



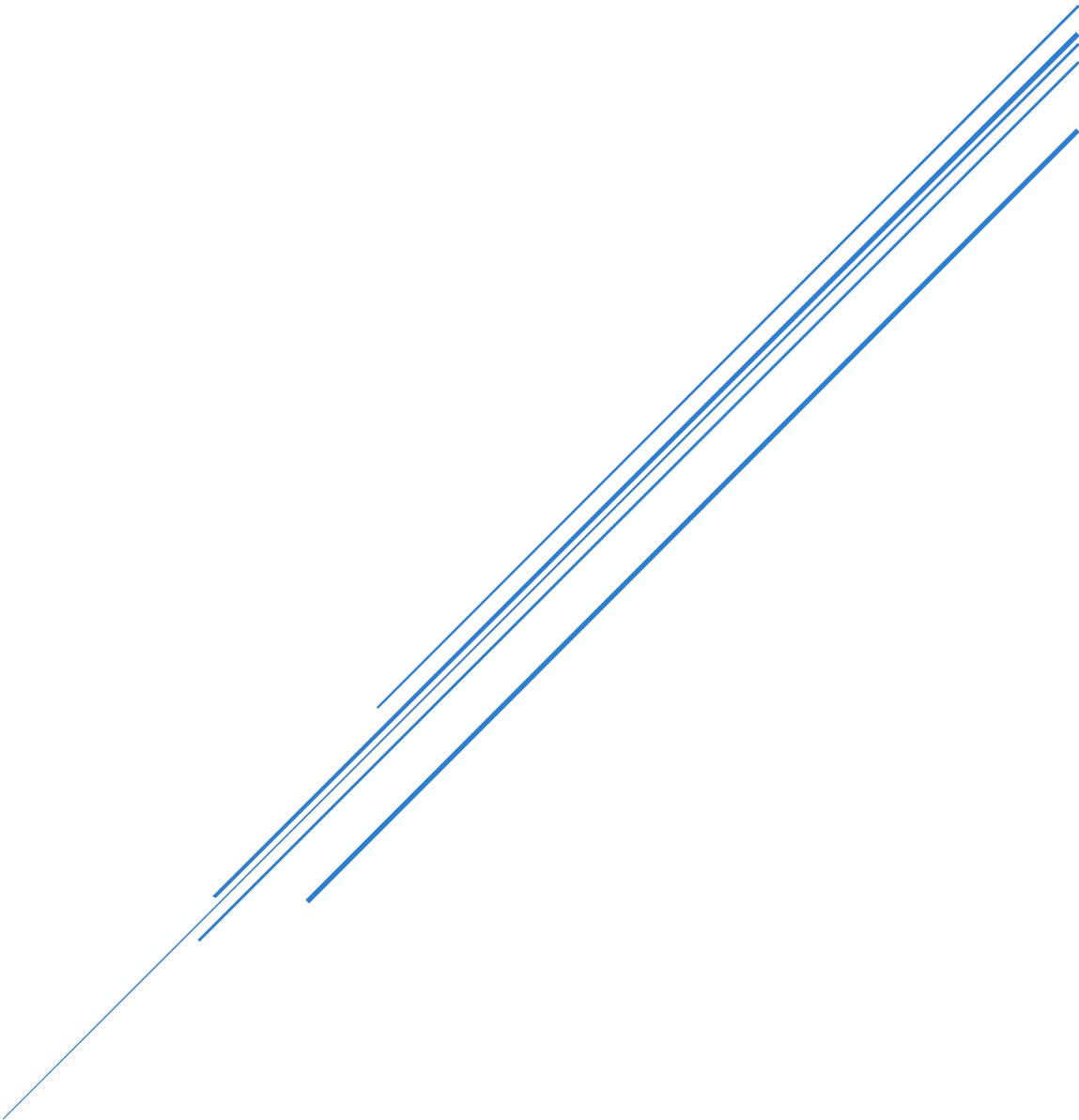
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Les influences linguistiques sur le français : une perspective historique sur les emprunts germaniques et anglais

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Résumé

Cette étude explore l'influence des emprunts linguistiques germaniques et anglais sur la langue française à travers une analyse diachronique. En se concentrant sur deux périodes principales de contact linguistique – les interactions avec les tribus germaniques au Moyen Âge et l'influence croissante de l'anglais à partir du XIXe siècle – l'article examine comment ces emprunts ont façonné le lexique français. Les emprunts germaniques, souvent complètement assimilés, ont marqué des domaines comme le militaire et la vie quotidienne, tandis que les emprunts anglais, plus récents, dominent les champs technologiques, économiques et culturels. L'étude montre que les emprunts germaniques se sont largement intégrés de manière phonétique et morphologique, tandis que les termes anglais conservent fréquemment leur "extranéité" linguistique. L'article propose également une réflexion sur l'impact de ces influences sur l'identité linguistique du français et ouvre des perspectives pour de futures recherches comparatives avec d'autres langues.

Mots-clés

emprunts linguistiques, influence germanique, influence anglaise, lexique français, contact linguistique, évolution lexicale, anglicismes, assimilation linguistique, identités linguistiques

Abstract

This study explores the influence of Germanic and English linguistic borrowings on the French language through a diachronic analysis. Focusing on two key periods of linguistic contact – interactions with Germanic tribes during the Middle Ages and the growing influence of English starting in the 19th century – the article examines how these borrowings have shaped the French lexicon. Germanic borrowings, often fully assimilated, have left their mark on areas such as the military and daily life, while more recent English borrowings dominate the technological, economic, and cultural fields. The study shows that Germanic borrowings have largely been integrated both phonetically and morphologically, whereas English terms frequently retain their linguistic "foreignness." The article also offers a reflection on the impact of these influences on the linguistic identity of French and opens perspectives for future comparative research with other languages.

Keywords

linguistic borrowings, Germanic influence, English influence, French lexicon, linguistic contact, lexical evolution, Anglicisms, linguistic assimilation, linguistic identities



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Introduction

L'histoire du français est marquée par une interaction complexe avec d'autres langues, résultant en une riche tradition d'emprunts lexicaux qui ont profondément modifié sa structure et son vocabulaire. En tant que langue romane issue du latin vulgaire, le français a non seulement préservé son héritage latin, mais a également intégré de nombreux éléments provenant de langues germanophones et anglophones. Ces contacts linguistiques, souvent motivés par des dynamiques historiques telles que les invasions germaniques ou les échanges avec le monde anglo-saxon, ont permis au français de se renouveler et d'élargir ses champs lexicaux, notamment dans des domaines tels que le militaire, le commerce et la technologie (Chadelat, 2003; Jacquet-Pfau, 2011).

