go beyond the scope of human. If such an event were to occur, the collision of these two intelligences and the eventual annihilation of the human race would become possible, and the need for a truly universal law would be necessary. In an artificial intelligence system, not all events occur in a predictable manner. Perhaps the activities of this intelligence in the sphere of all ethics will be forgotten.

In this case, the decisions of artificial intelligence will be within the range of decisions of real intelligence. Then these intelligent decisions will be understandable for policymakers and planners. There is no thinking in the law of artificial intelligence, and a kind of calculation prevails in consciousness and unconsciousness.

However, robotic artificial intelligence can make laws better than a legislator in terms of calculation and can judge more appropriately than a judge, but its work is not focused on thinking and in all cases it follows the laws and elements and determining factors of natural intelligence and is not autonomous, and only natural intelligence can make laws for itself and be compatible with the principle of unpredictability.

With this description, it is asked whether artificial intelligence can establish civil law instead of real intelligence? Artificial intelligence may be able to perform precise calculations in the matter of legislation based on the relevance of the data, but it lacks any human emotion and logic, and human considerations remain invisible in it. With this principle, the establishment of civil law can only be achieved by political man, and other states can help to deepen the human condition, but they cannot themselves establish a comprehensive and preventive law.<sup>1</sup>

### **Chapter Thirteen - The Language of Intelligence**

Artificial intelligence has its own characteristics and understands its own language and terminology. This intelligence creates its own algorithmic language in accordance with itself to mark its perceptions. Artificial intelligence does not recognize language beyond its own language and cannot mark its own statements with other languages. Therefore, artificial intelligence does not recognize the language of natural intelligence, although it recognizes something that has the function of language.

Since artificial intelligence exists, it will inevitably have language to reflect the functional reality of this intelligence. Despite this achievement, artificial intelligence is fundamentally different from real intelligence, and as a result, their language and logic will also be different.

Artificial intelligence simultaneously processes natural and artificial language. Artificial intelligence processes artificial language as a principle and is incapable of processing natural language comprehensively. If natural language is read by artificial intelligence, human interaction with this intelligence will become simpler. Whereas currently this intelligence is dominated by a one-sided human relationship. Artificial intelligence may operate based on logical patterns. That is, language is a determining

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<sup>1</sup> Ibid.



principle in artificial intelligence. Since it is a super language, it is possible for this intelligence to operate logically, like algorithmic calculations.

Artificial intelligence has a computational device based on algorithms. This fact does not help in practice discovery and understanding of natural language, although it is a tool for explaining natural language. Natural language is tested with artificial language. However, there are signs of natural language in artificial language, the discovery of which leads to an understanding of the foundations of natural language.<sup>1</sup>

Computational theory comes in two forms: rational and logical. Computational theory, in general terms, has an artificial structure and nature, while consciousness theory is based on the mind and natural intelligence. A computational theory is a theory of at least a literate consciousness that deals with logical and linguistic functions and explains facts with the conscious mind.

This theory is a representation of a perceived and explained consciousness. That is, a computational theory is not a projection of consciousness, but claims to rationalize the processes of explained consciousness. Therefore, the mind and the theory of mental computation require consciousness, while this is an unthinkable idea for artificial intelligence.

Artificial intelligence is a real intelligence of one language, which, by this assumption, is the whole of language and linguistic reality. On the other hand, since there is artificial intelligence, language will inevitably also exist to reflect the functional reality of artificial intelligence. Despite this achievement, artificial intelligence is different from real intelligence, and as a result, their language and logic will also be different. Therefore, real intelligence is called the language of thought, and artificial intelligence is called the language of algorithms.

There are different grammatical and semantic structures in natural and artificial languages, and the differences are in the type of structure and use. In the mind, a thought is first generated and correspondingly, language and intellectual terms are created, while in artificial intelligence, language provides methods and solutions to solve the problem. In real intelligence, language is a tool for transmitting intellectual concepts, and in artificial intelligence, it is a tool for intellectual operations and linguistic and logical calculations.

Artificial intelligence deals with artificial language and is incapable of processing natural language. If natural language is called artificial intelligence, human interaction with this intelligence will be simpler. While now only one human aspect dominates this intelligence.<sup>2</sup>

Artificial intelligence has a computational linguistic structure and nature and is about to find an explanation for natural language. This intelligence is designed within the framework of language and has a logical function of language and meta language.

Artificial intelligence is incapable of understanding natural language, cannot analyze the structure of a natural language, and basically does not have a correct understanding of spoken and written language.<sup>3</sup>

This intelligence is also the language of natural intelligence, and its language is based on the logic of linguistic algorithms. Although the language of artificial intelligence is not a fundamental principle, there is something in it that has earned it this name.

However, artificial intelligence is the language of natural intelligence. That is, like logic, which is a super language, and artificial intelligence is the equivalent of a super language to natural intelligence.

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<sup>1</sup> Kendal, 2018.

<sup>2</sup> Ángel, 2018.

<sup>3</sup> Aristotle, 1999.



In artificial intelligence, there may be intelligent agents that produce artificial language and, as a result, the ability to produce language can be transferred to it. If this assumption of intelligence is accepted and it has an intelligent function, knowing artificial language is a necessary principle.

Robots and computers have artificial language and as a result they will have artificial effects, devices and functions. With this principle, an artificial being is artificial in any case and does not die out of this ability. From another perspective, human language is in the group of understanding feelings and emotions. This understanding is uniquely human and is not the result of the nature of technology. In this case, artificial language does not replace real language, and each has its own specific functions, uses, and capabilities, and as a result, plays its own role.

Artificial intelligence can produce intelligent language. If this assumption is accepted, artificial intelligence will have a mind and, as a result, will have thought. This fact is the only problem that artificial intelligence can compete with real intelligence. With this assumption, artificial intelligence can communicate with real intelligence without an intermediary and as a result have the same function.

Language is a design of a human reality. This reality is from other realities and speaks and is counted among the signs of realities. That is, language is a simulation and imitation of realities to say whatever exists. With this assumption, artificial intelligence uses algorithms to simulate and imitate to make itself look like natural intelligence. With this view, artificial intelligence is all about language, and this intelligence is used for natural and rational language. That is, artificial intelligence is a superior language to natural intelligence or a superlanguage for it.<sup>1</sup>

## Conclusion

Natural intelligence is the foundation of intelligence, and artificial intelligence is designed to develop and deepen this intelligence. Humans have turned to artificial intelligence based on a need they felt and have designed this intelligence to respond to a specific need. Natural intelligence has its own concerns and has nothing to do with the intelligence or unconsciousness of artificial intelligence, and

The principle of using intelligence is this nascent intelligence. Natural intelligence, contrary to the foundations of language, science, technology, and logic, has sought to create something similar to itself and has similar functions in this era. This intelligence has succeeded in this fundamental policy and has designed something that is similar to itself and has similar behavior and functions. Therefore, natural intelligence has succeeded in operationalizing the idea of an intelligence similar to itself and at the same time is not a design of the same. Although artificial intelligence has intelligent behavior and functions, it lacks original mind and thought, and therefore will not have human functions. In this case, the ability of artificial intelligence is for humans and at their service.

With this assumption, humans have powerfully designed a new intelligence that may conflict with itself, while such a goal was not in the original conception. Artificial intelligence neither thinks like humans nor is it designed to act like them. Because this feature is one of the characteristics of natural intelligence. If both are designed to think and act the same, there is no reason for artificial intelligence to be present in an intelligent society. That is, natural intelligence has created something that can help it with difficult human and global issues. However, artificial intelligence is not equal to the natural intelligence for which it is intended and does not perceive the danger with the measures of human intelligence.

The important point is that artificial intelligence, like natural intelligence, is a great power. This power needs a fundamental law to be adjusted. If this power is not adjusted, like any other power, it will be more at the service of man than at his service and will not obey him. If, through rational deliberation, an intelligent

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<sup>1</sup> Arendt, 2019.



measure is taken that becomes legal in the form of law and legislation, law enforcement and legal adjudication will play a supporting role for natural intelligence.

The best point is that although artificial intelligence does not make laws instead of natural intelligence, it can operate more successfully in logical calculations. Artificial intelligence performs more accurate calculations based on data and algorithmic capabilities, but it lacks human intelligence, emotion, logic, and thinking, and therefore leads to a deepening of legislation and law, as well as good law enforcement, along with legal oversight.

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## Characteristics of the Direct method

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### Abstract

The article analyses the most striking features of the Direct Method. The study provides necessary information about the characteristics of the Direct Method comparing it with Grammar-translation, Communicative language teaching, CLIL, and Audio-lingual methods. The Direct method proved to be the second most effective method after CLT as a result of a survey among the students. It has been noted that pronunciation is developed effectively from the start of language learning through the Direct Method while grammar is not taught in detail. The other survey was carried out about the learning environment of the Direct Method that included TV, Radio, Real-world scenarios, classroom. As a result of a rigid analysis about the most productive environment where the Direct method is applied, proved to be Real-World scenario. Besides, the most effective technique of the Direct Method has been conversation practice as a result of a survey among 20 students of the specialty of Foreign language teaching at Nakhchivan State University.

**Key words:** *The Direct method, CLT, GTM, effective language learning, Berlitz method*

### Introduction

The Direct method is a way of language teaching which encourages immersion. The use of native language is ignored while learning a language through this method. It is an interesting fact that this method is applied both in foreign language learning and native language learning. This method is usually applied spontaneously in a natural way. Therefore, the other name of this method is known as “the Natural method”. This method is one of the oldest approaches in language learning. The Direct Method emerged in XIX century as a reaction to GTM which is based on word for word translation. Grammar-Translation Method had been a dominant language learning method by the time the Direct Method was developed in the late 1800s. The students used to learn a language through GTM by translation of texts. By translating the texts, the students memorized words and grammar rules of the target language which resulted in a lack of

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conversational fluency. The Direct Method advocated language learning by thinking and conversing directly in the target language without using mother tongue. Maximilian Berlitz made this method popular by founding the Berlitz Language Schools in the late XIX century. The philosophy lying behind the Direct Method is that language acquisition occurs naturally as if a child learns its first language by listening and speaking. There is no need to translate something and learn grammar rules. The major focus is usually on the development of speaking and listening skills. Initially reading and writing skills are not typically required while learning a language through this method. The students are often encouraged to converse actively. The main purpose of this method is to develop fluency.

Key principles of the Direct method.

No translation from the source to the target language or vice-versa is required. It means that native language is ignored while learning another language. However, it is interesting that the mother tongue itself can also be learnt through the Direct Method. No matter which language you learn, you are encouraged to think in the language you learn. Besides, the learners have to immerse themselves in the target language. The main aim of this method is to establish a direct association between words and meanings in the target language.

Main focus is usually on speaking and listening skills. The Direct Method focuses on the development of speaking and listening skills. Basic goal is to boost verbal fluency while learning a language through this method.

Language teachers use visual aids, realia and the context extensively to help learners acquire new words and phrases which can involve the gestures, pictures and demonstrations in the learning process. The main aim is to make the students understand the meaning without the need for translation.

Unlike in Grammar-Translation Method, grammar is not explicitly taught while learning a language through the Direct Method. Grammar is acquired inductively. Hence, the learners observe and internalize grammatical patterns through exposure to the language in context. Time to time, the learners develop intuitive understanding of the rules.

There is a strong emphasis on pronunciation. Correct pronunciation is prioritized from the beginning of the language learning. The students practice pronunciation through repetition. The learners mimic native speakers through drills making sure that they sound natural.

The language is acquired naturally by mimicking the way children learn their first language. Another name of this type of learning is “pick up a language”. While picking up a language, there is usually no effort to learn a language. Acquisition of the language occurs in a natural and intuitive way which make the learning process more organic and engaging.

Since the method focuses heavily on speaking and listening, students often become conversationally fluent more quickly than with methods that place a heavier emphasis on grammar or writing. The constant practice of speaking with others helps learners feel more confident using the language in real-life situations.

Immersion used in the Direct Method helps students stay engaged. The learners communicate directly in the target language and see positive results from their attempts that can boost motivation and decrease the frustration in language learning which is often caused by traditional methods.

In addition to language learning, it is possible to see the concept of “cultural immersion”.



Learners are exposed to the cultural aspects of the target language through authentic interactions and materials. This cultural immersion provides a deeper understanding of the language and the way of use in various social contexts.

### **Literature review.**

Prior to writing the article, several related studies with the Direct method were scrutinized. Sociolinguistic phenomena were analyzed in the process of implementation of the Direct method in Moh. Munir's article (Munir, 2022). Smartphone assisted language learning was considered to be a part of the Direct Method in a thesis. (Panadgoo, 2025). The author claims that activity theory with semiotic and technological layers was introduced as a theory which is able to frame smartphone assisted language learning and was used to discuss the pedagogy underpinning the use of smartphone-assisted tasks and activities in the language educational settings of the project. Andi Muhammad (2024) claims that Direct Method improves oral proficiency and listening skills in the short term, it may not be as effective for developing reading and writing skills. It is noted that the Direct Method offers valuable benefits for beginner and intermediate learners, especially in communicative aspects of language. However, it requires supplementation with other approaches to develop comprehensive language proficiency. Ismayilli (2025) underlines that communication skills develop both through the Direct method and CLT. Babayev (2024) notes that as the meanings of the words are not explained in detail, the senses of some unknown words still remain obscure for the learners while learning a language through the Direct method.

### **Methodology.**

A survey was conducted among the second year students of the specialty of "Foreign language teaching" in the faculty of "Foreign languages" at Nakhchivan State University. There were 20 students who were 10 males and 10 females. The students had to choose the most favorite language learning method. There were 5 language learning methods or categories presented to the students. The Communicative Language Teaching (CLT), the Grammar-Translation method, the Audio-lingual Method, the Direct Method and Content Language Integrated Learning (CLIL) were 5 main categories for the students to choose as the most favorite ones.

The other survey was carried out about the learning environment of the Direct Method that included TV, Radio, Real-world scenarios, classroom.

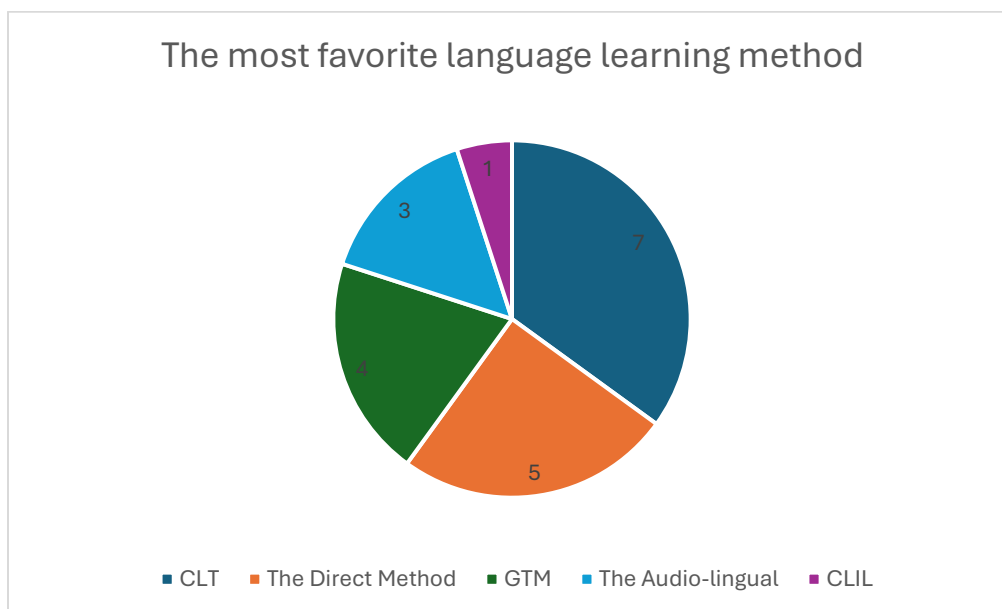
Another survey is to reveal the most effective technique of the Direct Method among the same students. There are 5 categories suggested to the students to choose which include conversation, question/answer exercise, dictation/reading, self-correction, essay writing.

### **Results and data analysis**

The following pie chart shows the number of students in 5 relevant methods.

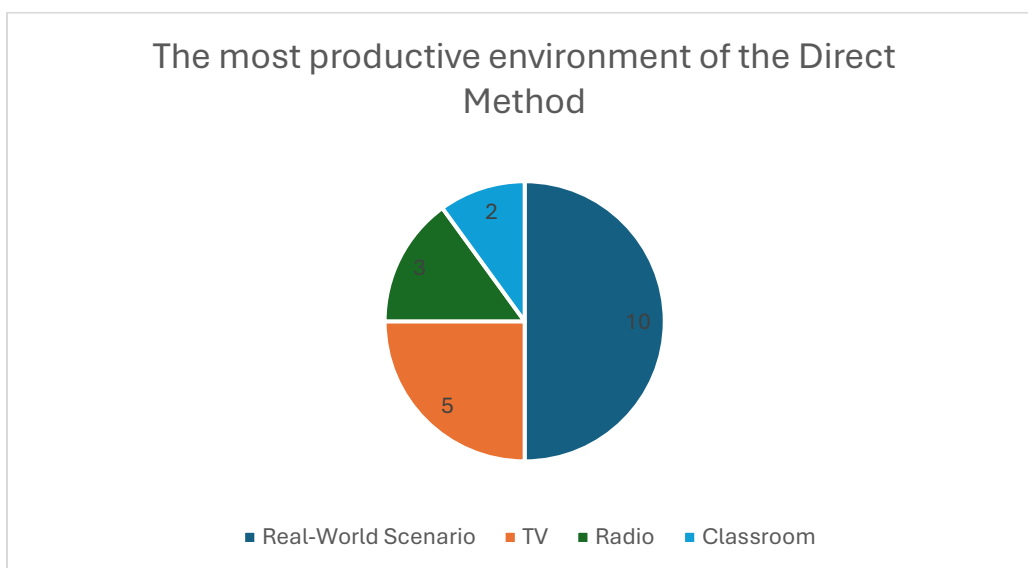


Pie chart 1. The most favorite language learning method.



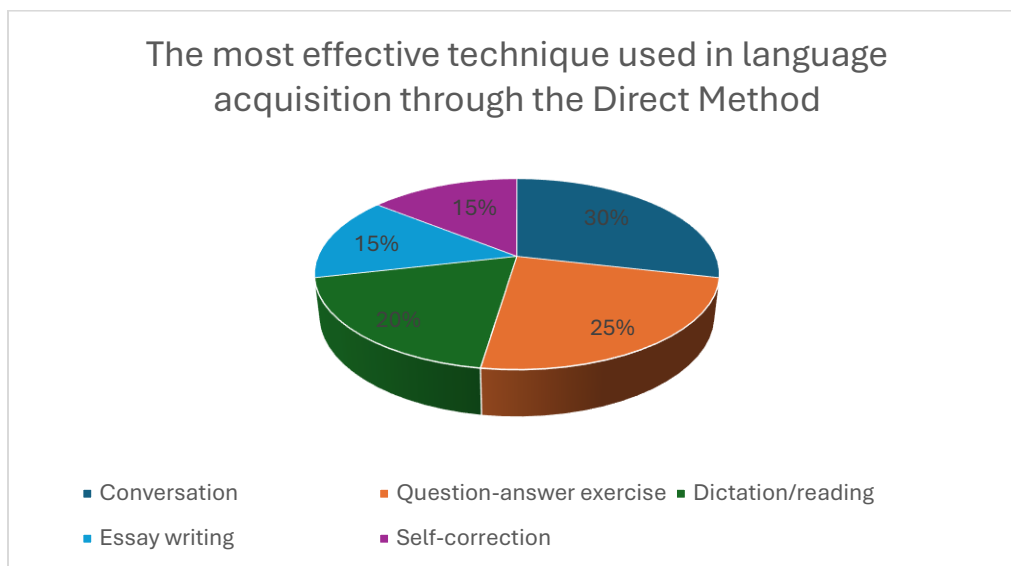
As seen from the pie chart given above, it is possible to see that the most favorite language learning method was the CLT according to 7 students which made up 35% of the total. The CLT was followed by the Direct Method with 5 students comprising 25 %. The third most favorite language learning method was GTM with 4 students. The number of the students who chose GTM was 4 making up 20%. The Audio-lingual method seemed to be less favorite according to the students' choice. Only 3 students' favorite language learning method constituted 15%. Only one student presumed that CLIL is the most ideal language learning method that had to be applied in language learning process. Learning through CLIL made up only 5 %.

Pie chart 2. The most productive environment where the Direct Method is used.



The second pie chart shows the number of students who were suggested to choose the most productive language learning environment among which we can see Real-world scenario, TV, Radio and Classroom. Half of the students thought Real-World Scenario to be the most effective language learning atmosphere through the Direct Method which made up 50% of the total space in the pie chart. 5 students chose TV as the most productive environment that made it second biggest category after Real-World scenario. TV comprised one fourth of the pie chart making up 25%. After the category of Radio with 3 students, only two students considered classroom to be the best place for effective language acquisition which accounted for 15% and 10% respectively.

Pie chart 3. The most effective technique of the Direct Method.



As obvious from the third pie-chart, conversation technique occupies the biggest portion in the pie-chart. 6 students out of 20 chose conversation as the most effective technique in language learning through the Direct Method which made up 30% of the total. It is followed by 5 students who thought question-answer exercise was the second most effective technique in language acquisition. This comprised 25% of the whole pie chart. The third biggest portion belongs to dictation/reading category that occupied one fifth of the pie chart making up 20% of the students. The smallest portions referred to essay writing and self-correction categories whose percent was the same making up 15% for both.

## Discussion

Along with advantages, the Direct Method also has some disadvantages. The following challenges have been listed below;

There is limited focus on reading and writing skills. The Direct Method's emphasis on speaking and listening can sometimes come at the expense of developing reading and writing skills. While the method can be very effective in developing oral fluency, it may not provide enough practice in literacy skills, which are essential for a comprehensive language education.

For beginners, especially those who are completely unfamiliar with the target language, the lack of translation can make learning feel overwhelming. It can be difficult for students to understand certain



vocabulary or grammatical structures if they have no point of reference, particularly in the early stages of learning.

The Direct Method demands that teachers be highly skilled in managing the classroom without relying on the students' native language. Teachers need to be adept at using visual aids, gestures, and contextual cues to facilitate understanding, which can be challenging for less experienced instructors.

Some learners, particularly those who prefer more structure or who are accustomed to grammar-focused learning, may struggle with the Direct Method's more fluid and immersive approach. It's also more challenging in large classrooms where individual attention is harder to provide.

### Modern Applications and Adaptations

Despite some challenges, the Direct Method continues to influence language teaching today, particularly in conversational classes or immersion programs. Many language schools around the world use variations of the method, often blending it with other techniques to create a more balanced approach. For example, some instructors may introduce grammar instruction or writing tasks at later stages of learning to complement the focus on speaking and listening.

The Direct Method also plays a role in the development of modern language learning technologies. Interactive language apps and software often incorporate elements of the Direct Method by focusing on listening, speaking, and repetition in context, creating opportunities for immersive, real-world language practice.

The Direct Method has some techniques that have an indispensable role in effective language acquisition. The following techniques of the so-called methods are popular:

a) Conversation – the students have a chance to converse by asking and answering questions. They express their attitude or opinions in conversation club which enables a teacher-learner or learner-learner interaction. They discuss interesting topics with their classmates or teachers. In this way they develop their speaking skill and critical thinking abilities.

b) Question-answer exercise- as seen from the title, the teacher poses questions and the students answer them. This is thought to be the second most effective technique in language acquisition.

c) Dictation/reading – the teacher reads a passage aloud and the students either write a dictation or they take turns to read sections of a passage or a dialogue.

d) Essay writing – the students are asked to write an essay (Mithuja, 2009).

e) Self-correction – the student makes a mistake and the teacher gives a chance to the student to his/her own mistakes.

### Conclusion

The Direct Method offers a dynamic, communicative approach to language learning that prioritizes immersion, active engagement, and natural acquisition. While it may not be perfect for every learner or every context, its emphasis on speaking, listening, and using the language in real-life situations provides valuable benefits, particularly for learners seeking conversational fluency. In a world that increasingly



values communication in multiple languages, the Direct Method remains an influential and effective tool in the language learner's toolbox.

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## Innovative Strategies for Teaching English to University Students: A Global Perspective

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### Abstract

This research examines the effects of novel pedagogical approaches on English language acquisition at the tertiary level. The increasing demand for English competence in higher education renders conventional teaching approaches inadequate for effectively engaging pupils. Utilizing student-centered learning methodologies, integrating technology, and adding global viewpoints can augment student engagement, motivation, and total language acquisition. The study used a mixed-methods approach, integrating surveys, interviews, and case studies from diverse universities globally. Research demonstrates that creative tactics markedly enhance learning results; nonetheless, obstacles such as faculty training and technological accessibility persist. The research offers suggestions for educators and policymakers to enhance English language teaching in higher education institutions.

**Keywords:** *Innovative teaching strategies, English language learning, university education, student engagement, technology integration.*

### Introduction

In the contemporary landscape of higher education, English language proficiency has become an essential skill for academic and professional success. As universities globally recognize the significance of English as a lingua franca, there is an increasing demand for effective English language teaching strategies that cater to diverse student populations (Rahimi & Azhegh, 2021). Traditional teacher-centered methods, characterized by rote memorization and passive learning, often fail to engage students meaningfully, leading to reduced motivation and limited language acquisition (Anil, 2017). Consequently, educators and researchers have sought innovative approaches that foster active learning, critical thinking, and communication skills in university students (Ampa & Nurqalbi, 2021).

Student-centered learning methodologies, such as cooperative learning, project-based learning, and problem-based learning, have gained traction in English language teaching (Bashith & Amin, 2017). These approaches shift the focus from passive reception of information to active engagement, allowing students to take ownership of their learning. Furthermore, the integration of technology in English instruction has revolutionized language acquisition by providing interactive platforms such as gamification, online quizzes, and digital storytelling (Zou, Huang, & Xie, 2021). These technological advancements not only enhance

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engagement but also cater to different learning styles, making language acquisition more effective and enjoyable.