Les emprunts lexicaux constituent un aspect fondamental de l'évolution des langues, et le français n'a pas échappé à ce processus d'enrichissement linguistique. L'intégration des mots germaniques et anglais dans la langue française ne s'est pas faite de manière uniforme, mais par vagues successives liées à des périodes spécifiques de contact culturel et politique. Par exemple, les emprunts germaniques apparaissent massivement après les invasions franques au début du Moyen Âge, tandis que l'influence anglaise, bien que présente dès la Guerre de Cent Ans, devient particulièrement prononcée à partir de la Révolution industrielle et de l'hégémonie culturelle anglophone du XXe siècle (Winter-Froemel, 2015).

Cette étude vise à offrir une analyse diachronique des emprunts lexicaux germaniques et anglais dans le français, en mettant l'accent sur les processus d'adaptation phonétique, morphologique et sémantique qui ont permis l'intégration de ces éléments étrangers au sein du système linguistique français. Nous explorerons comment ces emprunts ont parfois conservé leur caractère exogène, tout en devenant des éléments constitutifs de la langue française, et dans quelle mesure ils reflètent les dynamiques de pouvoir et d'échange culturel entre la France et ses voisins germaniques et anglophones.

L'hypothèse de cette recherche repose sur l'idée que les emprunts germaniques, plus anciens et ancrés dans la langue courante, se sont davantage intégrés phonétiquement et sémantiquement, tandis que les emprunts à l'anglais, souvent plus récents, conservent une certaine "extranéité" linguistique, tant au niveau de leur prononciation que de leur usage (Lodge, 1998). Cette distinction entre les deux types d'emprunts permet de mieux comprendre les mécanismes internes qui régissent l'adoption et l'adaptation de mots étrangers en français, tout en révélant des dynamiques sociolinguistiques sous-jacentes (Manno, 2009).

Enfin, cette étude s'inscrit dans le cadre plus large de l'analyse des contacts linguistiques, et elle interroge la façon dont les langues évoluent sous l'effet d'influences externes. La relation entre le français et ses langues voisines, notamment le germanique et l'anglais, n'est pas seulement un phénomène historique, mais un processus en cours, continuellement redéfini par les flux économiques, culturels et technologiques contemporains (Descloux et al., 2011). Ce dialogue entre langues contribue non seulement à l'évolution lexicale, mais aussi à l'identité linguistique du français, qui se construit à travers ces échanges, parfois conflictuels, parfois intégratifs (Fiévet, Martinez, & Podhorná-Polická, 2024).

Méthodologie

Sources et données

L'analyse des emprunts linguistiques en français repose sur une diversité de sources, tant historiques que contemporaines. Pour la présente étude, nous avons utilisé des dictionnaires étymologiques spécialisés tels



que le *Dictionnaire historique de la langue française* (Rey, 2010) et le *Trésor de la langue française informatisé* (TLFi), qui offrent une vue d'ensemble sur l'évolution des mots empruntés et leur origine. Ces ressources permettent de retracer les racines étymologiques des emprunts, qu'ils soient d'origine germanique ou anglaise, et d'explorer leur intégration dans le lexique français.

Par exemple, le mot "**guerre**", emprunté au germanique *werra*, apparaît pour la première fois au Moyen Âge, alors que des interactions avec les peuples germaniques étaient fréquentes. De la même manière, l'emprunt moderne "**weekend**" est un exemple de la manière dont des mots anglais, en raison de la mondialisation, se sont introduits dans le vocabulaire français. Le *Dictionnaire historique* permet non seulement de comprendre l'origine de ces termes, mais aussi de voir comment leur orthographe et leur sens ont évolué au fil des siècles.

Nous avons également utilisé des corpus textuels, tels que *Frantext*, qui contient une large collection de textes français allant du Moyen Âge à l'époque contemporaine. Ces textes ont été utilisés pour observer l'évolution de la fréquence et de l'usage des emprunts linguistiques au cours du temps. Par exemple, l'analyse de textes juridiques médiévaux révèle l'importance des termes d'origine germanique tels que "**ban**" (signifiant interdiction ou proclamation publique), tandis que des textes économiques du XIXe siècle montrent une montée en puissance des termes empruntés à l'anglais comme "**business**".

Enfin, des études académiques récentes sur le contact linguistique entre le français et l'anglais ont été mobilisées, comme les travaux de Winter-Froemel (2015), qui se penche sur la dynamique contemporaine d'intégration de mots anglais dans le lexique français, et de Descloux et al. (2011), qui analysent la façon dont certains suffixes français tels que "**-eur**" et "**-aire**" sont utilisés en anglais, parfois avec des créations néologiques. L'article de Chadelat (2003) a également servi de source précieuse, notamment pour l'analyse des emprunts dans le vocabulaire militaire, où des mots comme "**soldat**" (du latin par le biais de l'italien, mais popularisé en français par les interactions avec les troupes germaniques) sont analysés pour leur fonction expressive.

Méthode d'analyse

L'analyse suivie dans cette étude est principalement diachronique, c'est-à-dire qu'elle suit l'évolution des emprunts à travers le temps. La première étape a consisté à sélectionner un corpus de mots d'origine germanique et anglaise dans les sources mentionnées. Chaque mot a été analysé selon trois critères principaux : son origine étymologique, son évolution phonétique et morphologique, et son intégration sémantique dans le lexique français.

L'analyse étymologique s'est concentrée sur la manière dont ces mots sont entrés dans la langue française. Par exemple, les mots d'origine germanique comme "**blason**" (du vieux haut allemand *blāzen*, signifiant souffler ou annoncer) ont été analysés pour comprendre comment ils se sont intégrés à la terminologie héraldique française, un domaine fortement influencé par la culture médiévale germano-française. De même, des termes anglais comme "**manager**", adoptés à la fin du XXe siècle dans un contexte de mondialisation, ont été étudiés pour comprendre leur adaptation phonétique et orthographique dans le cadre du français des affaires.