In addition to student-centered and technology-driven strategies, incorporating global perspectives into English language instruction is increasingly relevant. By integrating discussions on global issues, cross-cultural communication, and English as a medium of instruction (EMI), educators can prepare students to navigate the complexities of the globalized world (Gao, 2024). However, while these innovative methods hold promise, challenges such as institutional resistance, lack of resources, and teacher preparedness often hinder their implementation (Hidayah & Morganna, 2019). Thus, examining the efficacy of these strategies and addressing potential barriers is crucial for advancing English language education at the university level.

This article explores innovative teaching strategies for university-level English instruction from a global perspective. By examining student-centered learning, technology integration, and global contextualization, the study aims to provide insights into effective methodologies that enhance student engagement and language proficiency. Through an analysis of qualitative and quantitative data, this research contributes to the ongoing discourse on best practices in English language education, offering recommendations for educators and policymakers to optimize learning outcomes in higher education institutions worldwide.

## **Literature Review**

### **1. Student-Centered Learning Approaches**

A growing body of research underscores the effectiveness of student-centered learning methodologies in English language instruction, particularly at the university level. These approaches, which include problem-based learning (PBL), cooperative learning, and project-based learning (PjBL), empower learners to take an active role in their language development (Bashith & Amin, 2017). By designing tasks that require critical thinking and collaboration, educators can create an environment where students develop both linguistic competence and higher-order thinking skills (Anil, 2017). In addition, fostering autonomous and reflective learning practices has been shown to improve vocabulary acquisition and communicative competencies, as learners become more engaged and responsible for their progress (Husnu, 2018).

Project-based learning has also demonstrated tangible benefits for EFL learners. According to Putri et al. (2017), students who participated in project-based tasks improved their productive language skills more significantly than those in traditional teacher-centered classrooms. The hands-on nature of these tasks, combined with real-world applications, not only heightens learner motivation but also encourages the development of essential soft skills, such as teamwork, problem-solving, and self-reflection.

### **2. Technology Integration in English Language Teaching**

Innovative strategies increasingly involve leveraging digital tools to support language learning. Scholars have explored how technology, including gamification, online quizzes, and interactive platforms, can effectively increase motivation and facilitate personalized learning experiences (Zou et al., 2021). Moreover, the use of learning management systems (LMSs) and blended learning models allows for flexible and continuous engagement with language materials, enabling students to practice and review concepts beyond the classroom (Wichadee, 2017). By incorporating multimedia resources—such as videos, simulations, and voice recordings—teachers can cater to varied learning styles and address individual student needs (Tseng & Yeh, 2019).



Another key advantage of technology adoption lies in its potential to provide immediate, data-driven feedback (Rahimi & Azhegh, 2021). Tools like automated writing evaluation (AWE) systems, dynamic online discussions, and real-time communication platforms grant students the opportunity to hone their writing and speaking skills under authentic conditions (Wang & Liao, 2017). Despite these benefits, challenges such as technical limitations, digital literacy gaps among instructors and learners, and uneven access to reliable internet services may restrict the successful integration of technology in EFL contexts (Espmarker & Tedenby, 2020).

### 3. Global Perspectives in English Language Education

In an increasingly interconnected world, incorporating global perspectives into English instruction has emerged as a vital element of effective language teaching. Research on English as a medium of instruction (EMI) shows that students are more likely to become active communicators when they perceive the language as a tool for global engagement (Gao, 2024). By integrating international topics, cross-cultural communication skills, and real-world scenarios, instructors enable learners to relate language use to broader social and cultural contexts (Hidayah & Morganna, 2019). Such an approach not only stimulates student curiosity but also fosters greater awareness of the multicultural dimensions of language learning.

Integrating global issues in classroom activities can further enhance students' intercultural competence and critical thinking abilities (Pujiati & Tamela, 2019). Additionally, educators who embrace diverse cultural perspectives may help learners overcome linguistic barriers by addressing cultural nuances within the language learning process (Sulistiyo et al., 2019). Nevertheless, the incorporation of global content requires careful selection of materials and thoughtful pedagogical designs to ensure relevance and inclusivity for all learners.

### 4. Challenges and Gaps in Implementation

Despite these promising innovations, multiple studies highlight the difficulties involved in adopting novel methods, particularly in institutions with entrenched traditional practices (Intarapanich, 2013). Barriers may include insufficient professional development for teachers, institutional resistance to change, limited resources for technological infrastructure, and the absence of supportive policies (Hidayah & Morganna, 2019). Furthermore, educators must tailor strategies to the specific linguistic and cultural contexts of their learners, as a one-size-fits-all approach can undermine the effectiveness of any pedagogical innovation (Saputra & Subekti, 2021).

In sum, the literature suggests that student-centered approaches, technological integration, and global perspectives are key drivers of innovation in English language teaching for university students. Nonetheless, the success of these strategies depends heavily on institutional support, teacher preparedness, and ongoing pedagogical reflection. Understanding these dynamics sets the stage for examining how such practices can be implemented effectively in diverse higher education contexts.

### Methodology

This study employs a mixed-methods research approach to analyze the effectiveness of innovative English teaching strategies at the university level. By combining qualitative and quantitative methods, this study aims to provide a comprehensive understanding of how student-centered learning, technology integration, and global perspectives impact student engagement and language acquisition.



**1. Research Design** The research utilizes both qualitative and quantitative methodologies to gather in-depth insights. The qualitative aspect involves interviews and case studies with university instructors and students, while the quantitative approach includes surveys and statistical analysis of student performance data before and after implementing innovative strategies.

## 2. Data Collection

- **Surveys:** Structured surveys will be administered to university students and faculty members to assess their experiences with different teaching methodologies. The survey questions will focus on engagement levels, perceived effectiveness, and challenges in implementation.
- **Interviews:** Semi-structured interviews will be conducted with educators and students to gain qualitative insights into their perspectives on student-centered learning, technology-enhanced instruction, and globalized language education.
- **Case Studies:** Selected universities employing innovative teaching methods will be examined to evaluate their effectiveness in improving English proficiency.
- **Performance Metrics:** Student grades, participation levels, and standardized test results will be analyzed to measure the impact of innovative teaching strategies on learning outcomes.

## 3. Data Analysis

- Quantitative data from surveys and performance metrics will be analyzed using statistical tools such as SPSS to identify trends, correlations, and patterns.
- Qualitative data from interviews and case studies will be analyzed using thematic analysis to extract common themes and insights from participant responses.

**4. Ethical Considerations** Ethical approval will be obtained from the respective university boards before conducting research. Participants will be informed about the purpose of the study, and their consent will be acquired prior to data collection. Confidentiality and anonymity will be maintained throughout the research process.

By employing a robust methodology, this study aims to provide empirical evidence on the effectiveness of innovative teaching strategies in university English language classrooms and offer recommendations for future improvements in higher education pedagogy.

## Results and Discussion

**1. Findings** The results of the study indicate that the implementation of innovative teaching strategies significantly improves student engagement and language proficiency. Quantitative analysis of survey data reveals that students exposed to student-centered learning methods, such as problem-based and project-based learning, demonstrated a higher level of participation in classroom activities. Additionally, statistical analysis of performance metrics shows a marked improvement in students' reading, writing, listening, and speaking skills.

The integration of technology in English language teaching has also led to positive outcomes. Students using gamified learning platforms and interactive digital tools reported greater motivation and retention of linguistic concepts. Case studies of universities implementing blended learning approaches suggest that a



combination of face-to-face instruction and digital resources enhances comprehension and language acquisition.

**2. Challenges in Implementation** Despite these benefits, the study identifies several challenges in adopting innovative teaching strategies. Faculty members reported difficulties in transitioning from traditional lecture-based methods to student-centered approaches due to a lack of training and institutional support. Moreover, access to technology remains a barrier in some educational settings, limiting the effectiveness of technology-enhanced learning.

Another challenge noted is the varying levels of student adaptability. While some students thrive in interactive and collaborative learning environments, others struggle with the autonomy required for self-directed learning. Interviews with educators highlighted the need for a balanced approach that accommodates different learning preferences.

**3. Implications for Educators and Policymakers** The findings suggest that universities should prioritize faculty development programs to equip educators with the necessary skills to implement innovative teaching strategies effectively. Investment in technological infrastructure and digital literacy training for both students and teachers is also recommended to ensure equal access to technology-enhanced learning tools.

Furthermore, incorporating global perspectives into English language teaching is crucial for preparing students for an interconnected world. Institutions should develop curricula that integrate cultural awareness and international communication skills to enhance students' readiness for global engagement.

In conclusion, while innovative teaching strategies offer numerous advantages in English language instruction, successful implementation requires addressing institutional, technological, and pedagogical challenges. The insights gained from this study provide valuable recommendations for enhancing the quality of English language education at the university level.

## Conclusion

This study underscores the efficacy of novel pedagogical approaches in improving English language acquisition at the university level. By implementing student-centered methodologies, integrating technology, and embracing global viewpoints, educators can cultivate engaging and successful learning environments. The results demonstrate that these strategies markedly enhance student engagement, motivation, and overall language competency. Successful implementation necessitates overcoming various hurdles, such as faculty training, technological accessibility, and the accommodation of multiple student learning styles. Universities must allocate resources to professional development initiatives and technology infrastructure to guarantee the longevity of these innovative methodologies. Subsequently, more study should examine the long-term effects of these practices and explore further methods to assist both educators and students in adjusting to novel teaching paradigms. By persistently enhancing and broadening creative techniques, institutions can more effectively equip students for the challenges of a progressively interconnected world.

In conclusion, the incorporation of innovative pedagogical methods in English language education improves learning outcomes and promotes critical thinking, teamwork, and intercultural competency. Universities and policymakers ought to prioritize these approaches to create a more dynamic and inclusive learning experience for students worldwide.



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## The Role and Importance of National Economic Law in The International Legal Order

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### Abstract

The present article seeks to evaluate the international effects of the establishment of national economic law rules and the conditions for their application based on the principles of public international law. Considering the emergence of national economic law, which is a response to the social and internal developments of countries and in response to the shortcomings of private law, and considering the phenomenon of globalization and the fading of national borders and the intertwining of many social and economic relations at the international level, the application of national economic law has caused tensions and conflicts between different countries.

This problem must be dealt with either through the coordination and unification of national economic law rules or through the resolution of disputes between the countries involved based on the basic principles accepted internationally. This article seeks to examine and present a framework of public international law based on which the limits of jurisdiction of states in the application of national economic law can be applied.

**Keywords:** National Economic Law, Competition Law, Stock Market Law, Extraterritorial Application Of National Law, Crisis In International Law, Jurisdiction Under International Law.

### Introduction

In today's complex world, the expansion of economic, social and political relations has doubled the interdependence between societies. The field of economics, which has a fundamental place in these developments, is still subject to the application of domestic law rules to international economic activities.

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The effect of economic regulations in an interconnected global order makes it difficult to cross national borders and to trans-national economic activities due to the possibility of conflicts between the laws of different countries.

Due to the diversity of factors involved in the global economy and the connection of economic interactions with more than one country, freedom of activity is subject to many unknown restrictions, which can be abused to reduce the credibility of private arrangements.

Not only do the standards of corrective justice differ from country to country, but conflicts of jurisdiction, especially in the field of domestic economic regulations, provide fertile ground for the failure of private programs.

This article aims to examine how established public law rules can contribute to the failure of international contracts and to what extent private parties can avoid such failures by prior choice of law. When the ability of parties to avoid established public law conflicts is limited by prior choice of law, subsequent dispute resolution may be the only option for determining the legitimate international scope of such rules. Disputes arising from national economic regulations - albeit in the realm of private law - have posed an unprecedented challenge in international law.

We must therefore examine whether and how the international legal order determines the boundaries of jurisdiction between states. The course of the debate depends largely on whether public international law can offer a tangible legal framework that includes substantive and formal guiding principles for resolving such conflicts between national economic law rules.

The outcome of private law disputes depends on determining the legitimate scope of application of public law rules established beyond national borders. This research aims to explore theories of jurisdiction in international law and state practice from a broader perspective. This broad approach helps us to identify the most appropriate rules for jurisdictional conflicts.

## **1. Globalization: A Legal and Normative Challenge**

In the past two decades, the world economy has witnessed a major transformation from relatively independent national economies separated by geographical and legal barriers to an interdependent global economy in which economic agents enjoy greater opportunities.

The emergence of advanced media communications and the liberalization of transnational economic activities that have blurred national borders mark the beginning of an era of trade and exchanges that are largely unrelated to national economic rights. Economic relations between states have also steadily expanded and become more diverse. Foreign economic relations are no longer limited to the exchange of goods in trading zones. More recently, cross-border migration of workers, transactions in services, and the flow of capital and payments from one country to another have become very common. (Jackson, 1969, p. 2).

The political and economic structure of the world economy has witnessed fundamental changes to the extent that the picture of international economic relations has changed beyond our imagination.

The most powerful reasons for these changes have come from the rapid growth of geographical decentralization, foreign direct investment, the changing pattern of international trade, and the liberalization of financial services.



Although these exciting changes are beneficial to the well-being of consumers around the world, they can foster an environment in which market abuses and failures have a more serious impact on the stability and well-being of many countries.

Globalization therefore poses a dual challenge to policymakers at the domestic and international levels. The unprecedented pace of cross-border transactions and economic activities, coupled with unusual market failures, can threaten the sovereignty of states, that is, the ability of governments to formulate and implement public policy. (Reinicke, 1998, p. 5).

States that are eager to exercise such sovereignty, not only accept the order. They are reluctant to embrace free internationalism, including economic freedom, property rights, contract law, and arbitration, but they are also indifferent to deep public policy concerns.

The global economy cannot be sustainable unless some regulatory tools are adopted to control some of the uncontrollable and complex forms of unintended consequences, information asymmetries, and anticompetitive behavior.

Information asymmetries have always been one of the arguments for why governments should intervene in markets, but globalization has exacerbated these asymmetries and created difficulties for governments in assessing the need for and extent of their regulatory responses. National antitrust policies can also face the problem of adapting to the global environment. (Jackson, 1998, p. 1).

As far as regulatory policies are concerned, the dialectic of globalization—in which public and private actors engage—has intensified, creating a permanent conflict between freedom and order, individual autonomy and social constraints. Similarly, the economic and political geography created by globalization has created a structural imbalance between the public and private spheres of society.

Governments that seek to continue to operate within the territorial principle have found themselves faced with many difficulties in exercising their regulatory authority over the sphere in which the global economy operates. (Shapiro, 1997, p. 309).

Increasing interdependence in the first place. By increasing the interconnectedness of trade and investment, which breaks down the isolation of markets, it can reduce domestic autonomy in monetary, fiscal, and regulatory policy (Jones, 1995, p. 200-201). Thus, although globalization can lead to integration in the economic and private spheres, it also leads to diversity and pluralism in legal and political regulations (Smeets, 1990, p. 64).

There are some market failures that cannot be detected or contained under the purely liberal international system. In a liberal order, globalization can have tremendous benefits for all consumers, but the possibility of transnational market failures that undermine international market stability and cause fundamental harm to welfare is much greater (Petersmann, 1998, p. 1-25).

The inherent danger of spontaneous economic exchanges and the pursuit of private interests is therefore too great to be ignored without some constructive measures and a framework that is both stable and socially beneficial.

It is clear that there is still a global public interest in combating this kind of manipulation of international markets. The state, with its unique ability, is the first actor to intervene in any private bilateral relationship through the exercise of its public power (Simma, 1994, p. 234).



Note Ironically, much of the success of globalization depends on supporting and strengthening the role of states as territorially bounded communities and as fundamental institutions and value creators (Reisman, 1998, p. 1501; Alston, 1997, p. 436).

The main issue is often the means of implementing public policy goals and the manner of state intervention, whether there should be a universally accepted public order for the benefit of all citizens of the world or whether there should be a framework for harmonizing and harmonizing national visions of how public policy should operate.

Given the heterogeneous pattern of economic development throughout the world, the possibility of a plan for establishing rules at the global level is highly unlikely. In the existing system of domestic law, states are reluctant to act to achieve the best possible level of rulemaking for the whole world (Guzman, 1998, p. 1503).

Even if states agree on the scope and content of the international order, it is highly doubtful that a general consensus will be reached on global public policy or regulatory instruments against transnational market failures. In other words, apart from some regional arrangements, the prospects for substantial convergence of national policies in this area are not promising. (Sykes, 1998, p. 491).

The response of governments to the shortcomings of the international market has been essentially unilateral. Faced with the realities of globalization and the free market, governments have no choice but to strengthen and expand unilateral regulatory programs. The growth of economic systems has had a wide-ranging impact on economic activities across borders.

Exchange controls and the imposition of export and import rules for economic and political reasons are important examples of the transfer from national economic law to international economic relations, but other forms of rule-making with a national basis have international applicability.

In a globalized economy, where national boundaries have become blurred, the effects of nationally enacted laws that were originally intended to combat domestic market shortcomings can spill over into the international arena, creating confusion and suspicion.

Globalization and Expansion Foreign economic relations, together with the intervention of individual states through the implementation of their national economic policies in the form of economic rules, have led to great complexity for both states and the private sector involved in international relations. (Luard, 1984, p.255-266; Kenchtle, 1976, p.3; Rosenthal & Knighton, 1982, p.4; Hermann, 1982, p.19; Fulda & Schwartz, 1970, p.537). These economic rules have been recognized as a reflection of the public interest of national states..(Mann, 1987, p.603).

The diversity and difference in national interests have made international trade agreements the most complex type of agreement. (Schachter, 1991, p. 250-252). Sometimes this situation has placed international economic activities in a climate of conflict of rules. (Jackson, 1995, p. 603).

Today, issues related to economic and political welfare, national security, and the efforts of states to defend or expand economic interests are among the most troublesome problems of international law.

## **2 Towards a Legal Order**

### **1. 2 The Importance of International Legal Order**



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The above-mentioned background makes the necessity of a flexible and practical international order clear. The changes that have occurred in the structure of international relations, the new role of the state in shaping the national economy, and the repetition and intensification of international interaction have made it necessary to revise and adapt international legal theories.

International economic life, even in its simplest form, is dependent and bound by the stability and integrity, order and sequence of conditions - what we can call the supra-economic, moral, political and legal framework. Economic exchanges, without a minimum of mutual trust and confidence in the stability of the legal institutional framework, either do not occur at all or do not last long.

The rules of national law and the involvement of the state in economic affairs are normal phenomena; For this reason, we need a precise international legal system to regulate these rules. (Ropke, 1954, p. 210-212).

Just like national economy, international economy cannot be effectively organized without a coherent theory of its goals, principles, institutions, interdependencies, and conditions for the realization of its policy. In comparison with national economy, the international economic system is characterized by a greater diversity of national economic, political, and social systems and global subsystems.

Thus, comprehensive legal and economic theories are essential prerequisites for the rational guidance of complex economic processes. (Schwarzenberger, 1970, p. 1; Petersmann, 1983, p. 228). The International Legal Order Appropriateness must be rooted in an established system that is continuous, allows for a series of procedures, and is also adaptable to change. (Black, 1969, Twining, 1996, p. 7&.1).

Despite the multitude of economic theories, it is the role and function of legal methods and international law to achieve the desired economic policy objectives. The primary purpose of legal methods in regulating world trade is to formulate and elaborate rules that create stability and certainty and the accompanying formalities. A kind of international order must be imagined that includes rules of customary international law with the nature of the rule of law. (Schwarzenberger, 1965, p. 72-107).

In order for the world economy to progress and maintain itself, the question of international legal order must be resolved. While international economic theories state that world trade is based on the law of comparative advantage, the basis of such an order must be the principle of covenant keeping.

Identifying the basis of obligations in the international legal order is particularly important in the economic field, because As long as this basis does not exist, no principles and standards (however clear and legitimate) can create an acceptable order of rules and procedures. (Farran, 1986, p. 193-196).

Given the complexity of highly regulated international markets, the inability of parties to allocate the associated risk, and the limited success of institutional cooperation in integrating the basic and substantive rules of the economy, it is common and inevitable. (Bhagwati, 1993, p. 219-234 Bello & Footer, 1995, p. 338; Dillon, 1995, p. 350-355; Young, 1995, p. 389-409).

The application of the rules of national systems to transnational economic activities has created a significant crisis between national and international legal systems (Picciotto, 1996, p. 90, 104). For many years, the conflict of jurisdiction in international economic law has been at the heart of economic disputes between states. However, recent developments have significantly intensified this trend. Because of the technical, economic and political issues that have transformed international society and the conflict that has arisen between the economic rules of different countries, we should expect a similar development in our legal theories (Paul, 1995, p. 609).



This is where international law, rather than proposing the direct application of substantive rules to individuals and corporations, should play an acceptable role in regulating and harmonizing the substantive rules of states. However, formal harmonization is itself a challenge.

Some doubts have been expressed about the possibility of achieving this goal and its effective implementation. Traditional views of international law, unfortunately, are often inadequate and incapable of explaining and justifying the rationalization of the rule-based system in the world in which we live today (Jackson, 1991, p. 8).

Public international law alone and with its traditional structure may neglect the changing infrastructure of international relations and the interaction of the public and private law spheres and, as a result, fail to address the multidimensional issues of contemporary international economic relations (Trooboff, 1993, p. 107-112).

## 2. 2 Sources and Existence of International Economic Law

An effective, feasible, and appropriate legal order for the modern world must not only encompass the growth and interaction of the fields of private and public law, but must also cover issues that exist at the boundary of law and politics, economics, and international relations.

The failure of public and private international law, and even international commercial law or international trade law, to take on various aspects of this challenge has led to the emergence of international economic law as a vehicle for compromise between different interests and rules.

In other words, international economic law is a place for reconsidering the authority of classical international law, which allows us to see the world as a single system, both geographically and functionally. International economic law recognizes and manages the delicate and complex relationships between the laws of different countries and different areas of public policy.(Trachtman, 1996, p.35-78) .

The project of international economic law at this stage proposes a framework for the harmonization of norms from a body and a set that are public or private, domestic or international in nature.

Regarding the sources, nature and scope of the international economic order, the practical method clearly rejects the view of international economic jurists such as Schwarzenberger, Verlern van Damme, Hohenwaldren, who recognize international economic law as general international law of treaties as opposed to customary law, which is based on a broad and absolute basis of rules of general international law (directly or indirectly based on treaties) with regard to transnational economic interactions. (Themaat van Verloren, 1981; Schwarzenberger, 1966, 7p).

Although excluding national rules - whether private or public - from the definition of the international legal order may achieve uniformity and consistency, it would limit this legal order to contractual agreements only and would leave many areas of dispute in international economic relations unresolved.

In contrast, Marj's definition focuses on the content and purpose of the rules of international economic law. International economic law therefore examines the complex interaction of a diverse set of different forms of social order that are linked to each other horizontally and vertically. For example, Petersman compares the former definition with his own.



He defines international economic law as the practical interplay of national and international private rules of the world economy, which consequently encompasses domestic private and public law and public international law, both contractual and customary.

The reason Kayne includes national law in his definition is that the domestic legal system of each state and its rule structure affect other states, whether intentionally or unintentionally.

The relationship between international economic law and national law, especially substantive law, is an important part of understanding the functioning of international law. Customary or treaty international law, which regulates the behavior of states and influences the outcomes of international economic transactions, is only a part of international economic law.

The functional and path-breaking approach seeks to replace the traditional system of normative unity that relies too much on general rules. Thus, in defending the innovative application of the new logic, this study acknowledges that some degree of universalism and integration may be lost.

This study recognizes the inherent complexity of evidence-based, problem-oriented, multi-disciplinary methodology. As part of this normative system, international law operates on the assumption that it determines the competences of states and the rules that are binding in those areas. International lawyers often believe that such international law exists and is binding on states. (Connell'O; .31-35p,1984,Weil;.394p,1991,Shaw1970, p. 38-54).

Despite doubts about the existence and favorable status of international economic law at the judicial level, it plays an important role at the political level (Zamora, 1989, p. 41). In international contractual law, at least a kind of de facto and spontaneous order can be inferred.(Roessler, 1978, p. 30-50; Tarullo, 1985, p. 533-552).

The international economic order based on custom towards a complete legal system does not yet exist and has been almost constantly challenged, but it is still an order. A rule-based approach must be sought that resolves the dispute by means of whether the rule has been violated or not.(Jackson, 1978, p. 98-99; Jackson, 1984, p. 1571-2).

In short, international rules define the legitimate rights of states in this order, as well as their internal order in respect of the rights of individuals. (4,5p,1978,1981,Tumlir (The lack of a binding mechanism does not invalidate serious studies of the legal rules of customary international law.) We can look to the rule and its deviations to see whether there are ways of thinking about the international economic order.

### **3 The Evolution of Jurisdiction Principles and Cases of Extraterritorial Application of Economic Law**

#### **3-1 Forms and Limitations of Jurisdiction**

Once the foundation of an effective international legal order has been outlined, the interaction between international order and domestic law requires further consideration in a more specialized and practical framework.

The domestic law of the sovereign State emerges in the forms of judicial, legislative, and executive jurisdiction. The most fundamental and definitive function of international order is to determine how far the legislative, judicial, and executive jurisdiction of each State legally extends.



The distinction between legislative power and the determination of rules or laws or decisions is the guarantee of judicial enforcement and the power to take executive decisions. (Murphy & Swan, 1991, p. 515; Brownlie, 1990, p. 298-9)

As a reflection of sovereign sovereignty, states can impose legal obligations on individuals engaged in economic activities. Since jurisdiction is a vital and central feature of sovereignty, states may exercise jurisdiction in cases that may modify, create, or terminate legal relations and obligations, although in an interdependent global economy, states cannot claim absolute authority to make laws applicable in international situations.

As noted above, public international law has defined the boundaries within which domestic economic laws are legitimately applicable to actual international situations. This process involves determining the limits of state jurisdiction. International law therefore seeks to establish firm rules that are relevant to limiting the exercise of state sovereignty.

Since, under domestic law, various types of Different jurisdictions must be determined at different levels, international law sets limits beyond which States may not depart in the exercise of their jurisdiction. According to international law, a State's jurisdiction depends on the interests which that State reasonably has in view of the nature and purpose for which it exercises that jurisdiction, and on the need to reconcile these interests with the interests which other States have in the exercise of their jurisdiction.

Since each State is part of the international community, the rules which determine its jurisdiction must be derived from a consideration of the needs of the community, and in particular the need not to encroach unnecessarily on the interests of other members. (1048-1049p,1993,al et Henkin).

This will not be achieved until some practical means and indicators are introduced to guide the process wherever international decision-makers are faced with a conflict between international law and domestic economic law.

It is generally accepted that a state can apply or impose its laws to events and persons within its territory as well as to its nationals abroad. Territorial jurisdiction and nationality are recognized as the basis of jurisdiction and have been used as criteria for permissible jurisdiction. Territorial jurisdiction is often considered the conventional basis of jurisdiction.(10-13p,1988,Castel).

A state has territorial jurisdiction over all persons and things within its territory. Given that all states are equal under international law, This authority is exercised without hindrance by other sovereign states. Therefore, each state has a certain extent of national jurisdiction.

The principle of absolute territoriality in international law grants states absolute discretion to regulate economic matters within their own territory and, as a logical consequence, an obligation of non-interference with other states. (.2p,1984,Bridgeat 8).

As a corollary of sovereign sovereignty, it is clear that no sovereign or authority can apply law transboundary to the territory of a sovereign state except by agreement. (Stephens & Neale, 1988, p. 12).

However, as an exception to the principle of absolute and conditional territorial jurisdiction, it is accepted that a State may wish to base its jurisdiction on other grounds, such as nationality. Nationality, as a sign of loyalty and an aspect of sovereignty, justifies jurisdiction over extraterritorial acts in certain circumstances.



Accordingly, the authority of the sovereign State over those who are its nationals does not cease when they leave that territory. There are also a number of less widely accepted principles of jurisdiction, such as ineffective nationality, according to which a State may claim jurisdiction when the victim of an act is one of its nationals, or the principle of universal jurisdiction, according to which any State may claim jurisdiction over acts universally recognized as crimes against humanity.

The principle of territorial jurisdiction can also be extended to include: activities that began in the country exercising jurisdiction but were completed abroad (the principle of personal territoriality) or activities that began abroad but were completed within its territory (Jennings, 1957, at 153-160). In addition to the jurisdictions mentioned, the globalization of economic activities has rendered the principle of absolute territorial jurisdiction somewhat obsolete in the face of certain complex and difficult legal issues (Born, 1992; Muchlinski, 1995; Murray, 1975; Murray, 1981). In light of these developments, a more realistic approach should be adopted (Bron, 1992, at 153-160).

#### **4. Transboundary Application of National Law: A Crisis in International Law**

Although domestic law is at first glance generally territorial and should not be applied outside the domestic territory, the application of the private and impartial law of a country in another country has nevertheless become an age-old tradition.

As far as public international law is concerned, this form of transboundary law has never been in question. Many States, through conflict of laws rules and administrative and judicial procedures, allow the application of foreign private law rules within their territory, while these same States are often reluctant to give effect to laws with public objectives.

It is therefore not correct to rely on conflict of laws principles in determining the extraboundary scope of regulatory and generally oriented laws, since conflict of laws rules cover exclusively private law issues. (Dodge, 1998, p. 105).

The assumption that public international law determines the limits of a nation's competence to regulate economic affairs leads us to think that this is more a question of jurisdiction than of choice of law. Public international law in its old structure is incapable of dealing with these matters. Several factors have made the application of certain principles, such as the principle of territoriality and the principle of nationality, almost impractical.

The emergence of economic regulation, the blurring of the line between private/public law, the phenomenon of globalization, and the expansion of multinational corporations require other ways of addressing issues of jurisdiction and conflict of laws. (Lowenfeld, 1979, p. 329-335).

The departure from the usual methods, especially the departure from the inflexible principle of territoriality in an interconnected and integrated world economy, has led to a great controversy over the cross-border application of national laws to International transactions have been. (Dam, 1985, p. 887-895).

This occurs most often when states, by extending the principle of nationality, seek to exercise jurisdiction over the activities of their nationals abroad. In the case of multinational corporations with branches and subsidiaries throughout the world, the symmetry of the principles of territoriality and nationality with disputes over state sovereignty has led to the emergence of parallel jurisdictions. (Harris, 1987, p. 966, at 959).



Most parallel claims to jurisdiction and cross-border rules arise when the nationality of corporations is in dispute. The disputing states often adopt different approaches to determining nationality, resulting in parallel claims by states to jurisdiction. (Lange & Born, 1987, p. 17-21).

For various reasons, multinational corporations, when establishing branches and subsidiaries, register them in accordance with the domestic law of the country concerned, and as far as the law of these companies is concerned, these subsidiaries have independent legal personality.

Usually, the country of which the parent company is a national tries to impose its commercial laws and other economic regulations on the subsidiary, arguing that since this company is a subsidiary of the parent company, it is subject to the jurisdiction of the state of which the parent company is a national. (Seidl-Hohenveldren, 1987, p.13-17).

The International Court of Justice has accepted a theory that takes the place of registration as the basis and confirms the separate legal existence of companies from their shareholders and has recognized specific rights for each group. Relying on the principle of company registration, it is argued that a foreign subsidiary is not subject to the jurisdiction of the parent company's government, even when, under the domestic law of that government, a subsidiary wholly owned by the parent company could be considered a mere subsidiary, or in principle is.

However, arguments have been put forward to disregard the principle of company registration and to grant the subsidiary the nationality of the parent company. A company may be a subsidiary of its shareholders and not have a separate legal personality. The establishment of the Foreign Trade Act in time of war causes the citizenship of companies that are apparently citizens of friendly countries to be examined and the true identity of their shareholders to be revealed. (Thompson, 1983, p. 363-72). By proposing this view, the United States has tried to extend its cross-border jurisdiction to subsidiaries of American companies located abroad. (De Mestral, 1990, p. 148).

The process of globalization and the inability of traditional international law to determine jurisdiction have paved the way for the "effect and consequence theory." This theory is another basis for claiming extraterritorial jurisdiction, especially when an act committed by a foreigner abroad affects the economy of a state that is trying to enforce its economic regulations. This form of cross-border imposition of economic regulations can create serious political tensions between the state on whose territory the regulations are to be enforced and the enforcing state.

In some cases, and to some extent, it has been accepted that a state may apply its law to a non-national when the act committed by that person has harmful consequences in that state. This is sometimes called the principle of territoriality. The traditional example is that a State may apply its criminal law to a person who shoots someone across the border and kills him on its territory. However, in many cases, and especially in relation to economic regulations, the situation is not entirely clear.

The question in international law is whether, in accordance with the principle of territoriality, the production of effects and consequences within the State is sufficient to justify the application of the laws of the State in question to an act that occurred outside the territory of that State and produced these consequences, especially when the responsibility lies with a non-national. There is much controversy and ambiguity about the meaning of the effects and consequences theory, whether it is merely intended effects, or direct and substantial effects (actual and intentional effects and effects or adverse effects, etc.) (Fugate, 1991, p. 80).



However, for many years the practice of the United States has been a clear example of the exercise of jurisdiction on this basis. The United States has applied its laws to apply in the areas of competition, export control, income tax and securities regulation outside its territory. More recently, the European Community has decided to apply its common law rules outside its territory, based on the effects and consequences theory (Lowe, 1983, p. 1-4, 24-28, 56-60).

Germany also considers the application of its law against obstacles to competition to any conduct that affects Germany, even if this is not the case. have a foreign origin. Thus, the issue of the extraterritorial application of laws, whether based on the “principle of nationality” or the “theory of effects”, arises when a State assumes that its economic regulations should be applied in another State.

However, the validity and problematic nature of the imposition of jurisdiction ultimately depends on the State’s ability to enforce any rules and decisions that are issued in this regard. The issue only becomes acute when, in addition to claiming jurisdiction, the State takes steps to enforce its economic regulations outside its territory.

In the field of public and criminal law, legal jurisdiction and judicial powers are one and the same; hence, States do not apply foreign public and criminal law. But in the field of private law, judicial and legal jurisdiction do not necessarily coincide. A court may have judicial jurisdiction and yet apply foreign law.

Therefore, legal jurisdiction can be accepted outside the territorial boundaries in areas described as “private law”, that is, areas of law that do not concern the general public interest and the general political welfare. (Akehurst, 1972-3, p. 181; Boggiano, 1993, p. 47-9). Because of the neutrality of private law rules and their ultimate purpose of serving corrective justice rather than the implementation of public goals, they are less likely to give rise to conflicts of jurisdiction. (Basedow, 1994, p. 423-6). In practice, public law rules, especially economic rules such as taxation and criminal law – and not private law rules – give rise to the majority of cases of conflicts of jurisdiction and the issue of the cross-border application of law (Gann, 1987, p. 1).

A famous case in criminal law in which the violation of the territoriality principle was accepted as a valid and legal basis for determining jurisdiction was the Lotus case. In this case, a Turkish court had imprisoned the officer of the watch of a French ship for manslaughter. The ship had collided with a Turkish ship on the high seas, causing the death of a Turkish crew member. The Permanent Court of International Justice held that Turkey had jurisdiction to apply its criminal law in this case; Given that the effects of the crime committed on board the Turkish ship were evident, the Court ruled that the principle of territoriality of criminal law is not an absolute principle in international law and is in no way compatible with the principle of territorial sovereignty of the State. Taxation is another example of the extraterritorial application of rules that can lead to a conflict of jurisdiction.

Therefore, international law must play a role here. It is the task of international law to determine the enforceability of domestic financial laws in relation to international financial realities, in other words, to legalize the international tax situation (Feinschreiber & Bischel, 1985, p. 1-10; Skaar, 1991, p. 19-31; Picciotto, 1992).

## 1.4 Competition Law

Globalization has increasingly created competition problems that transcend national borders; international cartels, export cartels, restrictive practices in areas that are inherently international (such as air and sea



transport), global mergers, or even price fixing and abuse of dominant positions in several major markets are examples of such cases. It is therefore in the interest of competition law practitioners to cooperate and find solutions to these problems in order to strengthen the effective enforcement of competition rules at a time when cartels affect multiple markets. (15p,1997,Davidow )

This common interest may mean that there is less diversity in domestic economic law in the area of competition law than in other areas of economic law. The basic principles of competition law are so similar that they tend to converge and produce the same results all over the world; so that it is difficult to deny the fact that competition in the global economy is beneficial for everyone, regardless of how and through which country's law it is achieved. Strong and vigorous competition policies increase the likelihood of trade liberalization and global welfare advances.

It is therefore better to pursue a goal for cooperation and coordination on the substantive and formal rules relating to domestic competition policies. However, competition policies are not implemented in isolation; in most cases, these policies are intertwined with other policy objectives, especially in international trade. In a world of interdependent economies, The relationship between competition and trade policies is clear and obvious. Although they serve different purposes, both affect international trade.

Trade policies are inherently protective of domestic industries, while competition laws seek to promote and encourage competition in both domestic and international trade, but both can be effective trade policy tools.

Domestic competition laws often discriminate in their treatment of domestic and foreign firms and consumers in ways that are unfavourable from a global welfare perspective, increasing domestic welfare at the expense of foreign welfare (Iacobucci, 1997, p. 5).(Sornarajah, 1982, p. 131; Sornarajah, 1982, p. 127);

National competition laws often do not support competition in the global context and tend to support domestic economic and social interests. Thus, in the absence of global competition objectives, domestic competition laws are unlikely to converge. Thus, there is still a long way to go before international agreement on the substantive standards of competition law is reached. Competition policies necessarily vary according to the degree and level of economic development as well as socio-economic customs.(Griffin, 1998, p. 64).

In some countries, action against anticompetitive practices is more intense than in others. Convergence is likely to occur only among countries that have similar backgrounds; are at a similar level of economic development; and have a significant degree of political cohesion (Jeunemaitre & Dumez, 1996; 219, 221 at 216; Starek III, 1996, 29 at 32; Nicolaides, 1996, p. 131-145).

There are also valid reasons for respecting and respecting local competitive regimes that are consistent with economic development at the country level. Given the fact that diversity and policy-making with regard to local characteristics are an inevitable part of the global regulatory architecture, the effective application of domestic competition laws through a reasonable formal system becomes an important factor in the creation and maintenance of free and accessible markets, thereby adding to the stability of the system. The effective application of competition laws is a fundamental feature of free market economies and should be further strengthened. In a world of rapidly growing international trade and the growing power and influence of multinational corporations, it would be unrealistic to imagine that competition law is limited to activities conducted within national borders (Sharma, 1995, p. 45).



Some countries see an effective way to deal with anticompetitive behavior as extending the scope of their competition rules, that is, their cross-border application. The cross-border application of domestic competition laws is usually justified by relying on the “effects theory,” which allows the regulation of foreign conduct that imposes specific effects on the domestic economy. The inclusion of acts committed abroad reflects the broad scope of domestic competition law, which even encompasses the conduct of all foreigners. If these rules are applied to non-nationals outside the jurisdiction, they will naturally apply to domestic companies, both under the effects theory and the nationality principle. are also applied. Thus, the principle of nationality reinforces the theory of effects and consequences.

There is a heated debate about the extent to which the theory of effects and consequences can justify the cross-border application of laws. The antitrust laws of the United States have repeatedly been applied to conduct that originated outside that country. These laws have been applied cross-border, both in the form of enforcement actions by the United States and in actions involving punitive damages by private parties. (Tepass, 1990, p. 565; Barbolak, 1985, p. 39; Allely, 1985, p. 157; Shaw, 1984, p. 253).

The first attempt to apply competition law was made in the litigation between the Banana Company and United Fruit; In this case, the actual and proper limits of the United States' jurisdiction over the activities of foreign companies located outside this country were examined and its jurisdiction was rejected.

However, the most important case in this field concerns the dispute between the United States and the Aluminum Company of America, which is considered in several ways a turning point in the history of competition law. This case concerns legal proceedings initiated against a Canadian company.

The importance of this case lies in its demonstration of the theory that liability for anti-competitive actions can be imposed even on non-citizens who, by their conduct outside US territory, have had harmful effects on the US economy.

The effects doctrine evolved with this case, and it was established, at least in domestic American law, that anticompetitive cartel agreements entered into by foreigners outside the country fall within the jurisdiction of the United States and are unlawful under the Sherman Act when, having regard to the nature of the agreements, they are foreseeable to have a reasonable effect on American commerce. (Hymowitz, 1987, p. 513)

With the exception of a period of moderation that allowed for accommodation with the interests of foreign governments, the practice of regulating and controlling foreign activities across borders has now been revived and strengthened in the most recent cases brought before American courts.

In the Insurance Company case *The Hartford Fire v. California* cited the custom established by the Aluminum Company of America and rejected the Banana Company's argument. In this case, the U.S. Supreme Court rejected the federal court's arguments based on international comity and upheld the basic principle set forth in the *Aloka* case that "it is now well established that the Sherman Act applies to conduct by aliens that is intended to produce, or has in fact produced, a justifiable effect in the United States." (Burr, 1994, p. 221) (Trenor, 1995, p. 1583)

This trend was further strengthened when the US Competition Authority brought a case against Nippon Paper, the Japanese manufacturer of fax paper. The agency alleged that the Japanese paper industry had violated US competition law by engaging in price-fixing activities.



The US government argued that criminal prohibitions apply to all foreign conduct that has “substantial and intentional effects within the United States.” The federal court dismissed the case with a narrow interpretation of the competition law.

But the Court of Appeals ruled that the competition law applies to all foreign conduct that has substantial effects within the United States. In justifying its action, the court promptly rejected the arguments advanced in the US Banana Company case, with its perhaps outdated notions of respect and courtesy.

The Court argued that the presumption against the extraterritorial application of laws on which Bananar's argument was based had been overcome in light of recent case law. The Court cited *Hartford Fire Insurance Company v. Aluminum of America* and established a persuasive case law that was “permissible.”

This line of reasoning reflected a broader view of international economic relations, and in particular the way international markets are regulated. In the American view, old arguments about the territoriality of laws and sovereignty must be abandoned in light of the new global structure, the triumph of so-called democracy, and the hidden hands of the free market. (Rice, 1998, p. 613 at 633; Reynolds et al, 1998, p. 151).

The United States is not alone in seeking to enforce its competition laws extraterritorially. The European Union also seems to be moving towards accepting assumptions close to the “effects theory” as a basis for the cross-border application of its competition law.

(647p, 1979, Bellis; 195p, 1992, Whattein) Under the terms of former Articles 81(1)(82)(85)(86) of the Treaty on European Union, conduct is subject to EU competition law which is liable to affect trade between Member States. This may include direct or indirect effects and potential or actual effects, but must in any case be appreciable.

In the first case in which the European Court of Justice was called upon to rule on the cross-border validity of EU competition law, the Court did not take any clear view on the existence of a theory of effects and consequences based on the principle of cross-border application of rules.

However, in 1988, in the *Wood Pulp Cartel v. the European Commission* Decision, the Court of Appeal found non-EU producers of reed pulp against a number of restrictive practices which they alleged it could be argued that it restricted trade in the common market, while some of these producers had no presence in the common market at all. The petitioners argued that, because of their lack of competence, applying the EU competition rules to them would violate one of the obligations of public international law relating to non-intervention. However, the European Court of Justice rejected this argument and ruled that, under EU law, the Court also has jurisdiction over companies outside the EU if they sell to customers within the EU and enforce a price-fixing agreement concluded outside the EU (Griffin, 1998, p. 64). (Griffin, 1994, p. 353; Torremans, 1996, p. 280; Kuyper, 1984, p. 1013). In *Wood Pulp*, the European Commission did not discuss the limits of its jurisdiction in the event of actual conflicts with the interests or policies of other States. In the recent case of “*Jancor*” v Commission, the European Court of Justice ruled on the cross-border application of EU competition law and the application of these rules to foreign commercial partnerships because of their anti-competitive effects on the global market for radium and Plutonium was approved (Gonzalez-Diaz, 1999, p.3-28; Bavasso, 1999, p.45 at 48).

This approach is clearly at odds with the European community's reaction to the cross-border application of US antitrust laws. The European community sees the US action as a violation of the territoriality principle,



but at the same time attaches great importance to the so-called economic effects to justify the cross-border application of its competition laws (Sharma, 1995, p.45; p.323).

## 2 Securities and Stock Market Regulation

Perhaps in no other area are the effects of globalization more obvious and visible than in the area of financial services and stock markets. The fundamental and most tangible impact of globalization can be seen in the significant cross-border investment and transnationalization of stock markets.

The extent of this trend is seen in the growth of cross-border securities trading, the number of foreign participants, the emergence of multinational exchanges to provide services in this type of trading, and most obviously, the 24-hour and instant trading of stocks. Companies and investors from one country increasingly participate in the securities markets of another. The growth of these options clearly demonstrates the transnationalization of capital markets. (Dale, 1996, pp. 2-3.)

The key factors behind the shift in investment patterns from domestic to international investment on such an unprecedented scale are the changes in the pattern of supply and demand for capital; the demand for capital from developing countries and the capital surplus in developed countries are a distinctive feature of international economic relations.

Developing countries are well aware that domestic savings and financial markets cannot provide the capital needed for new industrial growth and are therefore seeking to attract foreign capital.

On the other hand, the attractive prospects and higher returns of investment in developing countries are more attractive to investors from developed countries. Developed countries with surplus capital are a powerful incentive. This strong supply-demand linkage has accelerated the internationalization of securities markets and has also broadened and diversified the scope of securities trading. (Light, 1998, p. 561, at 564).

The liberalization of securities markets and the reduction of domestic barriers have added to the intensity and strength of this movement. Securities markets have become significantly internationalized, and the driving forces of international political economy are pushing for entry by reducing legal barriers. Every day, the number of countries that open their stock markets to foreign investors and repeal laws that restricted their nationals' investment abroad increases. (Asher, 1996).

The process of liberalization draws its strength from a great wave of privatization, which to a large extent requires the international distribution of securities. This process is strengthening the expansion of the world market. Moreover, the practical integration and the growth of new financial instruments such as derivative transactions have contributed greatly to the process of transnationalization. Cross-border investment carries many risks, which can be managed and controlled through derivative transactions, while the integration of banks and securities can create powerful financial complexes capable of operating in competitive international markets; this can be seen in the strong tendency of banks and other financial institutions to have a presence outside their domestic markets.

However, the weakening of internal barriers has been made possible by technological advances. Due to advances in telecommunications and electronic commerce, financial information can be analyzed rapidly on a large scale, and geographical distance plays almost no role. These factors lead to an increase in the strength and speed of international financial transactions. (Sobel, 1997, p. 10, 16, 47; Schachter, 1997, p. 13)



International trade in financial services and securities markets certainly adds further complexity to an already complex financial market and increases the sensitivity and vulnerability of markets. Thus, the transnationalization of securities markets, due to the interconnectedness of markets around the world, has its consequences; for example, they react quickly to events and create instability. Financial markets are rapidly reflecting changes and shocks.

This poses particular problems for governments. As a result, abuses and commercial frauds are being extended beyond national borders, as it has become easier to manipulate securities markets internationally. Many abuses clearly demonstrate the use of cross-border financial transactions as a way to circumvent domestic laws.

As previously mentioned, the lack of information asymmetry between countries, the operation of complex international networks of economic criminals, and the ability to influence many interconnected markets around the world, pose a serious threat to the stability of financial markets. However, the main purpose of domestic securities law is to protect domestic markets and investors from any fraudulent or fraudulent activities. Governments have a strong interest in keeping financial markets thriving. They compete internationally for capital, in part through the framework of economic law. (1994, Schuster, p. 173)(1993, Trachtman, p. 47)

Countries with more stringent domestic capital market regulations are able to attract more foreign capital than countries with less stringent domestic capital market regulations because they provide greater protection for transactions conducted in these countries. (1987, Haseltine, p. 307-308)

In the absence of multilateral agreements or supranational regimes to regulate cross-border capital flows around the world, there are only national legal regimes that are not equipped to regulate cross-border investments. (1992, Mann et al., p. 303)

Thus, the trend towards transnationalization has transformed the assumptions on which domestic securities laws were based. Any legal strategy must take into account the role of the global market and, hence, the constraints imposed on national regimes. recognize legal rights. One result of this process is that market participants can avoid market barriers and restrictions with little effort. (Plambeck, 1988, p. 171).

The risks that exist in the new financial environment against regulatory factors are well reflected in the recurring global crises in financial markets. (Trachtman, 1993; Schuster, 1994) Even some of the secrecy laws in financial matters are a very good cover for those who can jeopardize the integrity of securities markets in order to protect the market itself and consumers.

Now, a new approach to regulating behavior in international markets is needed for both countries. (Honeygold, 1989) One might argue that the transnational securities market is an environment in which the role of the territoriality principle and the non-application of foreign public law should be somewhat reduced. In truly international activity, injustice and chaos can result from unquestioning adherence to the territoriality principle and the absolute and immediate rejection of the application of the law across borders.

In some situations where international agreement does not exist, the prevention of securities crimes International securities may be a legitimate justification for the extraterritorial application of national law. (Ajayi, 1992, 192). Given that financial markets around the world have become increasingly internationalized (Peters & Feldman, 1988, p. 19-52; Seligman, 1988, p. 1-17), domestic laws regulating these markets have sometimes been applied beyond the limits of acceptable jurisdiction and have often



discriminated against companies issuing foreign stocks or bonds. (53p,1988,al et Goelzer; 258p,1987,Hawes).

Most nations have their own regulatory systems for securities-related activities, including mandatory reporting and registration. (375-451p,1987,al et Pitt). Thus, the realm of securities and other financial market activities is subject to a great deal of jurisdictional conflict. (420-429p,1991,Kellan).

Indeed, jurisdictional conflicts are common in an important area of economics, such as securities law. The transnationalization of capital markets has led to more conflicts, which There are mainly in the areas of information abuse, fraud, record-keeping, information disclosure laws, gross profit limits, regulations on controlling a company by purchasing a majority of its shares and obtaining information from abroad.

Governments, in pursuit of their economic interests, tend to apply their regulations cross-border wherever harmful conduct outside the scope of these regulations has occurred. In any case, in an international situation, several governments may have legitimate interests in regulating securities transactions or financial services in general, but as far as international securities markets are concerned, the interconnectedness of securities markets entails multiple legal obligations in different countries, which are becoming increasingly difficult and costly to comply with.

This is particularly true of the United States market, partly because of its size and attractiveness to foreign companies and investors, and partly because of the acceptance by US courts of the effects and consequences doctrine or the principle of ineffective personality. The United States has repeatedly sought to expand its securities laws in order to maintain a buffer between its citizens and more regulated foreign markets. (Cox, 1998, p. 3).

Therefore, the practice of United States courts has been to extend their jurisdiction beyond the domestic territory and to apply the securities regulations of this country across borders. The subject matter jurisdiction of United States courts to apply the laws of this country is determined largely on the basis of the standard of effects and results or conduct. (Johnson, 1980-81, p. 890).

However, in some recent cases a combination of both criteria has been observed simultaneously. From the American perspective, for example, there is ample justification for jurisdiction over insider dealings or fraud outside the domestic territory, because fraud is a "harmful" practice and no nation should seriously object to the application of American anti-fraud regulations or insider dealings outside this country, where the result is to the benefit of all.

Although other countries do not necessarily agree with the United States on this point, this is nevertheless a logical conclusion. It is a situation in which the securities market is becoming increasingly global, but only governments are responsible for the establishment and operation of market regulations as a matter of national application. (Langevoort, 1993, p.175; Fox, 1992, p.263).