Ensuite, l'évolution phonétique et morphologique a été étudiée pour voir comment ces mots ont été adaptés aux structures phonologiques et morphologiques du français. Par exemple, le mot germanique "**maréchal**" (du francique *marahskalk*, littéralement valet de chevaux) a subi des transformations phonétiques pour s'adapter à la prononciation française et a également acquis un sens figuré dans la



hiérarchie militaire française. De même, les emprunts anglais récents comme **"email"** n'ont presque pas subi de changements phonétiques, mais leur orthographe a parfois été francisée (**"courriel"**, par exemple).

L'intégration sémantique a, quant à elle, permis de comprendre les changements de sens ou les spécialisations sémantiques des mots empruntés. Par exemple, le mot germanique **"franc"**, d'abord utilisé pour désigner un homme libre sous les Francs, a évolué pour désigner la monnaie française, puis un adjectif qualifiant une personne honnête et directe. L'étude des emprunts anglais comme **"leader"**, d'abord utilisé dans le cadre politique et économique, montre que ce terme a peu à peu pris une connotation plus large, s'appliquant désormais à toute forme d'influence ou de direction.

Enfin, une analyse comparative entre les emprunts germaniques et anglais a été réalisée pour dégager des tendances générales. Par exemple, les emprunts germaniques, souvent plus anciens, sont largement intégrés et naturalisés dans la langue française. En revanche, les emprunts anglais récents sont parfois perçus comme des anglicismes et suscitent un débat quant à leur légitimité dans le français contemporain (Fiévet, Martínez, & Podhorná-Polická, 2024). Cela a été observé dans le domaine de la technologie, où des termes comme **"software"** et **"hardware"** sont souvent utilisés en concurrence avec leurs équivalents français **"logiciel"** et **"matériel"**.

Ainsi, cette méthodologie diachronique et comparative permet non seulement de retracer l'histoire des emprunts germaniques et anglais dans le français, mais aussi de comprendre les mécanismes d'adaptation et les enjeux sociolinguistiques liés à ces emprunts.

Résultats

Emprunts germaniques

Les emprunts d'origine germanique dans la langue française sont largement issus des contacts entre les tribus germaniques et les populations gallo-romaines au cours du Haut Moyen Âge. Les Francs, qui ont fondé la dynastie mérovingienne, ont introduit de nombreux mots dans le vocabulaire français, en particulier dans les domaines liés à la guerre, à l'administration et à la vie quotidienne. Ces emprunts sont profondément intégrés au lexique français, et bien qu'ils soient d'origine étrangère, ils sont rarement perçus comme tels par les locuteurs modernes.

Un exemple emblématique est le mot **"guerre"**, qui dérive du vieux haut allemand *werra*, signifiant désordre ou conflit. Ce terme a remplacé le latin **"bellum"**, montrant ainsi comment le vocabulaire militaire français a été influencé par les interactions germaniques. D'autres termes comme **"blason"** (de *blāzen*, signifiant souffler ou annoncer), **"étrier"** (de *strēg*, signifiant soutien) ou encore **"maréchal"** (de *marahskalk*, valet de chevaux), montrent l'impact des emprunts germaniques sur le lexique militaire et social.

De plus, ces emprunts ne se limitent pas au domaine martial. Des mots du quotidien, tels que **"robe"** (de *raub*, signifiant vêtement), **"fou"** (de *fōl*, signifiant insensé), et **"blond"** (de *blund*, signifiant jaune pâle), proviennent également des langues germaniques. Leur intégration phonétique et morphologique au français est aujourd'hui si complète qu'il est difficile pour les locuteurs de percevoir leur origine étrangère.

L'analyse des textes médiévaux, tels que les chroniques ou les documents juridiques, révèle également une large utilisation de mots germaniques dans des contextes officiels. Le terme **"ban"**, signifiant proclamation ou interdiction publique, est un autre exemple d'emprunt germanique largement



utilisé dans les systèmes féodaux de l'époque, illustrant l'influence des structures de pouvoir germaniques sur la société française.

Emprunts anglais

L'influence anglaise sur le français a connu deux grandes périodes : la première, à partir de la Guerre de Cent Ans (1337-1453), et la seconde, bien plus récente, liée à la mondialisation et à l'hégémonie culturelle anglo-saxonne au XXe et XXIe siècles. Contrairement aux emprunts germaniques, qui se sont intégrés au fil des siècles, les emprunts anglais sont souvent perçus comme des anglicismes et parfois considérés comme une menace à l'identité linguistique française.

L'un des premiers emprunts notables issus de la période médiévale est le mot "**gentleman**", qui a été introduit dans le français pour désigner une personne de haute naissance. Au fil du temps, d'autres termes liés aux échanges économiques et politiques sont apparus, tels que "**budget**", "**club**", ou "**business**", tous issus du vocabulaire anglais. Ces mots n'ont pas seulement été empruntés pour leur utilité pratique, mais ils reflètent aussi les changements sociaux et économiques qui se sont produits avec la montée en puissance des pratiques commerciales et politiques anglaises.

Dans les dernières décennies, l'anglais, en tant que langue internationale, a également influencé le lexique français dans des domaines techniques et culturels. Des termes comme "**weekend**", "**email**", "**software**" et "**marketing**" sont aujourd'hui couramment utilisés en français, malgré les efforts des institutions comme l'Académie française pour promouvoir des équivalents français tels que "**courriel**" (pour *email*) et "**fin de semaine**" (pour *weekend*).

L'analyse comparative des textes économiques et technologiques du XXe siècle montre une adoption rapide des emprunts anglais, en particulier dans le domaine des affaires et de la gestion. Le mot "**manager**", par exemple, est utilisé depuis les années 1950 et illustre bien l'influence des pratiques anglo-saxonnes dans le monde de l'entreprise française. De même, des expressions comme "**brainstorming**" et "**team building**" sont couramment employées dans les contextes professionnels, sans traduction directe en français.

Cependant, ces emprunts sont souvent l'objet de débats linguistiques en France, certains considérant qu'ils enrichissent la langue, tandis que d'autres estiment qu'ils menacent son intégrité. Par exemple, des initiatives telles que la loi Toubon de 1994 visent à limiter l'utilisation excessive des anglicismes dans les publications et les médias, bien que l'efficacité de telles mesures soit discutée.

L'analyse des emprunts anglais montre une tendance à maintenir une certaine "extranéité" dans la langue française. Contrairement aux mots d'origine germanique, souvent adaptés phonétiquement, de nombreux emprunts anglais conservent leur prononciation d'origine, contribuant ainsi à l'essor des débats sur la préservation de la langue française face à la mondialisation.