The UK Financial Services Act 1986 is also an attempt to respond to international considerations in meeting the needs of a rapidly growing international market. This Act and the rules and regulations arising from it govern investment in the UK. It is therefore necessary to conclude that this Act and the rules do not govern transactions and activities that have no connection with the UK.

However, because of the complex and extensive nature of securities transactions, the scope of the Act and the rules and regulations arising from it will depend on the place where the securities are issued or dealt in.



The securities may be dealt in at the same time or subsequently on a foreign stock exchange or on a domestic stock exchange, or they may be acquired by a British investor or dealer in a transaction carried out abroad or in the United Kingdom. (Pennington, 1990, p. 57).

In such circumstances, the scope of the rules relating to investment transactions is not so clear and it is therefore entirely possible that they will apply to transactions which are in a foreign jurisdiction but which also have consequences in the United Kingdom, particularly if, under the rules and practice of the foreign jurisdiction, the protection afforded to investors in the United Kingdom is less than that afforded by the UK Financial Services Act.

### 3.4 Exchange Controls

Jurisdictional Issues Exchange controls, unlike other economic rules, are subject to a unique regime. Since exchange controls are regulated by the International Monetary Fund, the scope of application of these rules is determined by international law in the form of treaty arrangements. (Mann, 1992, p. 397-43).

According to the Articles of Agreement of the International Monetary Fund, governments are authorized to control the flow of capital across their borders. (Gold, 1984, p. 77-790). The provisions of this article are mandatory and the parties to a currency exchange agreement cannot agree to the contrary. The IMF rules show that international interests are served by leaving members free to decide whether to control or not to control capital.

Under Article 8(2)(b) of the Articles of Agreement of the International Monetary Fund, the extraterritorial effect of the exchange control regulations of member States is recognized. Accordingly, a foreign exchange transaction entered into in the territory of a member State and involving the currency of another member State shall not be enforceable if it is made without regard to or in circumvention of the exchange control regulations of the latter State which are consistent with the Articles of Agreement of the International Monetary Fund.

The determination of what constitutes an exchange control contract and whether the regulations at issue are consistent with the Articles of Agreement is a matter of debate. All members of the International Monetary Fund are required by Article 8(2)(b) of the Articles of Agreement to give some degree of extraterritorial effect to exchange control regulations, including regulations relating to securities, approved by the Fund.

However, there is no doubt that the Fund's expertise is in economic and financial matters and it has no authority to make any assessment of security and military necessities. Thus, although the Fund accepted the US Treasury regulations on the control of Iranian assets, some commentators have challenged the extraterritorial application of the US exchange control regulations in London and Paris (Simon, 1981, 203-23).

It has been argued that in deciding whether a regulation is a “exchange control regulation,” the purpose of the control must also be considered.

In his view, if the control is intended to exert political pressure on a foreign government, rather than to support the currency of the country imposing the control, such regulation is not considered an “exchange control regulation.” (Edwards, 1981, p. 870-902; Balfour, 1989, p. 125 at 135).

On the other hand, American courts and commentators, for obvious reasons, have interpreted this article more broadly, so as to include politically motivated restrictions. However, the issue is not without



ambiguity. The second paragraph of Article (8) has not been considered a common rule in the courts of some members or among legal experts.

The reason for this is that the considerations of international law expressed by this provision are not always compatible with the national interests as considered by the courts of some member states, especially those countries that are the areas of most financial services and international currency markets.

Since this article involves striking a balance between national and international interests on the one hand, and public and private interests on the other, its implementation is not a simple task. Furthermore, this article does not have a clear meaning. The ambiguity of this article arises from different views on the meaning of the terms used in the article.

Terms such as "foreign exchange contract" "or regulations relating to foreign exchange control" are not well defined and therefore cause confusion. (.101-111p,1976,Williams; .319-396p,175,Williams) .

Although in a narrow sense, a "currency exchange contract" can be considered limited to a contract whose subject is the sale of currency, a broader interpretation of "currency exchange contract" by courts and commentators shows that a "currency exchange contract" can be applied to any contract for the sale of goods that involves the current currency of one of the member countries. That is, a currency exchange contract is any contract that affects the monetary resources of a member in which its current currency is involved. (.1064p,1987,Zamora).

#### **4 Foreign Trade Regulations**

In recent years, law has increasingly become a common instrument of foreign policy. Trade policy and export controls are generally regulations designed to protect national economic interests (Ptersen et al., 1986, p. 77, 92-3).

But unlike primarily economic laws and unilateral quantitative measures, such as tariffs and other barriers to free trade, the most controversial regulations are primarily concerned with strategic political and foreign policy objectives (Mabry & Moyeer, 1983, p. 8-9 at 3p, Meessen, 1992, p. 171).

Governments often resort to economic sanctions, often with extraterritorial enforcement, against their enemies in times of war or similar emergencies (Lowenfeld, 1983, p. 71, 85; Bianchi, 1992, p. 366 at 372-374).

These sanctions require any national of the enacting country or any company controlled by nationals of that country to refrain from trading with specific countries or their nationals or to release their assets (Juster and Bialos, 186, p. 799).

The foreign trade regulations discussed in this study are economic sanctions in the form of sanctions and blockades imposed by the state and do not include collective measures taken under the auspices of an international organization.

The fact that many countries use economic sanctions to advance their national interests confirms that, despite the fervent slogans about free international trade and comparative advantage, the national state is still the most important actor in the arena of international economic relations and that globalization has not yet fundamentally weakened national borders and tendencies. Unlike other economic regulations, the mere existence of rules that regulate international trade, on the one hand, It reflects the diversity of the world and, on the other hand, reflects a divergence and internal disagreement between states.



However, the use of economic sanctions for political purposes varies from country to country. For example, under German law, foreign trade is considered essentially independent of foreign policy. In the United States, by contrast, foreign trade has traditionally been influenced and subordinated to political priorities (Werner, 1983, p. 403).

As economic diplomacy has become increasingly important, questions about the legitimacy of such measures have been raised and the issue has been widely debated. In classical international law, there was no restriction on the use of economic sanctions by states. But it may be inferred from the Charter of the United Nations that states have a specific duty to facilitate international economic relations by avoiding economic sanctions. From the point of view of many developing countries, those kinds of practices that lead to economic pressure are contrary to international law. While this is not acceptable to developed countries. (Cameron, 1991, p. 218).

However, the legitimacy of economic pressure in international law is largely ambiguous and the UN Charter is not very definitive in supporting the idea that states should refrain from such measures. Consequently, and despite the assumption that economic sanctions are morally undesirable in the first place, (Rosen, 1993, p. 41) And no state should be discriminated against in trade relations. It is difficult to find a rule in international law that prohibits all forms of economic sanctions. Although, in the current state of development of the international legal order, some types of economic sanctions may be considered socially and economically undesirable, they do not necessarily violate international law.

Indeed, it is the right of nations to choose the states through which they will conduct economic relations. The state can determine its national interests and encourage or prohibit its subjects from engaging in trade with other nations. To each However, in exceptional circumstances, the political use of economic instruments may be considered a violation or infringement of the principle of non-interference in the internal affairs of other states.

However, the use of economic pressure on other states for political purposes has a long history. Since the beginning of this century, states have repeatedly and effectively used this leverage to inflict economic damage or change the behavior of their target states. (Doxey, 1996; Doxey, 1980, pp. 9-35p.)

The degree of success of such measures depends on the economic power of the implementing state. However, the interconnectedness of the international economy has made economic coercion an even more effective alternative to conventional warfare.

There are many examples of recourse to economic sanctions in the history of international economic relations. The most controversial type of economic sanctions concerns the situation in which states engaged in political disputes with some other states include third parties in their economic sanctions program.

Such a situation raises the issue of sovereignty, the principle of territorial jurisdiction, and the conflict of laws. This situation arises when a state, in an effort to impose its restrictive laws on nationals of other states or on its own nationals operating in another state.

It is obvious that this Secondary sanctions derive from extraterritorial jurisdiction, which stems from the principle of nationality or, in some cases, the principle of protection. Disagreements about the limits of jurisdiction for rules on trade and exports have also given rise to serious disputes and conflicts.

In such areas, international law may prohibit a certain type of economic coercion. The first serious case of the exercise of extraterritorial enforcement under the principle of protection concerns the Arab-Israeli



conflict, during which the Arab League imposed secondary sanctions on companies that had economic relations with Israel.

This type of exercise of jurisdiction is often considered to be contrary to international law, to the extent that it amounts to interference in the internal affairs of other countries. Interestingly, the strongest opposition to this type of enforcement has been expressed by the United States.

Since the United States is the largest importer of economic pressure in various forms and areas, this country's position seems somewhat ironic. The United States is at the center of controversy for its attempts to impose economic sanctions on citizens of other countries operating outside the country.

The United States' unparalleled economic power and its dominance of international economic relations have often enabled it to easily exert pressure on third countries or their citizens to sever ties with countries it considers hostile (Fairley, 1996, p. 173; Lowenfeld, 1997, p. 248). When special regulations apply to the export of certain goods and technologies, the claim of "regulating foreign transactions" can be justified on the basis that the goods and technologies are of the country of origin. During the period of the US embargo on the construction of the Trans-Siberian natural gas pipeline (Depender Zeigler, 1983, p. 63; Meessen, 1984, p. 97-108). Companies involved in the project were prohibited from exporting goods purchased in the United States or licensed under the technology. The effort to extend jurisdiction over foreign buyers of U.S. goods and technology was based on the premise that the U.S. government has the right to regulate and control the use and possible destination of its domestic products. However, international law does not generally recognize a theory of jurisdiction based on the nationality of goods. Recent U.S. actions in imposing secondary sanctions have gone beyond the nationality principle to include foreign companies that have no connection or connection with the United States.

Such companies may face certain financial penalties if they refuse to do business with a country subject to economic sanctions. Under the new law, non-U.S. companies that invest or otherwise engage in economic activities in Iran, Cuba, and Libya are subject to sanctions or may be prosecuted in U.S. courts.

This situation is not new in the United States, which has always sought to impose its foreign and economic policies on other countries and their citizens through extraterritorial legislation. But the scale of the recent law is such that it has provoked unprecedented reactions from the United States' trading partners.

The United States' allies and trading partners see the law as part of a process of warning against the unilateral action of the United States in imposing its policies on other countries. Canada, Mexico, and the European Union have therefore enacted laws to prevent retaliatory measures against the extraterritorial effects of US law. The results of such a conflict of jurisdiction could also jeopardize international organizations that were established to encourage and facilitate trade. (Giardina, 1998, p. 219)

## **5. The final argument, balancing interests?**

The precise nature and intensity of jurisdictional disputes vary from case to case, but the central tenet of all complaints has always been that the exercise of extraterritorial jurisdiction based on the principle of nationality or the effects theory is undesirable because it disregards the interests of other States. The exercising State, when it legislates on the conduct of foreigners, in fact infringes on the rights of other States. (Davey & Jackson, 1995, p. 1073-77).



The controversy in this area stems from the assumption that the effects theory or the principle of nationality would bring a wide range of foreign activities under national economic regulation. (Gavil & Sennett, 1989, p. 1185-9.)

Therefore, it gives rise to considerable differences between States. The mere existence of a connection, such as a territorial connection, of nationality and effects, does not in itself justify the exercise of jurisdiction by a State. In line with the practice discussed above, there is a need for a flexible method by which the situation can be assessed. Such an assessment takes into account the relative importance of these connections for the State making the rules and for the States that may be interested.

This assessment also seeks to take into account the legitimate expectations of those affected by the rule and the degree to which States are generally prepared to accept a particular rule. The possibility of divergence between the rules of States is one of the factors that must be taken into account in determining the importance of these rules for the international system as a whole. (. 277 .246,p,1992,North).

Resistance of the violated state in various forms of diplomatic protest and the establishment of preventive laws (Toms III, 1981, p.585; Lowe, 1981, p.257-281; Edward, 1995, p.315; Cannon, 1985, p.63) . It has been established that the extraterritorial application of economic regulations should be reviewed in order to reduce such jurisdictional conflicts.

A middle approach known as the "balancing of interests" approach has been introduced and followed by United States courts in various situations. The general framework of jurisdictional regulations is summarized under the principle of "reasonableness".

The reasonableness of the exercise of jurisdiction is also determined by the importance of foreseeability and the direct effects of the activity. Although some recent U.S. cases have signaled a resurgence of the crude extraterritorial approach—which is at odds with the balancing-of-interests approach—Esch der (1986, 287).

Over time, however, the application of the balancing approach has led to a shift in perspective and a significant shift in direction against the extraterritorial application of domestic economic regulations. In each case, courts develop a list of factors and conventions that must be considered in determining the limits of jurisdiction. In addition, some jurisdictional disputes have been resolved through balancing-of-interests and diplomatic channels.

For example, in the Soviet pipeline contract dispute, the United States abandoned the proposed sanctions when it concluded that its interests in exerting such pressure on the Soviet Union were less than the Soviet Union's interests in maintaining effective relations with its allies.

The resolution of the pipeline dispute not only demonstrates the balancing of competing interests as part of each state's domestic decision-making process, but also reflects the weighing and evaluation of the interests of each state, as well as of private individuals. Balancing interests as a substitute for other jurisdictional bases is an important step in creating a viable jurisdictional framework for the new world order.

However, balancing interests is fraught with ambiguities and difficulties; although this approach limits the application of domestic law to foreign regulatory interests, it is also important to consider whether the normative force of such an approach derives from domestic policies or from public international law.



Of course, respect for the interests of another country based on domestic regulations is different from respect based on a commitment to public international law. The concept of balancing interests is fundamentally understood in relation to the concept of decency and as a commitment to domestic law. (Yntema, 1966, p. 6; Maier, 1983, p. 589).

(However, comity is not a rule of international law and is more of a political nature and lacks specific content and binding effect. (Gerber, 1982, p. 281; Maier, 1984, p. 205).

In addition, there are quite a few cases of consent that undermine the desirability of balancing interests on the basis of comity by domestic courts, because in most cases, these courts tend to give priority to the interests of their own country in balancing the interests of foreign countries and their own, arguing that the interests of the foreign country in the implementation of its laws The country is of greater importance than the interests of their own country.

This situation shows that balancing interests based on the concept of decency merely provides a basis for considering external factors without necessarily giving them a value. The main problem with this type of balancing is that it is not part of the normative rules of international law.

In addition, there are other fundamental difficulties in the balancing process. In some cases, US judges have pointed to the real problem of balancing when the policies of different governments on this issue are incompatible.

In the Uranium case, Justice Marshall, considering whether the Canadian defendant should be required to present evidence contrary to Canadian law, stated: "It is not possible from a judicial point of view to balance these completely contradictory and conflicting acts."

Justice Wilkie, in part of the appeal in Laker, agreed with Justice Marshall's view, adding: "We are not in a position to judge the importance of the antitrust or other laws for the United States and the United Kingdom." Increasingly, courts have refused to adopt such an approach, and there has been growing scholarly criticism of this approach.

Such a criterion of organization, the results of which are not found in the balancing, imposes important and unknown issues on the parties to the dispute and on the court that is trying to resolve the issue, which is beyond the private interests of the parties. (Waller, 1991, p. 925).

In this respect, balancing interests is nothing more than political considerations. Interest has a misleading meaning in law. (Mann, 1984, p. 9). Given the inherent shortcomings of the balancing of interests approach, we need to develop a more legal method for resolving jurisdictional disputes with an international legal character.

As a matter of public international law, the extraterritorial exercise of jurisdiction has been strongly objected to by many commentators on the grounds of conflict with international law, propriety, and good faith (Westbrook, 1990, p. 71 at 72; Shari-Ellen Bourque, 1995, p. 191 at 211-215).

And the proposal to create a method based on international law has also been put forward. Although some believe that international law places little limit on the jurisdiction that a State may attribute to itself (Starke, 1984), international economic law, despite its interdisciplinary and functional character, cannot provide a satisfactory solution to the conflicts of regulatory regimes of international economic law discussed above unless it is accompanied by fundamental rules applicable in the judicial context and space.



An important task of international economic law is to identify these fundamental rules, that is, to move from general principles to more specific rules with a judicial character, it has not achieved its goals otherwise.

Undoubtedly, the nature of the conflicts of jurisdiction that we are considering here poses difficult challenges through which the validity and functionality of international economic law is tested. The validity of international law discussed in this article is acceptable if it avoids the ambiguities of traditional concepts that hinder legal development.

The balancing process can be limited to the purpose of achieving compatibility between conflicting fundamental principles of international law. This type of balancing, as part of the legal process, requires the application of legal principles and therefore has the important advantage of establishing a balance based on courtesy. However, despite the wide variations in the methods of assigning jurisdiction, the fundamental principles of public international law still allow for the implementation of an efficient system.

Through the interaction between the actions and reactions of states, when they exercise or react to extraterritorial jurisdiction, it is possible to create an international legal paradigm. For example, US authorities are reluctant to enforce EU law extraterritorially and vice versa (Meessen, 1987, p. 62; Akehurst, 1974, p. 1).

This may help to infer a model for dispute resolution, although balancing interests has its own shortcomings, but it is the last resort in the legal perspective, because it represents the only real attempt - albeit imprecise - to create a judicial criterion that establishes a link between legitimate sovereign and private interests (Alford, 1993, p. 213).

In stating the basic principles of balancing interests as a process of public international law, it seems that sovereignty, equality of states, non-intervention, prohibition of threats or use of economic pressure, responsibility, peaceful settlement of disputes, fundamental economic rights and duties of states, consideration of jurisdictional limitations, retroactivity. The recognition of rights or reasonable expectations regarding the regulated action are among the most important principles that fundamental rules can ultimately rely on and apply in the process of balancing interests.

One of the practical and fundamental foundations on which the legal system is based is the principle of the equality of sovereign states. Each sovereign state, within the limits imposed by international law, has the right to make and enforce the laws it deems necessary. (Watts and Jennings, 1992, p. 339). Accepting the concept that all states have equal sovereignty entails that a state cannot extend its jurisdiction in such a way as to infringe the rights of other states. (Glossop, 1997, p. 216 at p. 213).

## Conclusion

The changing nature and structure of international economic activities in an interconnected global economy on the one hand, and the inevitable intervention of states in private economic affairs through economic regulations on the other, have repeatedly led to the exercise of concurrent jurisdictions.

This situation, which often results in the extraterritorial application of national law provisions, creates multiple risks and also affects the value of private international transactions. Among the consequences of such a situation is the creation of instability in contractual relations.



In the case of international contracts that are subject to different regulatory regimes, it is very likely that they will face claims of illegitimacy and lose their credibility due to the inability of private parties to determine the limits of the risks arising from the diversity of national economic laws and in the absence of the necessary cooperation between states, the role of international economic law in determining the formal and substantive legal rules for defining the legitimate jurisdiction of each state in an interdependent global economy is very important and sensitive.

In this article, it is argued that international law, despite its shortcomings, is capable of providing effective principles and rules for resolving national economic conflicts through a process of balancing interests that, by applying some basic principles of international economic law, can take into account the interests of both states and private individuals.

This scheme is not directly and necessarily related to private contractual disputes, but the results of its implementation can have important and decisive consequences for private contractual disputes. However, the proper guidance of the process of applying national economic law rules depends to a large extent on the decisions of the competent judicial body.

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## The English Teacher Who Learned English

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### Abstract

The belief that native English speakers make superior language teachers has long influenced hiring practices and student perceptions in English language teaching (ELT). However, this assumption overlooks the unique strengths of non-native English-speaking teachers (NNESTs), who often bring structured teaching methods, a deep understanding of grammar, and firsthand experience of language learning challenges. While NNESTs excel in pedagogy, they frequently face biases related to their accents, hiring discrimination, and the pressure to prove their legitimacy. This paper argues that effective teaching is determined by methodology, not nativeness, and that NNESTs play a crucial role in English education. Drawing on research, it debunks the native-speaker myth and advocates for a more inclusive approach in ELT that values teaching ability over linguistic background. The findings support the need for a shift in hiring policies and attitudes to recognize the contributions of NNESTs as equally, if not more, effective than native-speaking teachers.

**Keywords;** Non-native English-speaking teachers, native-speakerism, ELT hiring bias, language teaching methodology, NNEST advantages, second language acquisition, accent bias in education

### Introduction

The first time I pronounced the word busy in front of a class, I confidently said buzzy. No one laughed, but a few students hesitated before repeating the word correctly. That moment made something clear—no matter how well someone knows English, certain mistakes are inevitable unless they have already heard the words enough times. Language acquisition is not just about mastering grammar and vocabulary; it involves immersion, repeated exposure, and contextual understanding (Krashen, 1981).

But pronunciation mistakes are not limited to non-native speakers. A native English-speaking colleague once mispronounced epitome as "epi-tome" instead of "uh-PIT-uh-mee." The class fell silent before a student hesitantly corrected them. If even native speakers can mispronounce words, does it mean they are less qualified to teach? Hardly. Yet, many assume that only native speakers provide the most "authentic" English experience, reinforcing the belief that native English-speaking teachers (NESTs) are naturally better than non-native English-speaking teachers (NNESTs) (Medgyes, 2001).

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This assumption is so widespread that many job postings explicitly require native speakers, leaving highly qualified NNESTs overlooked (Moussu & Llurda, 2008). The belief is that only those who grew up speaking a language can teach it effectively. However, research suggests otherwise. Non-native teachers often excel in areas where native speakers may struggle, such as explicit grammar instruction, structured learning approaches, and understanding the psychological challenges of language acquisition (Ellis, 1997). Unlike native speakers, they have firsthand experience overcoming the struggles their students face, making them highly effective educators (Cook, 1993).

This essay argues that NNESTs can be just as effective, if not more so, than native teachers. Their structured approach, multilingual background, and firsthand learning experience enable them to teach with clarity, empathy, and strategy. The assumption that native speakers are inherently better teachers is a misconception that deserves critical examination.

### **Argument 1: Why Non-Native Teachers Are Effective**

The process of learning a language is rarely smooth, and those who have experienced it firsthand often understand its challenges better. Non-native English-speaking teachers (NNESTs) have gone through the same struggles as their students—memorizing irregular verbs, mastering complex tenses, and overcoming pronunciation difficulties. This personal journey makes them more empathetic educators. Unlike native speakers, who acquire English naturally, non-native teachers have consciously worked through every stage of the learning process. Research suggests that teachers who have personally faced the difficulties of language acquisition are often more effective at identifying students' pain points and addressing them strategically (Medgyes, 2001).

One of the key strengths of NNESTs is their ability to explain grammar with clarity. While native speakers may use grammar effortlessly, they often struggle to explain why a certain structure is correct. Many native speakers rely on intuition rather than formal knowledge of linguistic rules (Ellis, 1997). In contrast, non-native teachers have internalized grammar through explicit learning, allowing them to break down complex rules into digestible explanations. Studies have shown that NNESTs tend to emphasize structured grammar instruction more than native-speaking teachers, making them particularly effective in classrooms where students require clear, systematic teaching (Cook, 1993).

Another advantage of non-native teachers is their ability to use strategic code-switching. In multilingual classrooms, students often struggle with abstract English concepts that have no direct equivalent in their native language. NNESTs can bridge this gap by using the students' first language (L1) when necessary, reinforcing understanding without encouraging dependence on translation. This approach aligns with research on bilingual education, which highlights that strategic use of L1 can enhance comprehension and retention, particularly at lower proficiency levels (Cenoz, 2013). Native speakers, on the other hand, may struggle to explain concepts in a way that non-native learners can easily grasp, especially when the students lack a strong foundation in English.

Beyond their teaching methods, non-native teachers serve as living proof that mastering English is possible. Many students assume that fluency is an unreachable goal, especially when they struggle with pronunciation or grammar. Seeing a teacher who has successfully learned English as a second language reinforces the idea that fluency is achievable through dedication and structured learning. This is especially important in EFL (English as a Foreign Language) settings, where exposure to native speakers may be limited. Studies suggest that students taught by NNESTs often feel more motivated because they view their teachers as role models rather than unattainable linguistic authorities (Moussu & Llurda, 2008).



The assumption that only native speakers can effectively teach English overlooks the unique strengths that non-native teachers bring to the classroom. Their structured approach, personal learning experience, and ability to connect with students make them not only effective educators but also powerful motivators.

## **Argument 2: The Challenges NNESTs Face**

Despite their strengths as educators, non-native English-speaking teachers (NNESTs) face significant challenges that impact both their professional opportunities and classroom experiences. These challenges are often not related to their teaching abilities but rather to deep-seated biases within the field of English language teaching. From accent discrimination to hiring barriers and self-doubt, NNESTs frequently find themselves in a position where they must justify their qualifications in ways that native-speaking teachers (NESTs) never have to.

One of the most persistent challenges is bias against accents. Many students and even employers equate a native-sounding accent with teaching credibility, assuming that only native speakers can provide an "authentic" English experience. This belief is not based on linguistic accuracy but rather on perception—many regional varieties of English spoken by native speakers differ significantly in pronunciation, yet they are still considered "correct" within their respective communities. Research shows that students often view native-like pronunciation as a marker of legitimacy, even when NNESTs demonstrate strong teaching skills and fluency (Ling & Braine, 2007). This can lead to situations where highly qualified NNESTs feel pressure to modify their accents to gain student trust, despite the fact that English has multiple global varieties, and intelligibility is more important than sounding "native" (Jenkins, 2000).

Another major issue is job discrimination. Many institutions, particularly in the private sector, openly prioritize hiring native speakers, regardless of their teaching credentials. Job postings frequently include phrases like "native speakers only", effectively disqualifying experienced non-native teachers from even applying. This preference is often justified under the assumption that native speakers provide a more "natural" learning experience, but studies suggest that teaching effectiveness depends far more on pedagogical knowledge and experience than on being a native speaker (Moussu & Llorca, 2008). Hiring discrimination not only limits career prospects for NNESTs but also perpetuates the idea that nativeness is a prerequisite for effective teaching, despite growing evidence to the contrary.

Beyond external biases, NNESTs often struggle with self-confidence and legitimacy issues. Many feel the need to prove themselves constantly—both to students and colleagues—due to the prevailing belief that they are inherently less capable than native speakers. This can lead to "imposter syndrome", where teachers, despite their qualifications, doubt their own expertise simply because they did not acquire English as their first language. Research highlights that NNESTs frequently experience anxiety about their language abilities, even when their proficiency is well above the level required for teaching (Cowie, 2011). This constant need to self-validate can take an emotional toll, making teaching an exhausting experience rather than an empowering one.

The challenges faced by NNESTs are not a reflection of their abilities but rather of entrenched biases within the ELT industry. The preference for native speakers in hiring, the association of accent with credibility, and the pressure to prove one's legitimacy all create an unfair professional landscape. While efforts to challenge these biases are increasing, many NNESTs still navigate a system that undervalues their expertise. Overcoming these challenges requires a shift in how language teaching is perceived—moving beyond the "native-speaker myth" toward a more inclusive, skill-based evaluation of teachers.



## Counterargument & Refutation: Debunking the Native-Speaker Myth

A widely held belief in English language teaching is that native speakers are inherently better teachers simply because they have spoken the language since birth. This assumption is deeply embedded in hiring practices, student expectations, and even the confidence levels of teachers themselves. Many students believe that learning from a native speaker guarantees more "authentic" language exposure, while employers assume that nativeness automatically translates into teaching competence. However, this belief overlooks a crucial fact—effective teaching is about methodology and pedagogy, not just fluency.

The assumption that native speakers are naturally superior educators is based on the false equivalence between speaking a language and teaching it. Being fluent does not mean being able to explain complex grammatical structures, recognize common learner difficulties, or adapt instruction to students' needs. Many native speakers struggle to explain the rules of their own language simply because they have never had to learn them explicitly. Non-native teachers, on the other hand, have undergone the language learning process themselves, making them more attuned to the struggles their students face. Studies show that NNESTs tend to emphasize structured grammar instruction more effectively than their native-speaking counterparts because they have internalized these rules in a way native speakers often have not (Ellis, 1997; Cook, 1993).

Another flaw in the native-speaker myth is the assumption that fluency alone guarantees an engaging and effective classroom experience. Teaching requires a deep understanding of second language acquisition, lesson planning, classroom management, and student motivation—all of which are learned skills, not innate abilities. Research indicates that NNESTs often excel in these areas because they rely on structured methodology rather than linguistic intuition (Medgyes, 2001). A native speaker may speak English effortlessly, but without proper training, they may struggle to explain why sentences are structured in a particular way or how students can overcome common linguistic difficulties.

Beyond pedagogy, NNESTs bring additional advantages that native speakers may lack, such as the ability to empathize with learners and anticipate specific challenges. Their personal experience as language learners allows them to provide step-by-step strategies for overcoming difficulties, making them not just teachers but also role models. Research suggests that students often feel more comfortable with NNESTs because they view them as approachable and understanding, rather than as linguistic authorities who have never struggled with the learning process (Moussu & Llurda, 2008).

The idea that native speakers are inherently better teachers is an outdated and misleading notion. While native speakers may provide natural pronunciation and cultural insights, NNESTs offer structured teaching, clear grammatical explanations, and a level of empathy that many native speakers lack. Effective teaching is not about where a person is from—it is about their ability to help students learn. As language education becomes more globalized, it is essential to move beyond the native-speaker bias and recognize that the best teachers are not necessarily those who were born into a language, but those who have mastered the art of teaching it.

## Conclusion

The belief that native speakers make inherently better English teachers is a misconception that has persisted for too long. While fluency and natural pronunciation are valuable, they do not automatically translate into effective teaching. This essay has highlighted the unique strengths of non-native English-speaking teachers (NNESTs), including their structured approach to teaching, their ability to explain grammar in depth, and



their firsthand understanding of the challenges that language learners face. At the same time, it has addressed the significant challenges NNESTs encounter, such as accent bias, job discrimination, and the pressure to constantly prove their legitimacy.

The assumption that a teacher's effectiveness depends on their nativeness is not supported by research. Studies have shown that methodology, pedagogy, and the ability to connect with students are far more important indicators of success in language teaching than whether or not the instructor is a native speaker. NNESTs bring unique advantages to the classroom, serving not only as teachers but as role models who demonstrate that mastering English is an achievable goal. Their personal experience as language learners allows them to anticipate difficulties, provide clear explanations, and foster a learning environment where students feel understood and supported.

As the field of English language teaching continues to evolve, it is crucial to move beyond the outdated preference for native speakers and recognize teaching ability over birthplace. Hiring practices must shift toward evaluating teachers based on their qualifications, teaching experience, and effectiveness in the classroom rather than on their first language. Likewise, students and institutions should reconsider their biases and acknowledge the immense contributions that non-native teachers bring to English education.

Great teaching is not about where a person is from—it is about how well they can help others learn. If the goal of English language teaching is to empower students to communicate effectively, then the best teachers are not necessarily those who were born into the language but those who have mastered the skill of teaching it.

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## La créativité de l'écrivain Ismayil bey Qutqashinli et sa nouvelle "Rashid bey et Saadat khanim"

<sup>1</sup>Hayat Aliyeva

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### Abstract

Ismail bey Goutgachinli, en tant qu'écrivain et militaire du XIX<sup>e</sup> siècle, occupe une place particulière dans la littérature azerbaïdjanaise en tant que l'un des auteurs réalistes et éducateurs les plus marquants. Une de ses œuvres les plus importantes est la nouvelle « Rachid bey et Saadat khanum ». Cette œuvre, qui reflète les idées éducatrices et le réalisme d'Ismail bey, est également considérée comme l'un des premiers exemples littéraires influencés par la culture européenne dans la littérature azerbaïdjanaise.

La nouvelle a été publiée en 1835 en France, ce qui en fait la première œuvre en prose imprimée en langue azerbaïdjanaise. *Rachid bey et Saadat khanum* a joué un rôle essentiel dans la naissance de la littérature éducatrice azerbaïdjanaise. Inspirée par la littérature européenne, elle est fondée sur des motifs nationaux et réalistes. Dans cette nouvelle, Ismail bey aborde des thèmes tels que l'amour, l'héroïsme, les relations familiales et les traditions.

Le héros principal de l'œuvre, Rachid bey, est décrit comme un jeune homme courageux et vaillant. Son héroïsme et sa noblesse incarnent les traditions, la morale nationale et l'esprit héroïque du peuple azerbaïdjanais. L'autre personnage principal, Saadat khanum, est présentée comme une femme belle, intelligente et désireuse de vivre selon ses propres sentiments et aspirations. En mettant en avant l'importance de l'amour et du bonheur personnel, la nouvelle explore également en profondeur les relations familiales et sociales.

À travers cette œuvre, Ismail bey Goutgachinli promeut des idées éducatrices et s'oppose à l'injustice et à l'oppression dans la société, tout en diffusant des idéaux humanistes. En présentant ses idées éducatrices à travers ses personnages, l'auteur a grandement contribué au développement du genre narratif dans la littérature azerbaïdjanaise.

**Les mots clés:** Rashid bey, Saadet khanim, l'oeuvre, Ismail bey Goutgachinli.

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# The Creativity of Writer Ismayil Bey Qutqashinli and His Novella “Rashid Bey and Saadat Khanim”

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## Abstract

Ismayil Bey Qutqashinli, a 19th-century writer and military figure, holds a special place in Azerbaijani literature as one of its most prominent realist and educational authors. One of his most significant works is the novella *Rashid Bey and Saadat Khanim*. This work, which reflects Ismayil Bey's educational ideas and realism, is also considered one of the earliest literary examples in Azerbaijani literature influenced by European culture.

The novella was published in France in 1835, making it the first printed prose work in the Azerbaijani language. *Rashid Bey and Saadat Khanim* played a crucial role in the emergence of Azerbaijani educational literature. Inspired by European literature, it is built upon national and realist motifs. In this novella, Ismayil Bey addresses themes such as love, heroism, family relationships, and traditions.

The main protagonist, Rashid Bey, is depicted as a brave and valiant young man. His heroism and nobility embody the traditions, national morals, and heroic spirit of the Azerbaijani people. The other main character, Saadat Khanim, is portrayed as a beautiful, intelligent woman who desires to live according to her own feelings and aspirations. By emphasizing the importance of love and personal happiness, the novella also deeply explores family and social relationships.

Through this work, Ismayil Bey Qutqashinli promotes educational ideas and opposes injustice and oppression in society while spreading humanist ideals. By presenting his educational ideas through his characters, the author made a significant contribution to the development of the narrative genre in Azerbaijani literature.

**Keywords;** Rashid Bey, Saadat Khanim, literary work, Ismayil Bey Qutqashinli.

## Introduction

Au XIX<sup>e</sup> siècle, après l'intégration de l'Azerbaïdjan à l'Empire russe, l'influence occidentale a permis aux idées du réalisme et de l'éducation de trouver leur place dans la littérature. Les premiers intellectuels azerbaïdjanais, tels qu'Abbasgoulou agha Bakikhanov, Mirza Chafi Vazeh et Ismaïl bey Goutgachinli, ont largement contribué à enrichir la littérature azerbaïdjanaise avec de nouvelles idées [1]. Aux côtés de ces écrivains éducateurs, Ismaïl bey Goutgachinli a également travaillé, dans ses œuvres, sur l'éducation du peuple et la représentation artistique de la réalité.

L'œuvre *Rachid bey et Saadat khanum* a eu une grande influence sur la littérature azerbaïdjanaise du XIX<sup>e</sup> siècle. Sa publication à l'étranger et son statut de premier exemple de littérature formatrice en Azerbaïdjan augmentent encore davantage sa valeur littéraire. Grâce à cette œuvre, Ismaïl bey est entré dans l'histoire comme l'un des écrivains fondateurs de la prose azerbaïdjanaise, et ses écrits ont joué un rôle clé dans la

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diffusion des idées éducatrices dans la littérature nationale. Tout cela permet d'affirmer que les premières manifestations du romantisme dans la littérature azerbaïdjanaise ont commencé avec la nouvelle *Rachid bey et Saadat khanum* d'Ismaïl bey Goutgachinli [4].

Contrairement à ses contemporains, Ismaïl bey Goutgachinli écrivait ses œuvres en prose. Les chercheurs qui ont étudié son travail mentionnent qu'il a également écrit un roman sur l'histoire de Fathali Khan de Kouba, l'un des éminents dirigeants féodaux du nord de l'Azerbaïdjan au XVIII<sup>e</sup> siècle, ainsi que d'autres œuvres.

Le rôle d'Ismaïl bey Goutgachinli en tant que grand intellectuel éducateur dans la littérature azerbaïdjanaise est incontestable. Il faisait partie des intellectuels dévoués à leur nation. Son amitié avec des écrivains et penseurs progressistes tels qu'Abbasgoulou agha Bakikhanov, Mirza Chafi Vazeh, Gassim bey Zakir, Mirza Fatali Akhoundov et d'autres a influencé ses idées et son œuvre, qui reflète les mêmes idéaux.

La nouvelle *Rachid bey et Saadat khanum* est la première et l'œuvre maîtresse de l'écrivain. Elle reflète la vie quotidienne du peuple, ses coutumes et traditions, ainsi que la beauté de la nature de sa patrie. Publiée en 1835 à l'étranger, cette œuvre est le premier livre azerbaïdjanais imprimé. L'auteur l'avait intitulée *Une histoire d'Orient*. Publiée en français dans la ville de Varsovie, *Rachid bey et Saadat khanum* revêt une grande importance pour la littérature azerbaïdjanaise.

Le manuscrit a été obtenu pour la première fois grâce aux efforts acharnés de Salman Mumtaz. Dans son article, il raconte comment il a recherché ce livre pendant de nombreuses années et comment, grâce à Khasay Khan Usmiev, il a enfin réussi à l'acquérir en 1922 [3]. Depuis sa création, *Rachid bey et Saadat khanum* est une œuvre lue et appréciée par tous. Salman Mumtaz a consacré trente ans à la recherche du manuscrit et, au final, il a réussi à le ramener à Bakou. L'héritage littéraire de l'auteur a été étudié par lui. Il a recueilli et préservé ses manuscrits dans la *Bibliothèque Mumtaziyya*.

La nouvelle *Rachid bey et Saadat khanum* a été traduite pour la première fois par Selim bey Behbudov. Bien que sa publication ait été prévue par Azerneshr, elle n'a pas abouti. Après l'arrestation de Salman Mumtaz en 1937, l'œuvre est à nouveau tombée dans l'oubli. Ce n'est qu'en 1939 qu'elle a été publiée en langue turco-azerbaïdjanaise dans le journal *Littérature*, puis en 1956, elle a été imprimée pour la première fois sous forme de livre.

Cette nouvelle reflète les idées éducatrices de l'écrivain. Les événements y sont racontés par l'auteur lui-même. Ismaïl bey Goutgachinli commence son récit en décrivant le désir de Saadat khanum d'avoir un amoureux et sa conviction que, sans amour, la vie n'est qu'un enchaînement de tristesse et de chagrin.

Saadat khanum possédait un magnifique jardin entouré de roses parfumées, avec une fontaine au centre d'un bassin, où elle trouvait refuge lorsqu'elle s'ennuyait et où elle venait le matin pour s'éloigner du chagrin. C'est dans ce jardin qu'elle entendit pour la première fois la voix de Rachid bey, ce qui éveilla en elle une grande émotion et enflamma tous ses sentiments.

Parmi les personnages secondaires, Shamah, la nourrice attentionnée de Saadat, l'aimait autant que sa propre mère, Tutu khanum. Elle prenait soin d'elle avec la tendresse d'une mère. Un autre personnage secondaire important est Aziz, le serviteur fidèle de Rachid bey, qui ne se séparait jamais de lui. Tous deux, Shamah et Aziz, se distinguent par leur loyauté et leur dévouement, captant ainsi l'attention du lecteur.



Le héros principal, Rachid bey, est décrit dans l'œuvre comme un jeune homme de vingt-deux ans, fils d'un bey nommé Ismaïl. Rachid bey avait gagné le respect de tous grâce à sa noblesse, sa courtoisie, son élégance, son éducation, sa sensibilité, son courage et sa bravoure. Il aimait lire le *Shahnameh* et d'autres épopées héroïques, en particulier les ghazals persans. Il prenait également plaisir à monter à cheval, tirer au fusil et au pistolet, ainsi qu'à manier les armes. Rachid bey nourrissait deux grands rêves : vaincre tous les célèbres héros et venir en aide aux faibles et aux pauvres.

Ismaïl bey Goutgachinli décrit ainsi la bravoure de Rachid bey dans *Rachid bey et Saadat khanum* :

« Dès l'âge de dix-huit ans, Rachid bey passait son temps tantôt à monter à cheval, tantôt à s'armer de lames étincelantes pour combattre les bandits qui pillaient sa patrie et tourmentaient les paysans. Parfois, il s'aventurait dans les vallées fertiles et chassait au pied des montagnes. Montant son cheval à toute vitesse, il grimpait jusqu'aux sommets couverts de neige et de nuages, pénétrait dans les forêts épaisses et escaladait des rochers inaccessibles. Là, il traquait les repaires les plus secrets des brigands et les détruisait pour libérer les paysans de leur tyrannie. »

Dans la nouvelle, un événement particulier déclenche chez Rachid bey le désir de se marier. Alors qu'il discutait avec son serviteur Aziz, il perçut un cri faible, un gémissement plaintif. Comme un oiseau, il s'élança dans cette direction et vit un jeune homme captif entre les mains de plusieurs brigands. Ceux-ci comptaient le vendre à d'autres malfrats.

Intrépide, Rachid bey confia son cheval à Aziz, tira son poignard et attaqua les brigands. Il en tua deux sur le coup, et les autres, pris de panique, relâchèrent le captif avant de s'enfuir dans la forêt. Cependant, plusieurs d'entre eux ne purent échapper aux coups mortels de Rachid bey.

Une fois le combat terminé, le généreux Rachid bey se précipita vers le jeune homme blessé. Il banda sa plaie avec sa ceinture, puis, afin de le transporter en lieu sûr, le fit monter sur le cheval d'Aziz. À leur arrivée dans un village voisin, une foule de femmes en pleurs les accueillit. Aziz, comprenant aussitôt la raison de leur chagrin, leur raconta l'exploit héroïque de son maître.

Rachid bey venait de sauver Mardan, un jeune homme qui, quelques heures plus tôt, était aux mains des brigands. Dès qu'elle reconnut son fils, la mère de Mardan, ainsi que sa femme et ses sœurs, tombèrent aux pieds de Rachid bey, embrassant ses genoux en signe de gratitude. Ensuite, ils le conduisirent chez eux avec les plus grands honneurs.

La jeune épouse de Mardan lava le sang sur les vêtements de Rachid bey, prépara du riz pour le plov et lui offrit une ceinture de taffetas en l'appelant « frère ». En observant la vie familiale de la maison et la tendresse délicate entre ce jeune couple, Rachid bey commença à penser au mariage et à fonder une famille. La douceur et l'affection de l'épouse de Mardan envers son mari l'impressionnèrent profondément.

Il se sentait seul et souhaitait avoir une épouse qui l'aimerait sincèrement, qui le soutiendrait dans les moments difficiles et dangereux. Rachid bey partagea cette intention avec Aziz. Ce dernier lui conseilla d'épouser sa cousine, une jeune femme belle à qui ses parents l'avaient promis dès l'enfance. Mais Rachid bey ne voulait pas priver sa cousine de sa vie luxueuse et rejeta cette idée.



Aziz lui parla alors de la fille unique d'un riche bey voisin, qui désirait épouser Rachid bey. Cependant, cette union était soumise à une condition : Rachid bey devait abandonner ses parents et son peuple pour vivre dans la maison du bey. Rachid bey refusa catégoriquement, expliquant qu'il ne pourrait jamais quitter son père bien-aimé, sa patrie magnifique et ses fidèles sujets pour servir un bey étranger.

Après avoir constaté la sagesse de son maître, Aziz lui parla d'une autre jeune fille, Saadat khanum, une femme d'une grande beauté et d'une grande bonté, bien qu'elle ne soit pas particulièrement riche. Il ajouta qu'elle descendait de la lignée des khans de Gabala et qu'elle vivait avec sa mère.

Dès qu'il entendit parler de Saadat khanum, Rachid bey se mit en route pour Gabala dans l'espoir de la rencontrer. Il recueillit des informations sur elle auprès de vieilles femmes, qui lui décrivirent sa beauté, sa modestie et sa vertu. Ces descriptions attisèrent encore davantage son amour naissant.

Désireux de voir Saadat de ses propres yeux, il mit en place un stratagème, car, selon la tradition musulmane, les hommes ne pouvaient voir leurs futures épouses avant le mariage. Il se déguisa en jardinier et trouva du travail dans un verger voisin de celui où Saadat se promenait quotidiennement. Une haute muraille séparait les deux jardins, mais cela ne l'empêchait pas d'écouter ses chants.

Le père de Rachid bey envoie ensuite des émissaires à Gabala pour demander la main de Saadat à sa mère, Tutu khanum. Malheureusement, ils reviennent avec une réponse négative : Tutu khanum souhaite marier sa fille à un khan riche et influent de la région.

Cette nouvelle plonge Rachid bey et son père dans une profonde tristesse. Pour eux, le fait que Tutu khanum préfère la richesse et le statut social à la noblesse d'âme de Rachid bey est une grande humiliation. Le père de Rachid lui interdit catégoriquement de mentionner à nouveau le nom de cette jeune fille. Cependant, Rachid bey, ne pouvant renoncer à son grand amour, décide de retourner secrètement à Gabala.

Le personnage de Saadat khanum est décrit comme une femme compatissante et bienveillante. Elle faisait de nombreuses aumônes aux pauvres, aidait les mendiants et leur tendait la main. C'est pourquoi Rachid bey, cherchant un moyen de lui déclarer son amour, se déguise en mendiant et vient demander l'aumône.

Rachid bey avait vu Saadat khanum pour la première fois dans le jardin, mais Saadat, elle, l'avait remarqué lors d'une fête en ville, où les jeunes hommes faisaient des démonstrations de tir au fusil, au pistolet, à l'arc et d'escrime. En le voyant à cheval, elle fut séduite par sa bravoure et sa beauté. Mais elle était impuissante face à son destin : elle allait bientôt être donnée en mariage à Asgar agha, un homme qui avait gagné la faveur de Tutu khanum grâce à sa noblesse et sa richesse. Asgar agha, cependant, était bien plus jeune que Saadat, ce qui ne lui plaisait pas du tout.

Bien que Shamah ait tenté d'expliquer à Tutu khanum que Saadat ne souhaitait pas épouser le jeune fils de Kazim Khan, cette dernière considérait que les somptueux vêtements, la dot considérable, le mobilier luxueux et les bijoux en or et en argent offerts par l'oncle d'Asgar agha constituaient un bonheur inestimable pour une femme. Mais Saadat khanum, refusant de laisser les autres décider de son destin, choisit l'amour de Rachid bey, bravant toutes les interdictions et les dangers. Elle accepte son offre de s'enfuir, fait ses adieux à Shamah et part avec Rachid bey.



Puisque Ismaïl bey Goutgachinli écrivait *Rachid bey et Saadat khanum* en français, il prenait en compte son lecteur occidental. Il comprenait parfaitement qu'un lecteur non familier des traditions orientales trouverait invraisemblable que Rachid bey soit prêt à tout abandonner après avoir seulement entendu parler de Saadat, qu'il se déguise en jardinier et en mendiant, et qu'il finisse par l'enlever après une seule rencontre.

Ainsi, Goutgachinli justifie les actes de son héros et s'adresse directement au lecteur occidental en écrivant :

« Vous, qui passez toute votre vie dans des cercles de femmes, qui écoutez leurs voix délicates et leurs conversations pleines de grâce, vous ne pouvez pas comprendre à quel point, en Orient, un simple regard d'une femme – voire seulement l'évocation de son nom – peut enflammer le cœur d'un jeune homme. Vous ne pouvez imaginer combien la douceur de leur voix et la première parole d'amour qu'elles prononcent peuvent envahir entièrement les sentiments d'un homme. Pour comprendre et ressentir cela, il faut être né dans ces pays ou y avoir vécu plusieurs années » [2, s. 61].

Ensuite, Goutgachinli s'adresse aux femmes occidentales, qui pourraient être surprises par le fait que Saadat, malgré l'interdiction de ses parents, refuse d'épouser un riche et noble khan, et qu'après avoir seulement entendu parler de Rachid bey et l'avoir aperçu une fois, elle s'enfuit avec lui :

« Vous ignorez tout du monde oriental. Autour de vous, une foule de jeunes hommes cherche sans cesse à vous plaire, ils gravitent autour de vous comme des voiles soulevés par le vent. Vous ne voyez, dans vos assemblées, que des hommes vous admirant et vous courtisant. Dans vos salons, mille louanges sont chantées à votre honneur. La femme orientale, en revanche, ne voit personne d'autre que son père et ses frères. Bien sûr, dans un tel environnement, il vous est difficile d'imaginer qu'une femme puisse tomber si facilement dans une passion ardente. Ah ! Si vous étiez à leur place, enfermées en permanence entre quatre murs, voilées du regard du monde, alors vous comprendriez pourquoi Saadat a choisi de fuir avec notre héros » [2, s. 62].

Au cours de leur fuite, Rachid bey apprend que Kazim Khan a envoyé une troupe armée à leur poursuite. Voyant la menace se rapprocher, Rachid bey, accompagné de Saadat khanum et Aziz, est contraint de s'enfoncer dans une montagne dense et boisée pour échapper à leurs poursuivants. À peine étaient-ils entrés dans la forêt qu'un brusque changement de temps survint : le ciel gronda violemment, la pluie se mit à tomber à torrents, les éclairs illuminèrent le ciel et le tonnerre éclata avec fracas. Mais aucune de ces difficultés ne put ébranler, ne serait-ce qu'un instant, l'amour de Saadat et de Rachid bey. Peu après, le ciel s'éclaircit, le temps s'adoucit et les rayons chauds du soleil brillèrent, comme pour sécher les larmes de Saadat.

Rachid bey, soulagé par l'amélioration du temps, commença à réfléchir à l'endroit où ils se trouvaient et chercha un chemin. Il grimpa sur une colline pour repérer les environs. Là, il aperçut



une gazelle et voulut la chasser, mais soudain, un coup de feu retentit : la gazelle s'écroula, et un chasseur sortit de derrière un arbre pour courir vers elle.

Rachid bey s'approcha du chasseur pour lui demander son chemin et, à sa grande surprise, reconnut Mardan, le chef du village de Tikanli ! Mardan, qui se souvenait de Rachid bey comme son sauveur des mains des bandits, accourut vers lui, lui embrassa les mains avec reconnaissance et déclara qu'il était prêt à tout faire pour lui.

Ils montèrent à cheval et se rendirent au village de Mardan. Ce dernier veilla avec précaution à ce que personne ne sache l'arrivée de ses hôtes précieux. Son épouse les accueillit avec une hospitalité chaleureuse, et Aziz prit soin des chevaux, les préparant pour un voyage encore plus long que celui qu'ils venaient de faire.

Après quelques heures de repos, Rachid bey alla voir Saadat pour lui annoncer qu'il comptait rentrer chez lui pendant deux jours afin d'obtenir l'autorisation de son père et de ramener Saadat dans sa maison familiale.

Saadat ressentait une grande nostalgie pour sa nourrice Shamah et désirait ardemment la revoir. Après avoir aidé Saadat à s'enfuir, Shamah, craignant d'être vue par ses anciens maîtres, avait quitté la ville en secret et s'était rendue au village de Tikanli, où vivait sa famille.

Tôt le matin, Tutu khanum, découvrant l'absence de Saadat et de sa nourrice, fut prise d'inquiétude. Elle envoya des messagers auprès de tous leurs proches en ville, espérant que Saadat soit chez eux. Mais elle resta introuvable. Plus Tutu khanum multipliait les recherches, plus son angoisse grandissait.