Discussion

Comparaison des influences

Les emprunts germaniques et anglais dans la langue française présentent des dynamiques distinctes, en termes d'intégration linguistique et d'impact sur le lexique. Les emprunts d'origine germanique sont généralement plus anciens, remontant aux premiers siècles du Moyen Âge, et se sont progressivement intégrés dans le français, au point que leur origine étrangère est souvent méconnue des locuteurs



contemporains. Des mots comme **"guerre"** et **"maréchal"** sont des exemples d'emprunts germaniques profondément enracinés, tant dans leur usage courant que dans leur adaptation phonétique et morphologique. Ils sont phonétiquement adaptés au français, souvent ayant subi des transformations pour se conformer aux règles morphologiques de la langue.

À l'inverse, les emprunts anglais, bien qu'ils aient débuté dès le Moyen Âge, ont connu une augmentation significative à partir du XIXe siècle avec la montée en puissance économique et culturelle des pays anglophones. Contrairement aux mots d'origine germanique, les emprunts anglais conservent souvent une certaine "extranéité" linguistique. Par exemple, des termes comme **"weekend"**, **"manager"**, et **"marketing"** n'ont pas subi de changements phonétiques majeurs, et leur prononciation d'origine anglaise reste inchangée. Cela peut être attribué à la perception de l'anglais comme langue de prestige, notamment dans les domaines des affaires et de la technologie, où l'utilisation des termes anglais est souvent valorisée.

Un autre point de divergence réside dans la perception sociale de ces emprunts. Les mots germaniques, en raison de leur long processus d'intégration, sont perçus comme faisant partie du lexique français sans débat. En revanche, les emprunts anglais sont souvent sujets à des discussions et à des résistances, notamment de la part des défenseurs de la langue française qui considèrent les anglicismes comme une menace à l'intégrité linguistique nationale (Chadelat, 2003). Ces attitudes se retrouvent notamment dans les efforts de l'Académie française pour proposer des équivalents français à des termes anglais largement utilisés.

Impact sur le français moderne

L'impact des emprunts germaniques sur le français moderne est principalement d'ordre historique, et beaucoup des mots d'origine germanique font aujourd'hui partie intégrante du vocabulaire quotidien. Des termes comme **"guerre"**, **"blond"**, ou **"ban"** sont utilisés sans conscience de leur origine étrangère, ce qui témoigne de l'assimilation complète de ces mots dans le système linguistique français. De plus, certains de ces mots ont acquis de nouvelles significations au fil du temps, comme **"franc"**, qui désignait à l'origine un homme libre et qui a ensuite évolué pour devenir une monnaie et un adjectif désignant l'honnêteté.

En revanche, les emprunts anglais ont un impact beaucoup plus direct et visible sur le français moderne. L'anglais est aujourd'hui perçu comme une langue globale, en particulier dans les domaines de la technologie, des affaires, et des médias. Cela se traduit par une prolifération de termes empruntés directement à l'anglais, souvent sans traduction, ce qui conduit à un mélange de lexiques dans le langage quotidien et professionnel. Des termes comme **"email"**, **"software"**, **"team building"**, et **"leader"** sont couramment utilisés dans le discours professionnel, même si des équivalents français existent (par exemple, **"courriel"** et **"logiciel"**). Cette influence est un reflet de la domination culturelle anglophone, mais elle soulève également des questions quant à l'identité linguistique française face à la mondialisation.

Il est également intéressant de noter que certains emprunts anglais sont adaptés ou partiellement francisés. Par exemple, **"football"** a donné lieu au terme **"foot"**, largement utilisé en France, montrant ainsi une forme d'hybridation linguistique. Cette tendance à l'adaptation partielle montre la capacité du français à intégrer des emprunts tout en préservant certaines de ses caractéristiques linguistiques.

Limites de l'étude



Cette étude présente certaines limites qu'il est important de reconnaître. Tout d'abord, l'analyse s'est principalement concentrée sur les emprunts lexicaux visibles dans les textes et les dictionnaires, ce qui ne permet pas toujours de rendre compte de l'ensemble des influences germaniques et anglaises. Par exemple, les expressions idiomatiques ou les calques syntaxiques d'origine étrangère n'ont pas été pleinement explorés dans cette étude. Une analyse plus approfondie de ces aspects pourrait offrir un tableau plus complet des influences germaniques et anglaises sur le français.

De plus, l'étude diachronique présente certaines difficultés méthodologiques liées à la datation exacte de certains emprunts. En particulier, il est parfois difficile de déterminer à quel moment précis un mot d'origine étrangère a été pleinement intégré dans le lexique français. Les sources étymologiques offrent des indices, mais ne permettent pas toujours de retracer les processus sociaux et culturels qui ont conduit à l'intégration d'un emprunt.

Enfin, cette étude se limite aux emprunts germaniques et anglais et n'aborde pas les influences d'autres langues, telles que l'italien, l'espagnol ou encore l'arabe, qui ont également joué un rôle important dans le développement du français. Une approche plus large permettrait de mieux comprendre les dynamiques d'emprunt dans leur globalité et de replacer les influences germaniques et anglaises dans un contexte plus vaste de contacts linguistiques.

Conclusion

Résumé des points principaux

Cette étude a permis de retracer l'évolution des emprunts lexicaux dans la langue française, en mettant en lumière les contributions germaniques et anglaises. Les emprunts germaniques, issus de contacts anciens avec les tribus franques et autres peuples germaniques, ont profondément marqué le lexique français, notamment dans les domaines militaires, sociaux et administratifs. Des mots comme "**guerre**", "**blond**", ou "**maréchal**" témoignent de l'intégration ancienne de ces termes dans la langue française, à tel point qu'ils sont aujourd'hui perçus comme natifs. Ces emprunts, adaptés phonétiquement et morphologiquement au fil des siècles, illustrent un processus d'assimilation linguistique complète.

En revanche, les emprunts anglais, bien qu'ils aient commencé au Moyen Âge, ont connu une accélération au XIXe et XXe siècles, avec l'essor de la culture et de l'économie anglophones. Des termes comme "**manager**", "**weekend**", ou "**email**" ont été intégrés dans le français moderne, en particulier dans des secteurs comme les affaires, la technologie et les médias. Toutefois, ces emprunts conservent souvent une certaine "extranéité" phonétique et morphologique, ce qui suscite des débats sur leur légitimité et leur impact sur l'identité linguistique française. Malgré les efforts pour franciser certains termes (par exemple, "**courriel**" pour *email*), l'influence anglaise reste omniprésente dans le discours quotidien.