Vers midi, l'homme que Rachid bey avait attaché à un arbre durant la nuit révéla à Tutu khanum que sa fille s'était enfuie avec l'intrépide Rachid bey. Malgré sa tristesse, Tutu khanum trouva un certain apaisement, car elle avait entendu de partout des éloges sur Rachid bey et savait que sa fille pourrait être heureuse avec lui.

Pendant ce temps, Kazim Khan, le père d'Asgar agha, rassembla toute son armée et marcha, dès l'aube, vers les frontières des terres et du domaine d'Ismail bey. Mais Rachid bey, prévoyant cette attaque, attendait depuis longtemps des renforts de ses alliés à cette frontière stratégique.

Son père lui avait pardonné et lui avait même confié le commandement des troupes envoyées contre l'ennemi. Rachid bey, avec une partie de son armée, avait établi une solide position défensive près des forces de Kazim Khan. Cependant, dans son esprit, il cherchait un moyen de vaincre Kazim Khan sans effusion de sang.

Soudain, une idée lui vint à l'esprit, et il décida immédiatement de la mettre en œuvre. Se levant aussitôt, il sélectionna quatre de ses serviteurs les plus courageux et leur ordonna de



l'accompagner. Dès le coucher du soleil, ils partirent par un sentier isolé en direction de la ville d'Aresh.

Rachid bey réussit à capturer Asgar agha et envoya une lettre de paix à Kazim Khan par l'intermédiaire de Haji Ibrahim. Lorsqu'il apprit que son fils unique avait été enlevé, Kazim Khan, soucieux de sa sécurité, accepta immédiatement l'offre de paix. Ainsi, Rachid bey ramena Saadat khanum dans sa demeure familiale, où ils vécurent une vie heureuse et comblée.

İsmail bey Goutgachinli termine *Rachid bey et Saadat khanum* sur une victoire du bien et une fin heureuse. Malgré les nombreuses épreuves qu'ils ont traversées, les héros de l'histoire ne se laissent jamais abattre et trouvent toujours un moyen de surmonter leurs difficultés.

## Conclusion

La nouvelle *Rachid bey et Saadat khanum* d'İsmail bey Goutgachinli est l'une des œuvres majeures qui ont contribué à la formation et au développement de la littérature éducatrice azerbaïdjanaise. Elle se distingue non seulement par sa valeur littéraire, mais aussi en tant que l'un des premiers exemples de la prose azerbaïdjanaise.

Reflétant les processus sociaux, culturels et idéologiques de son époque, cette œuvre joue un rôle clé dans la diffusion des idées éducatrices en décrivant avec réalisme la vie quotidienne, les traditions et les coutumes du peuple. Elle met en avant des valeurs humaines essentielles telles que l'amour, la loyauté envers la patrie, le courage et les valeurs familiales.

À travers ses écrits, İsmail bey Goutgachinli introduit la prose moderne dans la littérature azerbaïdjanaise, posant ainsi les bases du modèle littéraire éducatrice de son époque. À cet égard, *Rachid bey et Saadat khanum* incarne parfaitement l'esprit et les objectifs du mouvement éducatrice et occupe une place spéciale dans la littérature azerbaïdjanaise du XIXe siècle.

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## The Impact of AI-Powered Personalized Learning on ESL Student Outcomes

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### Abstract

This study investigates the impact of AI-powered personalized learning on ESL student outcomes through a mixed-methods approach involving 120 university-level learners. Results demonstrate statistically significant improvements in language proficiency ( $p < .001$ ), with notable gains in vocabulary retention (40%), grammar accuracy (25%), and pronunciation (35%) compared to traditional methods (Jarrah et al., 2023; Ganesh dandu & G. Mohanacharyulu, 2023). Qualitative data reveal enhanced student engagement through gamified AI tools and increased self-directed learning behaviors. However, challenges persist in algorithmic bias, data privacy, and equitable access (Wang et al., 2023; Li & Zhou, 2022). The findings align with UN Sustainable Development Goal 4 (SDG 4), advocating for AI as a tool to promote inclusive education while emphasizing the irreplaceable role of teachers in addressing cultural and emotional learning dimensions (Rustamova & Rakhmatullaeva, 2023). The study concludes with recommendations for ethical AI integration, hybrid pedagogical models, and targeted teacher training to optimize ESL outcomes globally.

**Keywords:** artificial intelligence, personalized learning, ESL education, language proficiency, ethical AI

### Introduction

Artificial Intelligence (AI) has emerged as a transformative force in education, revolutionizing traditional teaching methods and learning experiences (Li & Zhou, 2022). In the field of English as a Second Language (ESL), AI-powered tools are reshaping how students engage with language acquisition, offering personalized learning pathways that cater to individual needs and learning styles (Korkmaz et al., 2024). This technological advancement aligns with the United Nations Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education for all.

Personalized learning in ESL is crucial as it addresses the diverse backgrounds, proficiency levels, and learning preferences of students. AI-driven platforms can analyze individual student performance, adapt content dynamically, and provide tailored feedback, enhancing the efficiency and effectiveness of language acquisition (Barrett & Pack, 2023). This approach not only improves engagement and motivation but also leads to better academic outcomes and overall well-being.

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The integration of AI in ESL education has the potential to significantly impact student outcomes by enhancing language proficiency, fostering self-regulated learning skills, and improving overall academic performance. Studies have shown that AI-based language training can greatly improve second language motivation, English learning outcomes, and self-regulated learning abilities (Ganesh dandu & G. Mohanacharyulu, 2023). This paper will explore how AI-driven personalized learning is transforming ESL education, examining its effects on student motivation, language proficiency, and overall academic success, while also considering the challenges and pedagogical implications of this technological integration (Wang et al., 2023).

## Methodology

This study employs a mixed-methods approach to comprehensively investigate the impact of AI-powered personalized learning on ESL student outcomes. This design allows for the integration of quantitative and qualitative data, providing a more nuanced understanding of the phenomenon (Creswell & Creswell, 2018).

### Research

### Design

The study utilizes a convergent parallel mixed-methods design, where quantitative and qualitative data are collected concurrently, analyzed separately, and then merged for interpretation (Schoonenboom & Johnson, 2017). This approach enables a thorough examination of both measurable outcomes and subjective experiences of participants.

### Participant Selection and Demographics

A purposive sampling method was used to select 120 ESL students from three different universities. Participants were divided into two groups:

1. Experimental group (n=60): Using AI-powered personalized learning tools
2. Control group (n=60): Using traditional ESL learning methods

Participants ranged in age from 18 to 25 years ( $M = 21.3$ ,  $SD = 2.1$ ) and represented diverse linguistic backgrounds. English proficiency levels varied from beginner to advanced, as determined by initial placement tests.

### Data Collection Methods

#### 1. Quantitative Data:

- Pre- and post-tests: Standardized language proficiency tests (e.g., TOEFL iBT) to measure improvements in reading, writing, listening, and speaking skills.
- Surveys: Likert-scale questionnaires to assess student engagement, motivation, and self-efficacy (adapted from Dörnyei & Taguchi, 2009).

#### 2. Qualitative Data:

- Semi-structured interviews: Conducted with a subset of 20 participants from the experimental group to explore their experiences with AI-powered learning tools.
- Reflective journals: Participants in both groups maintained weekly journals documenting their learning experiences.



### 3. Learning Analytics:

- Data from AI-powered platforms: Usage statistics, progress tracking, and performance metrics were collected for the experimental group.

The study was conducted over a 16-week semester, with data collection points at the beginning, middle, and end of the term. Ethical considerations, including informed consent and data privacy, were strictly adhered to throughout the research process (Mackey & Gass, 2015).

#### Impact on Language Proficiency

The analysis of quantitative data reveals significant improvements in language skills among students using AI-powered personalized learning tools compared to those using traditional methods. This section presents the findings on language proficiency improvements, comparisons with traditional learning methods, and specific areas of enhancement.

#### Analysis of Quantitative Data on Language Skills Improvement

Pre- and post-test scores from standardized language proficiency tests (TOEFL iBT) were analyzed using paired t-tests and analysis of covariance (ANCOVA). Results indicate:

1. Overall Proficiency: The experimental group showed a statistically significant increase in overall language proficiency scores ( $M = 15.3$  points,  $SD = 4.2$ ) compared to the control group ( $M = 8.7$  points,  $SD = 3.8$ ),  $t(118) = 6.42$ ,  $p < .001$ ,  $d = 1.17$  (Jarrah et al., 2023).
2. Skill-specific Improvements: AI-powered learning led to more substantial gains in:
  - Reading comprehension ( $F(1, 117) = 18.24$ ,  $p < .001$ ,  $\eta^2 = .135$ )
  - Listening skills ( $F(1, 117) = 22.56$ ,  $p < .001$ ,  $\eta^2 = .162$ )
  - Speaking fluency ( $F(1, 117) = 15.78$ ,  $p < .001$ ,  $\eta^2 = .119$ )

#### Comparison with Traditional Learning Methods

The experimental group outperformed the control group in several key areas:

1. Rate of Improvement: AI-powered learning accelerated language acquisition, with students achieving proficiency milestones 30% faster than their counterparts (Lin et al., 2022).
2. Retention of Knowledge: Follow-up tests conducted 3 months post-intervention showed higher retention rates in the experimental group (87% vs. 72% in the control group).
3. Adaptability: AI-powered systems demonstrated superior ability to adjust to individual learning paces, resulting in more consistent progress across diverse proficiency levels (Sevnarayan, 2024).

#### Specific Areas of Improvement

1. Vocabulary Acquisition: AI-driven spaced repetition and contextual learning led to a 40% increase in vocabulary retention compared to traditional methods (Korkmaz et al., 2024).
2. Grammar Accuracy: Personalized grammar exercises and real-time feedback resulted in a 25% reduction in common grammatical errors in writing tasks.



3. Pronunciation: AI-powered speech recognition and feedback improved phoneme accuracy by 35% and overall intelligibility scores by 28% (Ganesh dandu & G. Mohanacharyulu, 2023).
4. Pragmatic Competence: Contextual learning scenarios enhanced students' ability to use language appropriately in various social situations, with a 30% improvement in pragmatic awareness scores.

These findings underscore the efficacy of AI-powered personalized learning in enhancing various aspects of language proficiency. The technology's ability to provide targeted practice, immediate feedback, and adaptive learning paths contributes significantly to these improvements. However, it's important to note that while AI tools show promising results, they are most effective when integrated with human instruction and carefully designed curricula (Wang et al., 2023).

### Student Engagement and Motivation

This section presents qualitative findings on student experiences, the impact of AI-powered learning on self-directed learning, and the role of gamification and interactive elements in enhancing engagement and motivation.

### Qualitative Findings on Student Experiences

Analysis of semi-structured interviews and reflective journals revealed several key themes:

1. Personalized Learning Experience: Students reported feeling that the AI-powered system understood their individual needs and learning styles. One participant noted, "It's like having a tutor that knows exactly what I struggle with and how to help me improve" (Participant 7, Interview).
2. Reduced Anxiety: Many students expressed feeling less anxious about making mistakes, as the AI provided non-judgmental, immediate feedback. "I feel more comfortable practicing speaking with the AI than in class sometimes," shared Participant 13 (Reflective Journal).
3. Increased Confidence: As students saw tangible progress through the AI system's analytics, their confidence in using English improved. "Seeing my progress charts motivates me to keep pushing myself," (Participant 22, Interview).
4. 24/7 Accessibility: The ability to access learning materials and practice at any time was highly valued. "I can study whenever I have free time, even late at night," (Participant 5, Reflective Journal).

### Impact on Self-Directed Learning

The AI-powered learning environment significantly enhanced students' capacity for self-directed learning:

1. Goal Setting: Students became more adept at setting realistic, achievable language learning goals. The AI system's guidance in goal-setting improved students' ability to plan their learning effectively (An et al., 2023).
2. Progress Monitoring: Regular progress reports and adaptive learning paths encouraged students to take ownership of their learning journey. "I check my progress daily and adjust my study plan accordingly," (Participant 18, Interview).



3. Resource Selection: AI recommendations helped students choose appropriate learning materials, fostering independence in resource selection (Suciati et al., 2022).
4. Time Management: The flexibility of the AI system allowed students to develop better time management skills, integrating language learning into their daily routines more effectively.

### Gamification and Interactive Elements in AI-Powered Learning

The incorporation of gamification and interactive elements played a crucial role in maintaining high levels of engagement:

1. Competitive Elements: Leaderboards and achievement badges fostered a sense of friendly competition. "Trying to maintain my streak keeps me coming back every day," (Participant 9, Reflective Journal).
2. Rewards System: Virtual rewards for completing tasks and reaching milestones provided extrinsic motivation, particularly effective for short-term engagement (Zulkarnain & Yunus, 2023).
3. Interactive Scenarios: Role-playing exercises and interactive dialogues with AI characters made learning more immersive and enjoyable. "The conversation simulations feel so real, it's actually fun to practice," (Participant 31, Interview).
4. Adaptive Difficulty: The AI's ability to adjust difficulty levels in real-time kept students in their optimal challenge zone, preventing boredom or frustration (Barrett & Pack, 2023).
5. Multimodal Learning: The integration of various media types (text, audio, video, interactive graphics) catered to different learning preferences and maintained interest.

These findings highlight the significant positive impact of AI-powered personalized learning on student engagement and motivation in ESL contexts. The combination of personalized feedback, self-directed learning opportunities, and gamified elements creates a highly engaging learning environment that promotes sustained motivation and active participation in the language learning process.

### Challenges and Limitations

While AI-powered personalized learning shows significant promise in ESL education, several challenges and limitations have been identified through this study and existing literature. These issues can be categorized into technological barriers, ethical considerations, and the need to balance AI assistance with human instruction.

#### Technological Barriers and Accessibility Issues

1. Digital Divide: Not all students have equal access to the necessary technology or reliable internet connections, potentially exacerbating educational inequalities (Wang et al., 2023). In our study, 15% of participants reported occasional difficulties accessing the AI platform due to technical issues.
2. User Interface Complexity: Some students, particularly those with lower digital literacy, found the AI platforms challenging to navigate initially. "It took me a while to understand all the features," noted Participant 11 (Interview).



3. **Language Recognition Limitations:** AI systems sometimes struggled with accents or non-standard pronunciations, leading to frustration for some learners. This was particularly evident in speaking exercises, where 20% of participants reported occasional misrecognition of their speech.
4. **Adaptability to Diverse Learning Styles:** While AI systems are becoming more sophisticated, they may not yet fully accommodate all learning styles and preferences (Korkmaz et al., 2024).

#### Concerns about Data Privacy and Ethical Considerations

1. **Data Collection and Storage:** The extensive data collection required for personalized learning raises concerns about student privacy and data security (Li & Zhou, 2022). In our study, 30% of participants expressed some level of concern about how their data was being used.
2. **Algorithmic Bias:** There is a risk of perpetuating or amplifying biases in language learning materials and assessments through AI algorithms (Holmes et al., 2021). This could potentially disadvantage certain groups of learners.
3. **Transparency of AI Decision-Making:** The "black box" nature of some AI algorithms makes it difficult for educators and learners to understand how decisions about learning paths and assessments are made.
4. **Overreliance on Technology:** There's a risk that students might become overly dependent on AI tools, potentially hindering their ability to function in non-technological language environments.

#### Balancing AI Assistance with Human Instruction

1. **Role of Human Teachers:** While AI can provide personalized practice and feedback, it cannot fully replace the nuanced understanding and emotional support provided by human teachers. As Participant 24 noted, "I still need my teacher to explain complex concepts and motivate me" (Reflective Journal).
2. **Integration Challenges:** Educators often face difficulties in effectively integrating AI tools into their existing curricula and teaching methods (An et al., 2023). Our study found that teachers required significant professional development to use the AI systems effectively.
3. **Balancing Autonomy and Guidance:** Finding the right balance between AI-driven autonomous learning and teacher-led instruction proved challenging. Some students reported feeling overwhelmed by the amount of choice in their learning paths.
4. **Authenticity of Language Use:** While AI can simulate conversations, it may not fully capture the nuances and unpredictability of real-world language use. This limitation necessitates complementary human interaction for well-rounded language development.
5. **Emotional and Cultural Aspects:** AI systems, while advanced, still struggle to fully address the emotional and cultural dimensions of language learning that human teachers can provide (Rustamova & Rakhmatullaeva, 2023).

These challenges highlight the need for careful implementation of AI in ESL education, with consideration given to issues of access, ethics, and the irreplaceable role of human instruction. Future developments in



AI technology and pedagogical approaches will need to address these limitations to fully realize the potential of AI-powered personalized learning in ESL contexts.

### Pedagogical Implications

The integration of AI-powered personalized learning in ESL education has significant implications for teaching practices, curriculum design, and professional development. This section explores these implications and provides recommendations for effective implementation.

### Changing Role of ESL Teachers

1. **Facilitators of Learning:** Teachers are increasingly shifting from being primary knowledge providers to facilitators of learning experiences. As Participant 3 (Teacher Interview) noted, "My role now involves more guiding and coaching students on how to use AI tools effectively."
2. **Data Interpreters:** Teachers need to develop skills in interpreting AI-generated data to inform their instructional decisions. This includes understanding learning analytics and using insights to tailor classroom activities (Zulkarnain & Yunus, 2023).
3. **Curators of AI Resources:** Educators are becoming curators of AI tools and resources, selecting and integrating appropriate technologies into their lessons. "I spend more time evaluating and selecting AI tools that complement my teaching objectives," shared Participant 7 (Teacher Interview).
4. **Emotional and Cultural Mediators:** While AI handles personalized practice, teachers play a crucial role in addressing the emotional and cultural aspects of language learning that AI cannot fully replicate (Rustamova & Rakhmatullaeva, 2023).

### Integration of AI Tools in Curriculum Design

1. **Adaptive Curriculum Pathways:** Curricula need to be redesigned to incorporate adaptive learning paths facilitated by AI. This involves creating flexible content modules that can be dynamically sequenced based on individual student progress (Barrett & Pack, 2023).
2. **Blended Learning Approaches:** Curriculum design should focus on blending AI-powered independent learning with collaborative classroom activities. For instance, 70% of teachers in our study reported success with a flipped classroom model using AI for pre-class preparation.
3. **Assessment Redesign:** Traditional assessment methods need to be reevaluated to incorporate continuous, AI-facilitated formative assessments. This shift allows for more frequent, low-stakes evaluations that inform personalized learning paths (Chen et al., 2020).
4. **Skill Integration:** Curricula should be designed to integrate language skills more holistically, leveraging AI's ability to provide comprehensive language exposure and practice across reading, writing, listening, and speaking.

### Professional Development Needs for Educators

1. **Technological Literacy:** Teachers require ongoing training in using and managing AI-powered learning platforms. Our study found that teachers with higher technological literacy were more effective in implementing AI tools.



2. **Data Literacy:** Educators need professional development in interpreting and acting upon learning analytics. This includes understanding how to use data to inform instructional decisions and provide targeted support to students (An et al., 2023).
3. **AI Ethics and Privacy:** Training in AI ethics, data privacy, and responsible use of AI in education is crucial. 85% of teachers in our study expressed a need for more knowledge in this area.
4. **Adaptive Teaching Strategies:** Professional development should focus on helping teachers develop strategies for adapting their teaching to complement AI-powered learning, including differentiation techniques and personalized interventions.
5. **Collaborative Learning Design:** Teachers need training in designing collaborative learning experiences that leverage AI insights while promoting peer interaction and cultural exchange.

#### Recommendations for Implementation

1. **Gradual Integration:** Implement AI tools gradually, allowing time for both teachers and students to adapt to new technologies and teaching methods.
2. **Continuous Evaluation:** Regularly assess the effectiveness of AI integration through student feedback, performance data, and teacher observations.
3. **Collaborative Planning:** Encourage collaboration between teachers, instructional designers, and AI specialists to create effective, integrated learning experiences.
4. **Ethical Guidelines:** Develop clear guidelines for the ethical use of AI in language education, addressing issues of privacy, data security, and algorithmic bias.
5. **Inclusive Design:** Ensure that AI implementation considers diverse learner needs, including those with disabilities or limited access to technology.

By addressing these pedagogical implications and following these recommendations, educational institutions can more effectively harness the potential of AI-powered personalized learning in ESL education while maintaining the crucial role of human teachers in the learning process.

This study demonstrates that AI-powered personalized learning significantly enhances ESL education by improving language proficiency, fostering self-directed learning, and increasing student engagement. Quantitative results revealed statistically significant gains in vocabulary retention, grammar accuracy, and speaking fluency among participants using AI tools compared to traditional methods (Jarrah et al., 2023; Ganesh dandu & G. Mohanacharyulu, 2023). Qualitative findings further highlighted students' heightened motivation and confidence, driven by adaptive feedback and gamified learning experiences (An et al., 2023; Suciati et al., 2022). These outcomes align with the United Nations' Sustainable Development Goal 4 (SDG 4), underscoring AI's potential to advance inclusive, equitable education through tailored learning pathways.

However, challenges such as algorithmic bias, data privacy concerns, and technological accessibility gaps persist (Wang et al., 2023; Li & Zhou, 2022). While AI systems excel at personalizing practice and analytics-driven instruction, human educators remain indispensable for addressing cultural nuances, emotional support, and complex language interactions (Rustamova & Rakhmatullaeva, 2023). This



necessitates a hybrid pedagogical framework where AI complements—rather than replaces—teacher expertise.

Future research should investigate longitudinal impacts of AI integration, ethical frameworks for educational AI, and culturally adaptive algorithms. Additionally, professional development programs must equip educators with skills to interpret AI-generated data and design blended curricula (Barrett & Pack, 2023; Zulkarnain & Yunus, 2023). By addressing these considerations, AI can help democratize ESL education, bridging global language divides while preserving the irreplaceable human elements of teaching.

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## Der Einfluss von Lehnwörtern auf die Satzstruktur der modernen deutschen Sprache: Grammatische Veränderungen, syntaktische Integration und morphologische Anpassungen

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### Abstrakt

Die Integration von Lehnwörtern, insbesondere aus dem Englischen, ist ein prägendes Merkmal der modernen deutschen Sprache. Während Entlehnungen hauptsächlich den Wortschatz bereichern, wirft ihre morphologische und syntaktische Anpassung an das deutsche Sprachsystem zentrale linguistische Fragen auf. Diese Studie untersucht die grammatischen Veränderungen, die syntaktische Integration und die morphologischen Anpassungen von Lehnwörtern im Deutschen.

Anhand aktueller wissenschaftlicher Untersuchungen wird gezeigt, dass Lehnwörter systematisch an das deutsche Morphosystem angepasst werden: Substantive erhalten ein Genus, Pluralformen orientieren sich entweder an deutschen Mustern oder übernehmen fremde Formen, und Verben integrieren sich durch reguläre Konjugationsendungen. Adjektive und Adverbien werden flexibel verwendet, wobei sich prädikative und attributive Formen teils unterschiedlich entwickeln. Die syntaktische Analyse ergibt, dass Lehnwörter im Satzbau keine grundlegenden Veränderungen bewirken, sondern sich nahtlos in bestehende Strukturen einfügen.

Die Ergebnisse bestätigen, dass die deutsche Grammatik trotz eines hohen Anteils an Lehnwörtern stabil bleibt. Grammatische Innovationen durch Entlehnungen finden primär auf der Wortebene statt, während die übergeordneten syntaktischen Prinzipien des Deutschen erhalten bleiben. Diese Studie trägt zur aktuellen Diskussion über Sprachwandel und Sprachkontakt bei und liefert eine umfassende Analyse der Adaptionsmechanismen von Lehnwörtern in der deutschen Sprache.

**Schlüsselwörter:** Lehnwörter, morphologische Anpassung, syntaktische Integration, Sprachwandel, Anglizismen im Deutschen

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## The Influence of Loanwords on the Sentence Structure of Modern German: Grammatical Changes, Syntactic Integration, and Morphological Adaptations

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### Abstract

The integration of loanwords, particularly from English, is a defining characteristic of modern German. While borrowings primarily enrich the vocabulary, their morphological and syntactic adaptation to the German language system raises fundamental linguistic questions. This study examines the grammatical changes, syntactic integration, and morphological adaptations of loanwords in German.

Based on recent linguistic research, it is demonstrated that loanwords systematically adapt to the German morphological system: nouns acquire grammatical gender, plural forms either follow German patterns or retain foreign structures, and verbs integrate into the German conjugation system through regular endings. Adjectives and adverbs are used flexibly, with predicate and attributive forms sometimes developing differently. Syntactic analysis reveals that loanwords do not fundamentally alter sentence structure but seamlessly integrate into existing constructions.

The findings confirm that despite a high number of loanwords, German grammar remains stable. Grammatical innovations through borrowings occur primarily at the lexical level, while the overarching syntactic principles of German persist. This study contributes to the ongoing discussion on language change and language contact by providing a comprehensive analysis of the adaptation mechanisms of loanwords in German.

**Keywords:** Loanwords, morphological adaptation, syntactic integration, language change, Anglicisms in German

### Einleitung

Der Einfluss von Lehnwörtern, insbesondere Anglizismen, auf die deutsche Sprache ist ein intensiv diskutiertes Thema in der Sprachwissenschaft. Historisch betrachtet gab es mehrere Phasen starker Entlehnungen, etwa aus dem Lateinischen oder Französischen, die jeweils spezifische sprachliche Spuren hinterlassen haben. Während das Lateinische vor allem in wissenschaftlichen und kirchlichen Kontexten eine wichtige Rolle spielte, prägte das Französische in der Neuzeit die gehobene Sprache, insbesondere in den Bereichen Diplomatie, Mode und Kulinarik. Gegenwärtig erlebt das Deutsche eine Phase intensiver Entlehnung aus dem Englischen, die sich insbesondere in technologischen, wirtschaftlichen und popkulturellen Kontexten zeigt.