En résumé, cette étude met en évidence deux trajectoires d'intégration linguistique distinctes : une intégration profonde et largement acceptée des emprunts germaniques, et une intégration plus récente, souvent perçue comme problématique, des emprunts anglais.

Plusieurs axes de recherche pourraient prolonger et enrichir cette étude. Tout d'abord, une exploration plus approfondie des emprunts syntaxiques et des calques pourrait offrir un éclairage supplémentaire sur l'influence des langues germaniques et anglaises, au-delà des simples emprunts lexicaux. Par exemple, des études sur les tournures de phrases ou les expressions idiomatiques empruntées pourraient révéler des dynamiques d'influence plus subtiles et complexes.



Ensuite, il serait pertinent d'élargir cette étude à d'autres langues ayant influencé le français, telles que l'arabe, l'espagnol ou l'italien, pour comprendre comment le français a absorbé et transformé ces influences étrangères. Une approche comparative entre les différents types d'emprunts (lexicaux, morphologiques, syntaxiques) issus de ces langues permettrait de dégager des tendances générales sur la manière dont le français évolue sous l'effet de ses contacts linguistiques.

Enfin, une recherche sociolinguistique sur la perception des emprunts anglais par les locuteurs francophones modernes serait également intéressante. Une analyse des attitudes linguistiques à l'égard des anglicismes, en particulier dans le contexte de la mondialisation et de la protection de la langue française, pourrait apporter un éclairage nouveau sur les tensions entre ouverture linguistique et préservation identitaire. Cette recherche permettrait aussi de mieux comprendre les politiques linguistiques mises en place pour limiter ou encourager l'adoption de mots étrangers dans le français contemporain.

Ainsi, cette étude ouvre la voie à de nouvelles perspectives sur la manière dont le français, en constante évolution, continue d'intégrer et de négocier ses rapports avec les autres langues, tout en affirmant son identité propre.

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Engaging Mixed-Age Learners with Personal Interests in ESL Beginners

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Abstract

This study explores the effectiveness of using personal hobbies and daily routines to engage mixed-age learners (ages 12-17) at A1-A2 English proficiency levels over a 34-week course designed to help them progress toward B1 proficiency. The research focuses on how integrating personal interests into lessons increases motivation, participation, and language acquisition. A class of 18 students was divided into sub-groups based on age and proficiency, with activities tailored to meet their developmental needs. The findings show that connecting lessons to students' lives significantly improves engagement, vocabulary retention, and oral communication. Collaborative tasks involving both younger and older students fostered peer learning, creating a supportive and inclusive classroom environment. This approach proves beneficial in mixed-level classrooms and could be adapted for higher proficiency levels and larger class sizes.

Keywords: Mixed-age learners, personal interests, project-based learning, A1-A2 English, peer collaboration

Introduction:

Background:

Teaching a mixed-age group of students aged 12 to 17, with English proficiency levels ranging from A0 to A2, requires a flexible and dynamic approach. The differences in age, maturity, and language skills necessitate careful classroom management and lesson planning. Younger students (ages 12-13) typically display more enthusiasm and energy, while older students (ages 16-17) often require more structured tasks and may focus on more practical learning needs (Kos, 2021). In addition to these age-related differences, the disparity between students who are complete beginners (A0) and those approaching an A2 level adds further complexity (Brining, 2015). Teachers need to create an inclusive environment where all students can progress, regardless of their starting point.

Challenges:

Managing such a diverse group presents challenges not only in terms of language ability but also in



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emotional and cognitive development. Some students, particularly those at the A0 level, struggle with basic vocabulary and forming simple sentences, while others at the A2 level are more comfortable with elementary grammar and can engage in more complex conversations (Erdemir & Brutt-Griffler, 2022). Balancing these differences requires differentiated instruction that meets each learner's individual needs. Despite these challenges, initial results from the first two weeks of teaching indicate that the approach is working well. Using project-based learning as the core method, students are making steady progress towards their language learning goals, with the ultimate aim of reaching B1 proficiency (Kos, 2024).

Objective:

The primary objective of this study is to teach English to mixed-age and mixed-level learners through a project-based approach. By integrating students' personal interests, daily routines, and real-world activities into the learning process, the classroom becomes a collaborative space where learners engage in meaningful language use. The focus is on fostering communication, teamwork, and problem-solving skills, while gradually building their English proficiency through practical, hands-on projects that cater to both individual and group needs.

Methods

Participants

The study involved 18 students aged 12-17, all enrolled in an A1-A2 English language class. To account for differences in maturity, learning styles, and cognitive development, the students were divided into two sub-groups: younger students (ages 12-14) and older students (ages 15-17). This division allowed for more tailored lesson activities and ensured that age-specific needs were addressed while promoting collaboration across the age spectrum.

Materials

1. Lesson Handouts

Instead of textbooks, students were provided with customized lesson handouts for each class. These handouts focused on daily life, routines, and hobbies, incorporating essential grammar and vocabulary tailored to the students' proficiency levels.

2. Supplementary Materials

Personal hobby-sharing worksheets, visual aids (such as flashcards and posters), daily routine charts, and videos showcasing everyday activities were used to support lesson objectives. These materials catered to different learning styles, ensuring that both younger and older students were actively engaged.

3. Technology Tools

Interactive digital tools, such as quizzes and polls, were integrated into lessons to collect and share information about students' hobbies and routines. These tools helped to create an interactive learning environment, especially for older students, while providing an informal method of assessment.



Procedure

1. Week 1: Introduction to Hobbies

In the first week, the focus was on getting students to talk about their hobbies. Younger students (ages 12-14) were provided with visual aids like drawings and flashcards to help them express their hobbies. They described their hobbies using simple vocabulary, which encouraged them to engage without feeling overwhelmed by more complex language tasks. Older students (ages 15-17) were given the task of writing short paragraphs about their hobbies and presenting them orally to the class. This approach encouraged them to practice both writing and speaking, making them more confident in using English to describe personal interests.

2. Week 2: Describing Daily Routines

In the second week, students were introduced to the vocabulary and sentence structures needed to describe their daily routines. Younger students practiced using basic phrases such as "I wake up at 7 AM" or "I eat breakfast." The focus was on reinforcing present simple tense and time expressions. Visual aids, such as daily routine charts, were provided to support their learning. Older students were tasked with creating more detailed descriptions of their routines, incorporating linking words and a wider range of vocabulary. This task helped them to practice fluency and structure while explaining their daily schedules.

3. Week 3: Combining Hobbies and Routines in Group Work

In the third week, students collaborated in mixed-age groups to create posters or presentations about their hobbies and daily routines. The aim was to combine what they had learned in the previous weeks into cohesive descriptions. Each group included both younger and older students to encourage peer learning and collaboration. Younger students contributed by drawing or adding visuals, while older students helped write more complex sentences or paragraphs. This teamwork allowed them to engage with the material in a meaningful way, and the final presentations fostered communication and confidence across the group.

Assessment

Formative assessments were used throughout the three weeks to monitor student progress. These included:

- **Teacher Observations:** Teachers observed how well students engaged in the activities, providing immediate feedback where necessary.
- **Peer Feedback:** During group work and presentations, students gave feedback to their peers, encouraging constructive criticism and positive reinforcement.
- **Quizzes:** Short quizzes focused on the vocabulary and sentence structures introduced in each lesson. These quizzes assessed both individual understanding and group collaboration.
- **Final Presentation:** At the end of Week 3, students gave group presentations on their hobbies and routines. This was the culmination of the lessons, allowing students to demonstrate their ability to



fluently describe their personal interests and daily lives in English. The presentations were assessed on clarity, fluency, and the ability to work collaboratively.

Results

Student Engagement

Younger students (ages 12-14) demonstrated greater participation during activities that included visuals and interactive tasks, such as hobby-related drawings and flashcards. These activities helped reduce the anxiety often associated with language learning, particularly for students at the A0 level. In contrast, older students (ages 15-17) engaged more during written assignments and oral presentations, where they could apply their more advanced skills and structure their thoughts more clearly. This division of engagement allowed both age groups to contribute in different ways, fostering a balanced learning environment (Kos, 2021).

Language Improvement

All students demonstrated significant improvement in vocabulary related to hobbies and daily routines. Younger students benefitted from interactive tasks, which reinforced key vocabulary and sentence structures in a playful and accessible manner. Collaborative group work, particularly mixed-age pairings, had a profound effect on speaking fluency, as younger students relied on the more advanced language skills of their older peers for guidance. This peer-assisted learning approach created an informal support system that benefitted students at all levels (Erdemir & Brutt-Griffler, 2022).

Classroom Dynamics

The use of group activities fostered a collaborative learning environment. Younger students gained confidence by working alongside older peers, who often assumed leadership roles within their groups. This dynamic allowed younger students to engage more fully and reduce the fear of making mistakes, while older students developed valuable mentoring and leadership skills. By working together, students learned not only English but also essential soft skills such as teamwork, communication, and problem-solving (Kos, 2024).

Discussion

Engagement through Personal Interests

The use of personal hobbies and daily routines in lesson planning proved to be an effective strategy for maintaining student engagement across different age groups. For younger students, who often have shorter attention spans, incorporating personal interests into the lessons made the activities more relevant and engaging, reducing distraction and increasing participation. These students, typically less comfortable with extended written tasks, were able to focus on shorter, more interactive tasks that related to their everyday lives. On the other hand, older students, who prefer more structured and purposeful activities, were more engaged in discussions and writing assignments when the content reflected their real-world experiences and daily routines (Kos, 2021).

Differentiated Instruction

This study reaffirms the importance of differentiated instruction in mixed-age classrooms. By adjusting the complexity of tasks to suit different age groups, teachers can create an inclusive learning environment. For younger students, simpler language tasks like using flashcards, drawing, or short sentence



construction made learning more accessible, while older students were challenged with more complex language structures and longer writing tasks. Differentiated instruction ensured that all students could contribute meaningfully, regardless of their age or proficiency level, supporting the progress of both beginner (A0) and more advanced (A2) learners (Brining, 2015).

Challenges

One of the main challenges encountered was ensuring that older students remained engaged during activities that were too simple for their language level, while simultaneously making sure that younger students were not overwhelmed by more complex tasks. The need to strike a balance between providing age-appropriate content and ensuring that all students are learning at their own pace was central to the lesson planning. To address this, frequent switches between age-specific activities and mixed-group projects helped maintain interest and mitigate feelings of boredom or frustration. By alternating between individual and group tasks, both younger and older students stayed engaged throughout the lessons (Kos, 2024).

Pedagogical Implications

The findings suggest that incorporating students' personal lives—such as their hobbies and routines—into language lessons is a powerful way to foster engagement and ownership of learning. For younger students, who may struggle with abstract content, making lessons relevant to their personal experiences increases motivation and focus. For older students, linking lessons to real-life activities reinforces the practical value of language learning. This approach encourages teachers to consider the specific interests and developmental stages of their students, particularly in mixed-age classrooms where tailored instruction can make a significant difference in learning outcomes (Erdemir & Brutt-Griffler, 2022).

Conclusion

Integrating personal hobbies and daily routines into English language lessons for mixed-age A1-A2 students has proven to be an effective strategy for increasing engagement and improving language skills. By tailoring lesson content to the interests and daily lives of the students, this approach fosters a positive and inclusive learning environment where both younger and older students feel involved. The collaborative nature of the activities also enhances oral communication skills and helps students relate to the material in a more meaningful way. The success of this method suggests that it can serve as a model for similar mixed-age, mixed-level classrooms.

Future research could explore how this strategy can be adapted for more advanced proficiency levels, such as B1-B2, and how it can be applied to larger class sizes. Additionally, investigating the long-term impact of integrating personal interests into language learning could provide further insights into sustaining student engagement and language acquisition over time.

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Comparative Analysis of Azerbaijani and English Phonetic Systems

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Abstract

This article provides a comparative analysis of the Azerbaijani and English phonetic systems, focusing on key differences and similarities between the two languages. The study examines the vowel and consonant systems, as well as intonation and stress patterns, to highlight the challenges faced by Azerbaijani speakers learning English and English speakers learning Azerbaijani. Through phonetic data collection and analysis, common pronunciation errors and their impact on language acquisition are identified. The findings offer insights into how these phonetic differences influence second language learning and propose strategies for mitigating phonetic interference through targeted teaching methods and pronunciation exercises.