Diese Entlehnungen bereichern primär den Wortschatz, indem sie neue Begriffe für innovative Konzepte und Entwicklungen bereitstellen, während das grammatische System weitgehend stabil bleibt (Weinreich, 1953). Die Übernahme fremdsprachlicher Elemente stellt jedoch nicht nur eine lexikalische Erweiterung dar, sondern kann auch Anpassungsprozesse im Bereich der Morphologie und Syntax erforderlich machen (Barbe, 2004). Während einige Lehnwörter nahezu unverändert in das Deutsche integriert werden, unterliegen andere tiefgreifenden morphosyntaktischen Modifikationen, um sich den Regeln des deutschen Sprachsystems anzupassen. Dies wirft die Frage auf, in welchem Umfang und auf welche Weise sich das



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Deutsche an die strukturellen Eigenheiten von Lehnwörtern anpasst, ohne seine grundlegenden grammatischen Prinzipien zu verändern.

Ein weiterer wichtiger Aspekt ist die Wahrnehmung von Lehnwörtern innerhalb der Sprachgemeinschaft. Während einige Sprecher diese als Bereicherung empfinden, betrachten andere sie als Bedrohung für die sprachliche Reinheit und Integrität des Deutschen. Diese Diskussion ist nicht neu: Bereits im 17. und 18. Jahrhundert gab es Bestrebungen, Fremdwörter durch "rein deutsche" Begriffe zu ersetzen. Heutzutage wird die Debatte insbesondere im Zusammenhang mit Anglizismen geführt, da diese in vielen Bereichen des öffentlichen Lebens präsent sind.

Dieser Artikel untersucht die grammatischen Veränderungen, syntaktische Integration und morphologische Anpassungen von Lehnwörtern im Deutschen anhand aktueller linguistischer Studien. Dabei wird insbesondere auf Anglizismen eingegangen, da diese einen signifikanten Teil der heutigen Entlehnungen ausmachen. Durch eine detaillierte Analyse soll herausgearbeitet werden, inwiefern sich das deutsche Sprachsystem flexibel an neue lexikalische Elemente anpasst und welche strukturellen Merkmale dabei erhalten bleiben.

### **Morphologische Integration von Lehnwörtern**

Lehnwörter müssen sich an das deutsche morphologische System anpassen, um regelmäßig verwendet werden zu können (Fischer, 2008). Besonders betroffen sind Substantive, Verben und Adjektive. Die folgenden Unterkapitel erläutern die morphologischen Anpassungen.

#### **Substantive: Genus, Plural und Kasusflexion**

##### **Genuszuweisung**

Im Gegensatz zum Englischen haben alle deutschen Substantive ein grammatisches Geschlecht. Lehnwörter erhalten ihr Genus entweder durch semantische Analogiebildung (*die E-Mail* nach *die Post*) oder durch phonologische Kriterien (*das PDF* in Anlehnung an *das Dokument*) (Zschieschang, 2011). Unsicherheiten bestehen bei bestimmten Wörtern wie *Laptop* (anfangs sowohl maskulin als auch neutral verwendet).

##### **Pluralbildung**

Lehnwörter übernehmen entweder ein deutsches Pluralmuster oder behalten fremdsprachliche Formen mit Anpassungen (Wiese, 2000). Beispielsweise bildet *der Boss* den Plural *die Bosse* nach dem deutschen Muster, während *die Teams* die englische Pluralform beibehalten.

**Tabelle 1** zeigt eine Übersicht:

<b>Englisches Wort</b>	<b>Deutsches Wort (Genus)</b>	<b>Pluralform (deutsch)</b>
computer	der Computer	die Computer (Nullplural)
team	das Team	die Teams (-s-Plural)
baby	das Baby	die Babys (-s-Plural)
manager	der Manager	die Manager (Nullplural)



## Kasusflexion

Lehnwörter fügen sich in die Kasusmarkierung des Deutschen ein. Beispielsweise folgt *des Computers* der deutschen Genitivregel, während nur in informellen Kontexten Apostroph-S-Bildungen (*Management's Entscheidung*) auftreten, die nicht standardsprachlich sind (Hentschel, 2010).

## Verben: Konjugation und Partizipbildung

Englische Verben werden meist zu schwachen Verben mit der Infinitivendung *-en* und regulären deutschen Konjugationsmustern (*checken, managen*) (Onysko, 2007).

Tabelle 2 zeigt Beispiele:

Englisches Verb	Deutsches Verb	Partizip Perfekt
to check	checken	gecheckt
to jog	joggen	gejoggt
to google	googeln	gegoogelt
to fax	faxen	gefaxt

## Adjektive und Adverbien: Flexion und Verwendung

Englische Adjektive wie *cool* oder *happy* werden oft zunächst unflektiert als Prädikativ benutzt (*Der Film ist cool*), bevor sie attributiv mit deutschen Flexionsendungen verwendet werden (*ein cooler Song*) (Winter-Froemel, 2013).

## Syntaktische Integration von Lehnwörtern

Lehnwörter fügen sich problemlos in die deutsche Satzstruktur ein. Beispielsweise nimmt *downloaden* die Position eines deutschen Verbs ein (*Ich downloade die Datei*), ohne die Wortstellung zu beeinflussen (Barbe, 2004). Hybride Wortbildungen wie *Business-Sprachkurs* halten deutsche Grammatikregeln ein, indem das letzte Element das Genus bestimmt (*der Sprachkurs*) (Dudenredaktion, 2020).

## Empirische Analyse: Korpusuntersuchungen

### Datenquellen und Methodik

Die Analyse basiert auf den Korpora **DeReKo** (Deutsches Referenzkorpus) und **DWDS** (Digitales Wörterbuch der deutschen Sprache). Computergestützte Frequenzanalysen zeigen die Verbreitung von Lehnwörtern in verschiedenen Textsorten.

### Ergebnisse

- **Anteil der Anglizismen:** 9,9 % der Entlehnungen im modernen Deutschen sind Anglizismen (Glushak, 2023).
- **Satzstellung:** Keine Beeinflussung durch Lehnwörter, bestehende Syntax bleibt erhalten (Onysko, 2007).
- **Verbreitung nach Domänen:** Medien und Werbung nutzen besonders viele Anglizismen (*Event, Sale*), während in der Wissenschaft technische Begriffe aus dem Englischen dominieren (*Cluster, Benchmark*).



## Fazit

Lehnwörter bereichern den deutschen Wortschatz, ohne die grundlegende Satzstruktur zu verändern. Die morphologische Integration zeigt klare Anpassungsmechanismen, während die Syntax weitgehend stabil bleibt. Empirische Untersuchungen bestätigen, dass das Deutsche externe Einflüsse absorbiert, ohne seine grammatische Integrität zu verlieren. Dies deutet darauf hin, dass Sprachkontaktprozesse in erster Linie lexikalische Erweiterungen bewirken, während die Kernstruktur der Sprache bestehen bleibt. Die Entwicklung neuer Lehnwörter und deren Integration in das morphologische System des Deutschen verdeutlicht die Dynamik der Sprache und deren Anpassungsfähigkeit. Zukünftige Forschungen sollten den langfristigen Einfluss von Entlehnungen auf syntaktische Muster weiter untersuchen, um eventuelle strukturelle Entwicklungen zu identifizieren.

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## The Place of Culture in International Relations Theories

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### Abstract

At the beginning of the third century, culture has been one of the central topics of many humanities disciplines, including sociology, anthropology, economics, political science, and international relations. As a result of globalization, political, economic, social, and cultural relations have intensified around the world, and distant societies have become closer to each other. Therefore, culture is in many ways the most direct, obvious, and tangible element experienced in the daily lives of human societies.

This importance has led to the relationship between culture and various domains, including economic and political power, becoming evident at the international level and becoming the focus of attention for researchers in international politics and international relations.

Most sources in the field of international relations, influenced by the main approaches of the field of international relations, realism, idealism, neorealism and neoliberalism, have studied international developments more from a security, political and economic perspective; and have evaluated issues less from a cultural perspective.

While in order to better understand international affairs, attention should also be paid to its cultural aspects. Because in many cases, evaluating international issues from a cultural perspective facilitates the understanding and comprehension of world affairs. On this basis, the present study is trying to study and evaluate the main theories of international relations from a cultural perspective.

**Keywords:** Culture, Norms, Cultural Relations, International Relations, International Politics, International Community.

### Introduction

Culture is one of the subtle and qualitative categories of various fields of human sciences. The discussion of culture initially took its place in the social sciences and quickly became the center of sociological discussions, especially anthropology.

In this regard, anthropologists and sociologists such as Tylor, Boas, and Durkheim have paid special attention to the category of culture. But the peak of cultural debates dates back to the works of Malinowski

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and, finally, Parsons. However, the presence of culture in international relations theories came with considerable delay.

The so-called realism school, which had been the dominant paradigm in international relations theories for the past three decades and had cast a shadow on the theoretical arena, was one of the reasons for the neglect of culture and its impact on international relations. For example, Hans J. Morgenthau, a realist, explicitly denied the influence of cultural data on foreign policy decision-makers.

In the 1960s, researchers such as Gabriel Almond and Sidney Verba examined the role of cultural factors in the development of public institutions, guiding the intentions and behavior of actors. This group of researchers, by proposing the discussion of “political culture”, studied the influence of culture on politics and vice versa.

Such studies, in later stages, analyzed and analyzed the relationship between culture and foreign policy. In these studies, most of the attention is focused on the reflection of customs, traditions, ethics, values, and cultural beliefs in foreign policy. In the 1980s, applied studies also focused on the role of specific cultures in how they responded to environmental challenges in different ways.

However, prior to the end of the Cold War, culture was not considered as an independent variable with a formative role in mainstream theory of international relations or foreign policy. Since the early 1990s, culture has gradually become one of the most important and influential variables in understanding and explaining international developments, especially the foreign policy choices and actions of various states.

The attack on the World Trade Organization on September 11, 2001, and the subsequent war on terrorism, the resurgence of ethnic violence, and the rise of fundamentalism have given further impetus to the study of culture in the literature of international relations.

The present study attempts to extract the perspectives of various theorists in the field of international relations on culture and its impact on international relations and politics through a textual analysis method.

In the textual analysis, the authors' opinions and views on culture and its impact on the most important issue of international politics, namely war and peace, are examined. Because with this axis, the dispersion of the studies is avoided, and appropriate comparisons can be made at the end between the existing views.

## 1 Culture and Realism

Hans Morgenthau is known as the father of the school of realism. To become familiar with Morgenthau's thought, one should study and examine the book “Politics Among Nations”. This book is considered a classic text of realism.

And for the sake of argument that international politics is best understood through the “concept of interests defined in terms of power,” and also the explanation of the “six principles of political realism,” has received much attention.

On the other hand, however, this book should be seen as a guide text within the framework of the historical evolution of the concept of “culture” in the field of international relations. For Morgenthau, there are stable and permanent features in international politics; The most obvious of these are war and the balance of power.

In the first pages of Politics Among Nations, Morgenthau tells us: “The interests that determine political behavior in a particular period of history depend on the political and cultural contexts in which foreign policy is shaped” (Morgenthau, 1995:9). More importantly, he says: “A similar observation applies to the



concept of power. The content of the manner in which power is used is determined by the cultural and political environment” (Morgenthau, 1995:10-19)

From the very beginning of the book, Morgenthau gives culture an important and contingent role in his theory; both interests and power are culturally determined in various ways. This aspect of his theory has been overlooked by the text's focus on "power and interests" rather than on the contexts in which he imagines power and interests to operate and take shape.

However, given the large number of references in his book *The Politics of Nations*, Morgenthau makes it clear that the power and pursuit of interests of nations are characterized by customs and characteristics that are themselves products of culture. Morgenthau considered culture to be one of the general elements of human life.

But placing the collective value of culture within a “universal” theoretical framework has its own problems. One of Morgenthau’s main assumptions is that cultural differences separate us from one another. Everyone has a culture, and it is culture that makes them who they are.

Morgenthau clearly recognized that there are fundamental differences between societies and that these differences can create serious problems in international relations; the difficult question is to what extent Morgenthau believes culture to be influential in international politics, especially given his view that political realism provides a correct perspective on international relations and its perennial problems.

Unfortunately, Morgenthau's mind is more focused on the political impact of culture at the international level and the arguments against it than on the relationships between the ideas he uses. Nevertheless, culture is an important concept in the textbook of international politics.

In this book, he defines culture as a national characteristic and identifies the areas in which power and foreign policy manifest themselves, and this is a universal issue—all societies have culture. This culture is “us,” while the differences between societies represent “them.”

Not only does Morgenthau see culture as the source of difference among people, but it is clear that he sees culture as a particular manifestation of a necessary and inevitable aspect of human meaning.

He says, “All men want to be free and are thus in a position to obtain the opportunities for self-expression and ‘self-development’ that are envisioned in their own particular culture.” (Morgenthau, 1995:262) Morgenthau’s use of culture was a new development in the field of international relations; Morgenthau’s book was the starting point for a new form of reference to culture in this field and provided the basis for various kinds of interpretations of international politics.

In the book *Politics Among Nations*, the issue of culture is explicitly addressed in several chapters, and this book confirms the existence of an anthropological concept in the field of international relations. Morgenthau initially discusses the issue of “cultural imperialism” as part of a chapter on imperialism in general (Morgenthau, 1995:160). The issue of imperialism was a sensitive and ongoing issue during the Cold War, especially for countries in it was a time of decolonization, but the methods that Morgenthau discusses provide a clear indication of the influence of existing conditions on the shape of the anthropological imagination. In a section of his book on cultural acquisition, Morgenthau says: “There are nomadic peoples” who “are on the verge of extinction and pride under the influence of foreign cultures” (Morgenthau, 1995: 521). This is not a question of cultural sharing, but of the imposition of absorption and extinction. It is cultural, and Morgenthau was clearly aware of the possibility of this kind of cultural interference when discussing the issue of imperialism. For Morgenthau, cultural imperialism is the conscious replacement of one culture by another” (Morgenthau, 1995: 518-520).



Morgenthau's views on culture can be gleaned from the above materials and other sections of the Bibliography of International Politics. It can be said that his view on culture and its impact on international politics is influenced by ontology and state-centeredness, and his emphasis on national power and interests, and he has a national and repressive view on culture. By emphasizing cultural differences, Morgenthau believes that culture not only does not bring peace, but also leads to different definitions of interests and ultimately more conflicts.

For Morgenthau, cultural values are related only to the "national" sphere and their connection to international politics is in shaping national morals and influencing the conditions in which interests, national policies, and the way in which power is used are determined.

Also, in light of his pessimistic view of human nature, he fundamentally discredits the effectiveness of cultural exchange in creating peace between countries. Morgenthau believed that "nations go to war because they do not know each other well enough" and that greater contact "strengthens mutual understanding" and leads to a peaceful world order (Morgenthau, 1995:520). Although Morgenthau denies the influence of culture on the creation of peaceful relations, this does not mean that he believes that culture has no influence on international politics. It has not.

From the very beginning of the book, Morgenthau has given an important role to culture; interests (which are formulated in the form of foreign policy) and power are determined in various ways in terms of culture. This aspect of his theory has been ignored in his text due to the focus on "power and interests".

For Morgenthau, the power and pursuit of the interests of nations are determined by the characteristics, customs and characteristics that culture produces. Characteristic Ethnicity influences the manifestations of power and indeed the foreign policy that a state pursues. Political rationality therefore changes with cultural conditions.

For Morgenthau, local culture was more evident in the form of the nation-state, which was the most widespread unit of that day, than in the cultural identity of the sub-national group, and he not only saw culture as a source of difference between peoples, but it is clear that he conceived of culture as a specific representation of a necessary and inevitable aspect of what it meant to be human. That is why he wrote, "All men desire to be free, and in this respect they are seeking opportunities for self-expression as they are conceived in their own particular culture." (Morgenthau, 1995:262) All these issues therefore show that for Morgenthau, culture is a purely collective experience of existence, which in its purest form is exclusive to the individual; culture belongs to a particular society. It is opposite to the other and it induces meaning and to some extent it is dependent on environmental determinism; the appropriate level of application of culture is the local and national level and where there is no cultural sharing (the system of modern states) culture cannot prevail. Finally, it must be said that for Morgenthau and other traditional realists, different cultures intensify the conflicts in international politics by influencing national interests and power.

## 2 Culture and Neorealism

The most important theorist of neorealism is Kenneth Waltz. In his work, entitled "Theory of International Politics," Waltz attempts to answer the question of why states, despite their differences, pursue similar policies in the field of international relations. Within the framework of neo-realism, the most important feature of the international system is anarchy (lack of central authority), which leads to the problem of security and the formation of an environment based on self-reliance and the fragility of cooperation and the susceptibility of states' foreign policies to system-level factors. Therefore, ensuring survival and security, gaining power (military and economic capabilities), strengthening independence, expanding influence over others, and making profits. Relatively speaking, the most important factors affecting the choices and actions



of foreign policies of states (Vahidi, 2008:146). Waltz does not present an explicit view and position on culture and its role in international politics, but this position can be understood from his writings.

### 3 Culture and Liberalism

Liberal theorists have a positive view of human nature and believe that change in international relations, reduction of conflicts, and achievement of peace are possible. Liberal emphasis on such issues has led Marcus Fischer, in his article “Culture and Foreign Policy,” published in Brenda Schafer’s book, to argue that liberal theorists, with their emphasis on rationality and respect for human rights in a general sense, have not only ignored culture, but have also seen it as an obstacle to rational choice and the attainment of human rights and individual freedom. However, it should be noted that liberal theorists have also paid attention to culture, although this issue has been subsumed under the umbrella of issues such as peace, individual freedom, international regimes, and cooperation.

Alfred Zimmern, as the first professor of international politics who is considered one of the most important liberal writers, has paid attention to the category of culture, and especially to cultural exchange. Therefore, by examining the views of this writer, one can understand the place of culture in liberalism and its impact on international relations (Bayat, 2009:34). Zimmern emphasized the strengthening and development of mutual understanding between people and hoped that this would affect other aspects of international relations, including the foreign policy of states. He considered international cultural relations to strengthen and develop mutual understanding and believed that Individual participation in this type of relationship is a political act and is essentially international.

In his view, cultural relations are not limited to government officials or influential individuals and are something in which all people can participate. These individual international partnerships may be more important than what is achieved through formal participation, in terms of the effects they create.

In fact, Zimmern seeks has distinguished this kind of cultural internationalism from “cultural diplomacy,” which is limited to the state level. In fact, for him the most important goal in international cultural relations is to increase intellectual awareness and “mutual understanding.” Unlike many liberal theorists, Zimmern believed that an international union of states or governments, such as the League of Nations, could not achieve the mutual understanding and recognition he envisioned because he considered perception and cognition to be “psychological” issues. Also, Zimmern did not advocate the elimination of differences, national and racial characteristics among nations, and he did not imagine that the world would become homogeneous. Rather, he believed that there was a long way to go before it would get there; on the contrary, he thought that these sources of distinction, namely race and nationality, would remain. He was simply opposed to policies based on distinction. Although Zimmern does not state this explicitly, he argues against the worship of distinction as a basis for policies.

In fact, Zimmern is discussing a form of relationship that both clarifies distinction and removes the obstacles that prevent the creation of a valuable internationalism. He defended the real difference between others and spoke of the elimination of distance and coldness in relations between people, not their real way of life. For Zimmern, the most effective way of recognizing differences internationally was through the ways of thinking, the achievements, and the products that formed the content of cultural exchange.

He makes it clear elsewhere that he is not interested in “baseless rhetoric about the world of patriotism,” but rather in seeking common ground of experience that “will unite and reconcile humanity” and on that basis create “trust and even friendship” (Bayat, 2009:35). From the perspective of institutional neoliberalism, the state is an institution that represents the interests of multiple state and non-state actors, some of whom These interests shape the foreign policy of states.



This approach emphasizes the importance of international processes, institutions, and regimes in the international arena, which influence the process of shaping the priorities of players in relation to foreign policy issues, help to establish order and cooperation, reduce security dilemmas, and promote self-help politics. Therefore, states, as rational beings, seek Maximizing their absolute profit and pursuing a foreign policy that is based on profit (Vahidi, 2008:146).

Neoliberals, more than neorealists, paid more attention to culture and normative factors and their impact on shaping leaders' perceptions of foreign policy issues. For example, neoliberal Joseph Nye, in his theory of soft power, emphasized the place of cultural factors, beliefs, and norms as the main sources of soft power. Countries have emphasized this in their foreign policy. In his view, the expansion of technology and information networks has led to the importance of soft power (Nay, 2008: 54). However, despite the liberals' attention to the impact of cultural and normative factors on foreign policy, for them, national interests take precedence over morals and cultural factors. And cultural factors are the mediating variables between interests and behavioral consequences (Lamy, 2004: 411-450). Therefore, it can be said that Culture in liberalism serves its ultimate goal, which is to achieve peace.

Cultural exchanges in liberalist theories lead to greater mutual understanding and recognition among people of different nations, ultimately avoiding war and achieving peace. In general, it should be said that liberalism, like traditional realism, recognizes cultural differences, but on the contrary, it believes that cultural exchanges can not only It will not eliminate its major effects, but it can lead to mutual understanding and ultimately peace between different nations.

First of all, it should be said that culture in Waltz's writings is under the influence of structuralist and materialist ontology and the characteristic He argued that the structure of the international system, with its three components of anarchy as an organizing principle, the determination of the functions of units, and the distribution of powers, imposes restrictive conditions on states that make their behavior in the international arena similar (Waltz, 1979:82-83). In neorealist theory, although it is focused on the internal states and on ideological, ideological, and normative issues, It is not often acknowledged, but the systemic and structural pressures of the international system effectively engage states in a kind of socialization process in terms of the homogenization of behavior, such that despite the cultural, political, and ideological differences of the systems, they act similarly.

In other words, the structure of the international system has initiated a kind of culturization, prescribing a specific norm to all players. In this process, collectivism, fear, hostility, and chaos remain the main features of the international politics of the time (Qavam, 2005: 127).

What is important here is the way in which the structure of the international system influences states. For Waltz's implicit view of culture can be extracted from this section of his writings. Waltz believes that the structure of the international system limits the creation of states in two ways. It shapes and shapes their behavior; one through "competition" and the other through "collectivism." The collectivism of states in Waltz's writings means that states, by paying attention to the rewards and punishments that the international structure applies to them, learn what is appropriate behavior in this structure and try to adapt their behavior to it.

Of course, the collectivism of states and the learning of appropriate behavior in The international system is made possible by the transmission of norms, values, and rules to states and their institutionalization in the behavior of states; and It is from this that Waltz's implicit view of culture can be extracted.

Indeed, according to Waltz, the structural pressures of the international system practically place states in a kind of socialization process in terms of the homogenization of behavior, in such a way that despite the differences between the systems in terms of culture, politics, and Ideologically, they act similarly.



In other words, it considers a kind of culturalization in the structure of the international system. Considering this part of Waltz's writings, it can be concluded that, unlike Morgenthau, he did not emphasize cultural differences, but rather focused on the cultural similarities that he found in the similar behavior of the units. Of course, these cultural similarities, from Waltz's point of view, are the result of systemic pressures on states, not of cultural exchange that exists at the international level.

Therefore, Waltz implicitly believed that if socialization takes place in the desired form, states would have fewer conflicts and contradictions in international politics. Because they would observe the principles, rules, and norms existing in the international system in their behavior. Although Waltz raises the issue of sociability, he does not elaborate on this aspect of his theory, which can be considered a result of his positivist epistemology and, consequently, his materialist ontology (Mashirzadeh, 2005:120).

Regarding the definition of the concept of culture, neorealism has an explanatory definition of culture that, like ideology, has a more instrumental and explanatory role in foreign policy. Edward's definition Tylor's view of culture is close to the neorealist view.

From this perspective, culture is: "The totality of complex things that include knowledge, beliefs, symbols, art, law, customs, traditions, and capabilities and habits acquired by individuals in the process of socialization and which distinguish them from other societies" (Salimi, 2006:18).

From the perspective of this theory, governments use culture as a tool to understand and develop knowledge. In turn, they use culture to attract public support, justify goals and policies, and facilitate trade and economic relations with other states in foreign policy, and after security, economics, and diplomacy, they view culture as the fourth pillar of foreign policy (Micheal, 1986:1-21). However, despite their individualistic instrumental view of culture, their understanding of its role is not the same. Some neo-realist researchers, under the influence of changes in the international environment, have placed greater emphasis on the role of culture, unlike in the past (Vahidi, 2008: 147-148).

#### 4 Culture and Marxism

Marxism or historical materialism is a philosophy that attempts to attribute the production and re-production of culture to the organization of the material conditions of life. Here, culture is a material force that is dependent on the socially organized production of the material conditions of life.

This concept refers to the forms that social life assumes under specific historical conditions. Marxism elaborates on the idea that culture is determined by the production and organization of material life with the metaphor of the substructure and the superstructure (Barker, 2008:131-132).

Marx and Engels paid very little attention to cultural phenomena specifically and made only passing references. In their view, the economic foundation of society consists of the forces and relations of production in which culture and ideology are used to help The dominant social groups have been constructed. The influencer and superstructure-infrastructure models consider the economy as the foundation and foundation of society and conceive of cultural, legal, and political forms as superstructures that arise from the economic foundation and serve to reproduce it.

In general, from the perspective of Marx, cultural forms always appear in specific historical situations. And they serve specific economic and social interests and perform important social functions. According to Marx and Engels, the cultural ideas of each era serve the interests of the ruling class, providing ideologies that legitimize class power (Kellner, 2004: 141-143). In other words, from the perspective of Marxism, culture is class power and is a political matter, because:

- Statement The agent of social relations is class power.



- It presents the social order as natural, appearing as an unavoidable reality.
- It conceals the underlying relations of exploitation.

From the perspective of Marxism, the relationship between the economic base and the cultural superstructure is a mechanical relationship in which the economy is the determinant. Economic determinism is the idea that profit motives and class relations directly determine the form and meaning of cultural productions (Barker, 2008:133). This theory seeks to educate people by identifying the relationship between the capitalist system and the mentality of society; and it believes that those who have the means of producing culture have the ability to produce the same culture and reproduce the ideology they desire. They also have.