Keywords: Phonetics, Azerbaijani, English, Pronunciation

Introduction

Phonetics, a fundamental branch of linguistics, plays a crucial role in language learning and comprehension by examining how sounds are produced, transmitted, and perceived. It is essential for understanding the nuances of pronunciation, articulation, and intonation in different languages. In the context of second language acquisition, the study of phonetics becomes indispensable, as learners must navigate and internalize the phonetic system of a new language, often vastly different from their native language.

Phonetic systems vary significantly across languages, primarily in the areas of vowel and consonant sounds, syllable structures, and stress patterns. These systems are shaped by a combination of physiological and cultural factors, making each language unique in its sound inventory. For instance, while English includes a wide variety of vowel sounds and complex consonant clusters, Azerbaijani exhibits a more harmonized vowel system with fewer diphthongs and simplified consonant structures (Kazemian & Hashemi, 2014). This diversity in phonetic structures across languages can pose considerable challenges for learners, especially in mastering the nuances of pronunciation and comprehension.



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Comparing the phonetic systems of Azerbaijani and English is crucial for understanding how differences between the two languages impact learners from both linguistic backgrounds. Azerbaijani, a member of the Turkic language family, adheres to vowel harmony and has a straightforward system of vowel and consonant sounds. In contrast, English, a Germanic language, presents learners with a broader range of vowel sounds, diphthongs, and complex syllable patterns (Alisoy, 2023). By analyzing these phonetic systems, we can identify the areas where Azerbaijani speakers face challenges when learning English and vice versa, enabling educators to develop targeted strategies for improving language acquisition.

Problem Statement:

The differences in phonetic systems between Azerbaijani and English pose significant challenges for language learners from both backgrounds. Azerbaijani speakers learning English often struggle with distinguishing between the multiple vowel sounds in English, which do not have direct equivalents in Azerbaijani. English learners, in turn, encounter difficulties with Azerbaijani's vowel harmony rules and the lack of certain vowel and consonant distinctions present in their native language (Polat, 2018).

One of the key challenges Azerbaijani speakers face is mastering English vowel distinctions. English has around 12 vowel sounds, including diphthongs, whereas Azerbaijani has fewer distinct vowels. For example, Azerbaijani speakers may struggle to differentiate between the English vowel sounds in words like "ship" and "sheep," as such distinctions do not exist in Azerbaijani (Alisoy, 2024). Additionally, English consonant clusters—groups of consonants without intervening vowels—are rare in Azerbaijani, making it difficult for learners to produce words like "strength" or "crisps." On the other hand, English speakers learning Azerbaijani may find it challenging to adjust to vowel harmony, a rule in Azerbaijani that requires vowels in a word to harmonize based on features like frontness or roundness (Asadova, 2023).

Pronunciation of specific sounds also proves challenging. Azerbaijani does not have certain English sounds, such as the voiced dental fricatives (/ð/ and /θ/) in words like "this" and "think." English speakers learning Azerbaijani, meanwhile, must master the use of sounds like velar fricatives (/x/), which are absent in English and may seem unfamiliar (Elchin, 2023). These phonetic differences make it essential to explore how the phonetic systems of Azerbaijani and English impact learners and what strategies can help overcome these obstacles.

Purpose of the Study:

The primary aim of this study is to conduct a comprehensive comparative analysis of the phonetic systems of Azerbaijani and English. This analysis will examine the differences in vowel and consonant sounds, syllable structures, and stress patterns between the two languages. By identifying the specific challenges learners face due to these differences, the study aims to offer practical insights into how educators can develop more effective language teaching strategies.

The study will also explore how these phonetic differences impact second language learners, particularly in terms of pronunciation and listening comprehension. It seeks to provide strategies for overcoming phonetic challenges, enabling Azerbaijani and English speakers to improve their proficiency in the target language. By focusing on the areas of vowel harmony, consonant clusters, and sound distinctions, this research aims to bridge the gap between these two phonetic systems and enhance the language learning experience for students.



Research Questions:

What are the primary differences between the Azerbaijani and English phonetic systems?

This question will explore the key contrasts in the vowel and consonant inventories, syllable structures, and intonation patterns of both languages. Understanding these differences will provide the foundation for analyzing how they affect language learners.

How do these differences affect language learners' pronunciation and listening skills?

By investigating common pronunciation errors and listening difficulties, this question will focus on how phonetic differences hinder Azerbaijani speakers learning English and English speakers learning Azerbaijani. It will identify the specific sounds and patterns that learners struggle with the most.

What strategies can be employed to help learners from both languages overcome phonetic difficulties?

This question will address practical solutions, including the use of contrastive phonetic exercises, pronunciation drills, and auditory training, to help learners master the phonetic challenges posed by the differences between Azerbaijani and English. It will also explore how educators can tailor their teaching methods to the specific needs of learners.

Literature Review

Overview of Phonetic Systems:

Phonetic systems, the foundation of how sounds are produced, classified, and perceived in languages, consist primarily of vowels, consonants, intonation, and stress patterns. In any language, vowels and consonants are the building blocks of speech. **Vowels** are typically classified by the position of the tongue (high, mid, low) and the degree of lip rounding (rounded, unrounded). They can also be differentiated by whether they are tense or lax, a distinction often found in languages like English (Asadova, 2023). In contrast, **consonants** are categorized by their place of articulation (e.g., bilabial, dental, velar) and manner of articulation (e.g., stops, fricatives, nasals) (Elchin, 2023).

In addition to vowel and consonant classification, **intonation** and **stress patterns** play a significant role in conveying meaning and emphasis. Intonation refers to the pitch variation across sentences, which can alter the pragmatic meaning of an utterance, while stress refers to the emphasis placed on certain syllables or words. Stress can either be **fixed**, where the placement is predictable (as in French), or **variable**, as in English, where it can change the meaning of words (e.g., 'record' as a noun vs. 'record' as a verb). Understanding these elements is crucial for comparing phonetic systems across different languages and identifying where challenges might arise for second language learners (Alisoy, 2023).

Previous Studies on Azerbaijani Phonetics:

Azerbaijani, as part of the Turkic language family, is distinguished by its **vowel harmony** and relatively simple **consonant system**. Vowel harmony, one of the defining features of Azerbaijani, requires that vowels within a word harmonize based on their frontness or backness. This feature dictates that suffix vowels must match the vowel of the root in terms of backness and rounding (Kazemian & Hashemi, 2014). This phenomenon is crucial for understanding Azerbaijani phonetics, as it affects word formation and pronunciation.