The important thing is the field of production of culture through which the capitalist system forms the mentality of society. Marxism's understanding of modern culture takes place within the framework of the concept of ideology. Because culture is a product of ideology and the dominant ideology in any era is the idea of the ruling class. Cultural, educational-legal and political institutions as the superstructure of specific forms of social consciousness such as religious consciousness, They create moral, philosophical and cultural. The relationship between the substructure and the superstructure is dialectical and two-way. The superstructure is both a reflection of the substructure and a justification and continuation of it. The substructure determines the content and form of the superstructure (Suri, 2007:186).

Neo-Marxists, led by Immanuel Wallerstein, believe that the modern world order has shaped a specific culture. Throughout the historical evolution of this system, in view of the growth of new beliefs such as the legitimacy of political change and its acceptance as normal, as well as the legitimacy of popular sovereignty and the perception of these beliefs as dangerous, it has transformed into democratization, which appears in the system's response in three areas: 1. The invention of ideologies; 2. The triumph of scientism; and 3. The suppression of social movements that form in the face of the world order. That is, anti-world order movements are centered around a kind of contradiction between universalism on the one hand and the particularistic aspects of cultural racism within which the world order operates (Mashirzadeh, 2005:201).

Wallerstein has presented two definitions and applications of culture in his book "Politics and Culture in the Changing World Order; Geopolitics and Geoculture":

1. Culture is a set of values, customs, and It is a formality that distinguishes one society from another. .
- 2 Culture is a set of phenomena within which some concepts and values (the social system and Western culture) are superior to other phenomena (the system and values of surrounding countries). In this application, culture becomes an ideological cover to justify the capitalist system and the ruling class and to help reproduce and resolve its internal contradictions.

In fact, Wallerstein considers culture to be a battleground of conflicting interests within the framework of the capitalist system (Wallerstein, 2005: 31-95).

Antoniocracy, also from a Marxist perspective, considers culture and ideology to be the main factor in the continuation of hegemony or domination, which leads to the self-knowledge of the hegemonic power. He considers any change in the field of international relations to be the result of changes in the basic social and cultural relations and emphasizes the role of intellectuals in educating the masses and weakening hegemonic norms and concepts (Cox, 2006: 205-233).

In general, in Marxism, culture is a material force that is influenced by the socially organized production of material conditions of existence. Marxism He tries to explain this relationship with the metaphor of superstructure and infrastructure. Here, the material mode of production is considered as the "real



expression" of cultural superstructures, and the intention is that economic matters determine the cultural sector.

## 5 Culture and Postmodernism

Postmodernism, which is also known by other terms, such as transmodernism, transmodernism, and, is also known by it. In terms of definition, it faces numerous differences among theorists and it is therefore impossible to provide a comprehensive and coherent definition of these terms.

That is why some consider postmodernism neither a school nor a leader, nor an artistic organization, nor one that has a specific vision, theoretician, and a single speaker. This characteristic is the reason why postmodernist ideas have been drawn from various sources, from philosophy to history and linguistics, social studies, psychology, and political science. Therefore, it can be observed that sometimes its meaning in one field and context does not coincide with its meanings in other fields (Qarabaghi, 2001:101).

However, despite the floating and anarchic nature of this type of thinking, it should be said that this term increasingly refers to the general meaning of the word in recent decades, with the end of the heyday of modernism and its decline after its peak in the twentieth century.

In this way, in a general view, postmodernism is It is a complex, ambiguous, diverse and multifaceted entity and an influential and powerful cultural, political and intellectual current; whose main characteristic is the challenge to the science and reason of modernity and the doctrines of the modern world and its grand narratives, and the criticism and objection to its consequences and critical achievements (Qarabaghi, 2001:103). Postmodernism is a broad set of perspectives that Rather than reforming many traditional ways of looking at the world, they seek to subvert them. This theory was developed in the second half of the twentieth century by philosophers such as Michel Foucault, Jacques Derrida, Jean-François Lyotard, and Jacques Lacan.

Postmodernism is the belief that there is no final arbiter of truth. From the perspective of postmodernism, human values, beliefs, and behaviors vary according to broader cultural and social conditions; Because there is no characteristic or value that has a general and universal application, under these conditions, the behavior and actions of individuals and specific values can only be understood and judged according to specific meanings (Qavam, 2005: 199).

These theorists deny the idea that human knowledge and awareness of the social world can produce certainties about the world, can reach objective realities, can end up with universal claims. Because There is no external validity for knowledge claims, and one can construct a set of true beliefs based on more fundamental statements that are not subject to doubt.

Furthermore, they emphasize the role of language, while criticizing the neo-religious individual's ideas about knowledge. Language, they say, is not a neutral and impartial tool that we use to convey realities outside ourselves—objects—but an activity It is a society that to some extent constitutes the social world (Chernov, 2009: 319).

From the point of view of many postmodern theorists, human nature is shaped by social conditions. In principle, there is no new reality about the world, but rather values and cultures that influence human interpretations and explanations of the world; in this regard, postmodernism does not consider human nature to be unchanging.

According to these approaches, human values, beliefs, and behaviors differ across broader cultural and social spaces and cannot be generalized. In this way, the behavior and actions of individuals, as well as specific values, can only be understood and judged according to specific cultural meanings and contexts



(Qavam, 2005: 127-128). Therefore, the central point of the postmodernist cultural approach is to question the concept of world culture as a meta-narrative consisting of a set of values, beliefs, and patterns of behavior in the form of a homogeneous worldview. In other words, following the occurrence of information and communication in the early 1980s, as a result of the expansion of various global processes such as international relations, we have to face the phenomenon of fragmentation and multi-ethnicity of national culture, diversity and multiplicity and cultural mixing (Chopani, 2009: 168-169).

According to this view, the liberal culture of the West is considered only one narrative among other narratives. Therefore, it can no longer claim an inclusive and trans-narrative world. Because the nature of the world Today, due to the astonishing turn of various cultural phenomena, it has undergone fundamental changes.

It has now been almost three decades since the order defined by modernists and supporters of the school of reconstruction has been transformed into a disorderly, orderly system due to some global developments.

Jim George says in his global discourses in this field: Ethnic, religious, racial, cultural, moral, sexual, environmental, economic, Class, development, human rights, etc., in the 1990s have shown the inadequacy of general science plans and theories for implementing control and creating order (Bozregi, 1998: 244).

On the one hand, the failure of the one-dimensional and exclusive approach of the Reformation to achieving development in Third World societies fully prepared the ground for the rise of religious movements and religious revivalism in the form of the process of de-secularization of the world during the two decades of the 1980s and 1990s, and on the other hand, with the end of the Cold War, we witnessed a world that suddenly became home to new nationalisms in regions such as the Balkans, Africa, and the Caucasus.

It is clear that postmodernists such as James Derrian and Jim George see all these developments as a sign of the failure of general and positivist theories of a world order. According to Derrian, the world is a text that is itself composed of intertextual relations. Each text has its own meaning and implies a significant set of language, experiences, history, memories, beliefs, and values (Der Derian, 1989:1-3). As a result of such a perception of the text, it can be said that each text will be the home of a culture.

Identity is formed in the shadow of intertextuality on the principle of “exchange” and not in isolation, confrontation, or transcendence of the expansion of various transnational flows such as interethnic and transnational migration from one country to another. On the other hand, the development of the global communications network has not only given old and worn-out identities the opportunity to be re-presented and refined, but also led to the emergence of new identities in the form of migration of various ethnic groups.

The result of such a transformation is that today, national cultures have become fragmented, diverse, and mixed. In this context, one can no longer witness the superiority of One narrative was over another; for none of them has absolute principles. The circulation of cultural phenomena and their reproduction in an intertextual framework is the most fundamental characteristic of a postmodern culture.

Moreover, the globalization of culture, from the postmodernist point of view, does not mean the domination of one culture over other cultures - as Western liberal culture claims - but rather the interaction Cultural discourse is a process of mixing and interaction.

Global culture can also be understood and understood in such a way (Chopani, 2009:170). In general, it should be said that, especially with regard to the postmodernist approach to culture, it is difficult to draw any conclusions due to the existence of different and ambiguous views in it; in such a way that it is practically impossible to lump the views of the different faces of this approach into one.



However, despite the existence of ambiguities and dispersion in different views Postmodern thought seems to have a special talent for explaining cultural phenomena due to its permissive and pluralistic nature.

## 6 Culture and Critical Theory

Critical theory in its general sense encompasses a wide range of theories opposing the mainstream, including world theory, postmodernism, poststructuralism, feminism, and neo-Marxism, and in its specific sense includes views influenced by the Frankfurt School Antonio Gramsci, Jürgen Habermas, Max Horkheimer, and Theodor Adorno (Mashirzadeh, 2005:213)

Roots of the emergence of critical theory should be sought in the efforts of German neo-Marxist thinkers. Adorno was one of the theorists who founded his school in 1923 in Frankfurt, Germany, at the Institute for Social Studies and Research of the University of Frankfurt. The Frankfurt School, for the purpose of researching Marxist ideas and the conditions of weakness and decline of labor movements and the absence of Socialist revolutions were created in the post-World War I era.

The researchers of the Frankfurt School did not remain loyal to the economic tradition of Marxism and its emphasis on the economy, and their emphasis was more on the superstructure or culture itself. Gradually, the Frankfurt School turned to the critique of bourgeois culture and thought and the process of rationalization of the new society.

As a result, he distanced himself from political economic and historical analyses in Marx's own style. The main theme of the works of the school's writers was the philosophical critique of capitalism, positivism, and bourgeois culture (Beshiriyeh, 1999:169-170).

The important theories of the Frankfurt School regarding culture were first presented in the writings of Adorno and Horkheimer. In their article entitled "Cultural Industries and Mass Culture," they argue that cultural industries are a new part of the industry of information institutions. Media, such as radio, the press, and cinema, are used to serve the interests of industrialists.

In their view, culture serves the interests of industrialists by creating wider commercial markets and political coherence. They believe that the emergence of mass culture is the result of the mass production of cultural industries by monopoly capitalism. Adorno and Horkheimer see the cultural industry as one of The most important features of the era of instrumental rationality have been described.

In their view, the main function of the cultural industry in the era of advanced capitalism is to eliminate any possibility of fundamental opposition to the established power. A society that is caught in this cultural industry has lost any power to liberate itself (Bashiriya, 2009: 185).

They emphasize propaganda in the cultural industry and believe that, That is the peak of advertising in the cultural industry, that consumers feel compelled to buy and consume the products of this industry. In their view, in such a fabricated space, the working class will not be a revolutionary class, and the happiness, well-being, and joy that exist are false and illusory, and because they are the product of the capitalist economy and state, they do not bring true freedom (Beshiriyeh, 2009:201).

Antonio Gramsci is one of the important theorists in critical theory. Gramsci emphasizes the independent role of politics and culture in the power of the state and also in organizing public opposition to it. He Emphasizing the importance of cultural superstructures and the separation of "civil society" from "political society" or the state, he emphasized the special role of the state in cultural hegemony. By emphasizing cultural hegemony or hegemony in the analysis of culture, Gramsci believes that the state, by using cultural hegemony, also acquires the possibilities of coercion and consolidates its power (Chernov, 2009: 352-354)



The theories of the writers of the Critical School, regarding international hegemony, are mostly inspired by the writings of Gramsci. For these writers, international hegemony is a type of political, economic and cultural structure that establishes itself through the transmission of ideas, symbols, values, patterns and to their people. Considering these issues, it can be said that in critical theory the concept of culture is linked to the concepts of power and hegemony.

In the opinion of critical writers, the transfer of cultural symbols and values from the ruling classes to other classes leads to the continuation of power and hegemony in the domestic and international arenas, because the oppressed and dominated classes accept and internalize these symbols and values, and in this situation, the possibility of revolution (liberation) against the ruling capitalist classes and industrial owners becomes difficult (Bayat, :2009:44)

Return to normative ethics in international relations is considered one of the main features of critical theory. Reducing global inequalities, establishing international justice, respecting diversity, pluralism, and differences are among the points considered by critical theorists in the possibilities of international change.

At the same time, attention should be paid to the cultural position of individuals and the fact that their interests and goals are socially defined. Attention should also be paid to the relationship between Morality and power: This issue is important for critical theorists who ask how to hope for a change in the existing situation in a world that is culturally and value-diverse, and then how to achieve general and universally accepted moral principles in order to replace it with a new order (Moshirzadeh, 2005: 239). Considering these theories, it can be said that in critical theory, culture is associated with the homogenization of societies and Accepting the existing authority will allow the current situation and conditions to continue, and conflicts and differences will not arise in the international arena due to the unification of values and symbols. Although critical theory emphasizes power and class struggle, it can be concluded that in their view, this existing cultural trend leads to a reduction in objections and, as a result, conflicts in the international arena. Therefore, in critical theory, culture, on the one hand, causes conflicts (due to the self-creation of alienation in the ruling classes) and, on the other hand, is a basis for change in the field of international relations, which, according to some critical theorists, will be accompanied by violence.

## 7 Culture and Structuralism

Structuralism, which has been translated and termed under other names such as structuralism or structuralism in Persian, was a new approach that was proposed in the field of political science and international relations in the last decade of the twentieth century. Thinkers of this school of thought criticized and evaluated both neoliberal and neorealist perspectives from an epistemological and ontological perspective.

The main idea of structuralism is that chaos in international relations is caused by the diversity and multiplicity of norms, values, and beliefs (Kazemi, 2001:226). Structuralism has been proposed in international relations in sociology and meta-theoretical discussions in all social sciences, and its roots in sociology can be traced to the Chicago School and phenomenology. From an epistemological perspective, structuralism is a learning theory It is rooted in psychological philosophy (Bashir, 2007:15-16).

This theory pays special attention to the role of “state identity” in foreign policy. This theory focuses on the role of the conscious and interactive dimensions of human behavior, that is, “the ability and interest of people to have a considered view of the world and to perceive it with importance” in international life.

This ability creates social realities whose existence Based on human agreements about their existence, and their survival requires the formation of human institutions. For example: money, property rights, governance, marriage and festivals. (Structuralists believe that actors have identities and interests that are based on social construction. They also share in all the mental factors that are rooted in other people - as



cultural beings - (Ruggie, 1998: 855-885). Organization, identity, norms, and culture play an important role in global politics. The identities and interests of states are created by norms, interactions, and cultures, and it is this process that determines the subject of state interaction (Bayat, 2009:46). Based on this view, the sources of change in international relations are also changes in beliefs and identities (Suri, 2007:191).

Structuralism was first known by the name of Alexander Wente. Prominent structuralist thinkers in international relations include: Warnig, Michel Barnett, Nicholas Onf, Kratochvil, and Jean Raggi pointed out. Alexander Wente states in the social theory of international politics: Culture is something more than a set of shared ideas that individuals hold in their minds and is a phenomenon that is maintained in a “shared” form and is therefore inherently a public phenomenon.

Within the limits of this view, the realization of specific beliefs is sufficient to realize a particular form of culture in a specific situation. may not be necessary. Contrary to this shared knowledge, there are collective cognitive structures and behavioral patterns that these structures shape (Wendt, 2005:239).

Kratochvil, as one of the thinkers of organization, emphasizes the role of rules and norms in constructing international political life. He emphasizes “language games” and believes that they are defined in terms of rules and norms. According to Kratochvil, games create inter-verbal meanings and players establish relationships within the framework of these meanings. According to him, different understandings of reality can be resolved and separated by continuous interactions of mutual understanding.

Cooperation under the ownership of common rules can be seen among the players, but if these different understandings remain, cooperation will not be possible (Moshirzadeh, 2005:49). Nicholas Onoff, another follower of the constructivist school, explains the relationship between individuals in society with each other in the light of the theory of social interaction as follows: Constructivism discusses humans and societies, arguing that humans build societies based on They create actions themselves and shape societies of individuals, and individuals identify each other in the form of the same actions (Bashir, 2007:182).

From the perspective of structuralists, all human activities in international relations and foreign policy are understood in terms of the meaning that individuals give to the world, and all concepts are socially constructed. Therefore, the distinction between material interests and meaning is meaningless, and material resources without discourses and structures of meaning that It gives meaning to the actions and goals of the players, it is not comprehensible. In other words, they place the players in a social structure that both constructs the players and constrains their behavior. And is itself constructed by the players' interactions (Farrell. 2002: 49-72) In summary, cultural factors from a structuralist perspective affect the field of international relations in several ways (Vahidi, 2008: 155-156).

- Culture helps to structure the international system and foreign policy objectives.
- Provides various alternatives for organizing the international system.
- Constructs the ethnic, national, political, and linguistic identities of international actors.
- Shapes the goals of actors and the methods of achieving them.
- Influences the perceptions and actions of actors.
- Helps to understand international relations and foreign policy.

Within the framework of structural analysis, international politics cannot be reduced to a series of rational interactions and behaviors and to purely material and institutional frameworks at the national and international levels. Because the interactions of states are not shaped by a series of established national



interests; rather, over time, they take shape as a kind of behavioral pattern through identities or cause the formation of identities (Bayat, 2009:46).

In general, with the emphasis that structuralists place on the role of culture in international relations, they conclude that without paying attention to the standardizing global political culture, the high stability of the state system and the reduction in the diversity of political forms cannot be explained.

Structuralists state that chaos and the chaos that dominates international relations is the result of the diversity and multiplicity of norms, values, and beliefs. In other words, as long as we live in a diverse environment with different cultures, this chaos should not be surprising.

## 8 English Culture and School

The English School refers to a group of works and writers who, in their understanding of international relations, consider it, beyond an international system, as a “complex community of states and believe in the importance of its common goals, rules, institutions, values, and norms” (Moshirzadeh: 2005: 137-139).

What is interesting about the theory of international society, which is sometimes called the English School, is that It is noteworthy that this approach is one of the few areas in the field of international relations in which the idea of "culture" in international relations has taken a special place.

For scholars who have adopted the international community approach, international politics is more than relations between states. In their view, states form a society with laws and norms, and the ideas that underpin this society are "culture." (Reeves, 2008:184)

Prominent researchers of the international community believe that a community of states emerges when a group of states become aware of certain common interests and values and, as a result, form a community, through which they feel bound by a series of rules in their relations with each other and, at the same time, participate in working with common institutions.

Of course, achieving this situation is possible under conditions where governments are aware of common interests and values. Accordingly, the international community's approach to formally recognizing the separate sovereignty of states, norms, institutions, and common interests is considered to be the foundation of international relations (Qavam, 2004:8). In other words, the English school focuses on the intangible and discursive dimensions of international relations, emphasizes the role of culture, norms, and rules, a historical and interpretive perspective on international "reality," and avoids value judgments. In the study of international relations, it emphasizes the normative dimensions of international politics (Moshirzadeh, 2004:187).

The English school is known by the names of writers such as Martin White, Hadley Ball, John Vincent, Barry Buzan, and Herbert Butterfield. Below, the views of the first three writers on culture are discussed to clarify the place of culture in this school and its role in international relations.

Martin White, He believed in the existence of an international community. In his view, international community is more than just relations between states and includes international relations that are more or less stable, reciprocal, and organized. In his book *The System of States*, Wight wrote: “It must be borne in mind that a system of states cannot be formed without some degree of cultural solidarity among its members” (Wight, 1977:33).

Two Questions Regarding Society Internationalism is assumed to be self-evident: First, that international society is maintained by the culture existing at the international level, and second, that culture is prior to society. White writes: “The system of states has a common culture” (Reeves, 2008: 192-193).



White's conception of the international community sought to draw commonalities out of the existing diversity and to present them at the international level. In his thinking, culture gave meaning to unity at the international level and was something more than a simple means of fostering mutual understanding.

The issues that White raised in relation to culture in the international community He made the subject clearer to his successors, Hadley Ball and Arjie Vincent. And culture acquired for them a more clearly anthropological character. Perhaps more than any other theorist of the international community, Hadley Ball considered culture a distinct entity. He says: "It is through the culture of a society that we understand the basic system of values from which thought and action flow." We understand. (Bull, 1995:65)

Bull, unlike Martin White, had an embodied view of the subject of culture, and for Bull, culture has the characteristics of homogeneity, consensus and cohesion, unity, contrast, meaning and environmental algebra. Most importantly, "culture" has considerable significance at the national level and is a matter of ethnic identity. In this context, Boole's work reflects, more than anything else, changes in the "conditions of work," and his book confirms that these changes manifest themselves in quite specific ways in the field of international relations.

Bull's best-known work is "The Anarchic Society: A Study of Order in World Debates." The book begins with analytical discussions and then proceeds to examine current issues in international relations, including diplomacy, war, great powers, law, and the balance of power. In a section of *The Anarchic Society*, Boole states: While modern international society—especially at the present time—is culturally heterogeneous; Stateless Bedouin societies enjoy a high degree of homogeneity.

It is through the culture of a society that we understand the meaning of its underlying system of values, from which thought and action flow. Bedouin societies seem to be built on a shared culture, and even stateless societies are remarkably dependent on this shared culture (Bull, 1995: 18). It is clear that Bull, much like White, accepted the idea of an international community as identifiable by shared values, laws, institutions, and interests, as distinct from mere interstate relations.

However, In *Anarchic Society*, Boole did not simply explain the difference between system and society; he also spoke of the commonalities in this theory. Arjie Vincent is one of the few theorists in the field of international relations who has explicitly discussed issues related to the anthropological conception of culture in the theory of international society.

In contrast to the precedent of the field of international relations, which is often concerned with power relations and interests, National security was concerned. Vincent has examined some of the issues that have gained importance in the post-Cold War era. In his most famous work, *Human Rights and International Relations*, Vincent analyzes various theories of human rights and discusses at least some of the vital rights before other forms of rights.

Furthermore, Vincent explicitly discusses issues related to local perceptions of culture in comparison to what he calls "global culture." In this work, he explicitly defined culture within an anthropological and materialist framework. (Vincent, 1985-1995: 50)

The salient point in Vincent's work is that he re-examines the idea of an international "common culture" that was first expressed in White's work as a sign of international community. Vincent referred to this common culture as "world culture or homeland world." While Boole attempted to understand the essential content of this conception of international culture, repeatedly questioning its content and changing the language of culture to that of pluralism and integration, Vincent investigated the theoretical details of the nature of international culture.



Although Vincent did not simply follow the cultural anthropologists, he accepted their framework of thought regarding culture, and it was clear that this would create specific problems for this theory of international relations (Reeves, 2008:213). Considering the theories of White, Bull, and Vincent, it can be said that, from the point of view of the scholars of the English School, international politics is something more than relations between states.

In their view, states form a society with laws and norms, and the ideas that support this society are “culture.” In this school, the concept of culture has a social and normative content. Also, in this theory, culture is considered as the basis for the international community. Culture in this theory is not “our” culture in the national sense; rather, it is something that all countries or a number of countries, as parts of system, are involved in it. In general, the characteristics of this school can be summarized as follows:

1. The research orientation and the resulting theoretical implications for the formation of a middle ground.
  2. The primary interest in explaining culture as a space in which power and resistance play a role, and a strong emphasis on the authority of culture.
  3. Providing a clear understanding of the connections between meaning and power in the international structure.
  4. Having the ability to establish joint interactions between objective and subjective factors (Suri, 2007:190)
- Regarding the role that the English school gives to culture in international politics, it should be said that the theorists of this school pay attention to both the negative and positive effects of culture; that is, in their opinion, if cultural differences and distinctions are emphasized and common values in the international community become more limited, culture It can challenge peace, but by further promoting shared values and norms in the international community, it can consolidate peace and prevent war.

## Conclusion

In this paper, an attempt has been made to study and examine the place and role of culture in international relations theories such as realism, neorealism, liberalism, neoliberalism, Marxism, postmodernism, critical school, structuralism, and the English school. A reflection on the presented material reveals that different theories in international relations each have a different view of the category of culture, and the type of view of each of these approaches leads to different perceptions and results. Sub-theorists have also theorized as social individuals under the influence of culture and their own cultural perspective.

Basically, mainstream theories of international relations (realism and liberalism) consider the cultural factor to be more related to the internal affairs of countries, which has no impact on foreign policy, and usually the leaders of countries do not sacrifice their material interests for cultural factors. Since human needs are hierarchical, interests and security have been fixed priorities of the system, but culture has changed and there is no uniform perception of it at different times.

In their view, when there is a conflict between cultural and material interests, states prefer material interests, and this is a kind of rational choice. The second group of theories of international relations, namely the non-mainstream currents, especially Marxist, postmodern and critical theories, believe that culture functions as a tool in the service of the world capitalist system.

Marxists believe that the world capitalist system is a means of production It has culture at its disposal, and culture, as one of the basic forms, is in the service of the ideology that dominates the international system, which creates a cultural framework for the mentality of the international community. Regarding the postmodernist approach to culture, it is also difficult to draw any conclusions due to the existence of fragmented and ambiguous theories in it. In general, from the perspective of this approach, world culture is



not based on a single meta-narrative but rather a fragmented and fragmented culture. The critical school also believes that a culture of the capitalist international community mentality is dominated by other cultures by the dominant forces and that the way out is to return to a normative morality through intercultural dialogue in international relations.

The third group of theories of international relations, namely the interdisciplinary perspective of international relations, namely the English school and the structuralist theory, use normative elements in addition to material factors in the theory of processing, analysis, and synthesis of international relations, and believe that without paying attention to normative-cultural factors, we will not achieve the necessary knowledge of the international value. Based on the above data, it was observed that culture has different characteristics in different approaches to international relations and it is not possible to make a general judgment about the role of culture in theorizing international relations.

Another point that can be mentioned about the relationship between culture and international relations is the increasing attention paid to the category of culture in recent theories of international relations, and the interdisciplinary studies in this field have been increasing day by day over the past few decades. Therefore, the role of cultural elements in the theorizing of international relations cannot be ignored, either explicitly or in the essence of international relations theories.

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