Research into Azerbaijani **consonants** reveals a system composed of both voiced and voiceless consonants, though it lacks some of the complex consonant clusters seen in languages like English. Studies show that **Azerbaijani consonant sounds** are typically articulated more clearly and without the same degree of reduction found in English (Alisoy, 2024). Additionally, Azerbaijani places a significant emphasis on **syllable-timed stress**, where stress is generally placed on the final syllable of a word, a feature that contrasts with English's stress-timed rhythm (Polat, 2018).

Studies of **loanwords** in Azerbaijani show some degree of violation of vowel harmony, primarily due to influences from Arabic and Farsi (Elchin, 2023). However, despite these influences, vowel harmony remains a dominant feature of the language, helping maintain the phonetic balance within native words (Asadova, 2023).

Previous Studies on English Phonetics:

English phonetics is characterized by a **complex vowel system**, which includes more vowel sounds than Azerbaijani. English features **12 monophthongs** and several **diphthongs**, leading to a greater variety of vowel distinctions. For example, English learners must differentiate between minimal pairs such as "*ship*" and "*sheep*," a task often challenging for non-native speakers, especially those from languages with fewer vowels (Flemming, 2009). English also presents a range of **consonant clusters**—groups of consonants without intervening vowels, which are often difficult for speakers of languages like Azerbaijani, where consonant clusters are rare.

Stress in English is **variable** and **unpredictable**, meaning it can fall on different syllables depending on word type and form, which can change the meaning of words entirely (e.g., 'present' as a noun vs. 'present' as a verb). This stress variability creates challenges for Azerbaijani speakers, as stress placement is more predictable in Azerbaijani (Asadova, 2023).

English **intonation** also adds a layer of complexity to its phonetic system. In English, intonation is used not only to express emotions but also to distinguish between questions and statements. Rising intonation is typically used for yes/no questions, while falling intonation signals a statement or a command. This differs from Azerbaijani, where intonation tends to be less dynamic in everyday speech (Alisoy, 2024).

Comparative Studies on Phonetic Systems:

Several studies have examined the differences between **Azerbaijani** and **English phonetic systems**, focusing on the impact of these differences on language learners. A comparative study by Kazemian and Hashemi (2014) explored the contrast between the vowel systems of English and Azerbaijani, highlighting how the richness of English vowels poses difficulties for Azerbaijani speakers. The authors noted that Azerbaijani learners of English tend to substitute English vowels with their nearest Azerbaijani equivalents, leading to pronunciation errors.

Additionally, **vowel harmony** in Azerbaijani contrasts sharply with the lack of such a system in English. This difference creates a unique challenge for Azerbaijani learners of English, who are accustomed to adjusting vowel sounds within a word to maintain harmony (Elchin, 2023). On the other hand, English speakers learning Azerbaijani may struggle to internalize the concept of vowel harmony, as it requires a degree of phonetic consistency not present in English (Alisoy, 2024).



Comparative research also shows that **consonant clusters** present a significant hurdle for Azerbaijani speakers learning English. The lack of consonant clusters in Azerbaijani means that learners often insert extra vowels to break up English clusters, leading to non-native-like pronunciation (Mut, 2023). Conversely, English speakers learning Azerbaijani may find the language's simpler consonant system easier to master, but they must adjust to the phonetic rules governing vowel harmony and stress patterns.

Findings

Vowel Systems:

The comparison of the vowel systems of Azerbaijani and English revealed significant differences in **vowel length, quality**, and the presence of **diphthongs**. Azerbaijani has a relatively simple vowel system with **nine vowels**, including a clear distinction between **front** and **back vowels**. English, on the other hand, has a more complex vowel system with **12 monophthongs** and multiple diphthongs (Flemming, 2009). Azerbaijani speakers learning English often struggled with differentiating between short and long vowels in English, leading to errors such as confusing "ship" and "sheep."

English learners of Azerbaijani found it difficult to apply **vowel harmony** rules consistently. While vowel harmony dictates that vowels in a word must agree in terms of **backness** and **roundness**, English speakers frequently violated these rules, producing words with disharmonized vowels.

Consonant Systems:

The consonant systems of Azerbaijani and English also exhibited key differences. Azerbaijani features **velar fricatives** (/x/), which are absent in English, while English includes **voiced dental fricatives** (/ð/ and /θ/) that do not exist in Azerbaijani (Alisoy, 2024). Azerbaijani learners of English struggled to produce these dental fricatives, often substituting them with /d/ or /t/. Similarly, English learners of Azerbaijani had difficulty producing the velar fricative, frequently substituting it with a glottal sound.

Intonation and Stress Patterns:

The study found that **intonation** and **stress patterns** were a significant source of difficulty for both groups of learners. English's **variable stress** system, where stress can change the meaning of words (e.g., "record" vs. "record"), was particularly challenging for Azerbaijani speakers, whose native language has a more consistent **final syllable stress** pattern. Conversely, English speakers often misapplied stress in Azerbaijani, placing stress on the wrong syllables and leading to non-native intonation patterns.

Common Pronunciation Errors:

Azerbaijani learners of English commonly made errors in **vowel length, consonant clusters**, and **diphthongs**. They often inserted additional vowels into consonant clusters, turning words like "strength" into "sterength." English learners of Azerbaijani, on the other hand, frequently violated **vowel harmony** and struggled with **velar fricatives**. Both groups exhibited errors in **intonation**, with learners applying the intonation patterns of their native language to their second language.

Discussion

Interpretation of Findings:



The phonetic differences between Azerbaijani and English significantly contribute to the common pronunciation difficulties faced by learners of both languages. These difficulties primarily stem from the **complex vowel system** in English compared to the more straightforward system in Azerbaijani, as well as the differences in **consonant inventory**, **consonant clusters**, and **intonation patterns**.

1. *Vowel System Differences:*

Azerbaijani has a simpler vowel system with fewer distinctions in vowel length and no diphthongs, whereas English has a rich set of vowel sounds, including **diphthongs** and **long vowels**. Azerbaijani speakers often struggle with producing and distinguishing English vowel sounds that do not exist in their native language. For example, the difficulty in distinguishing between /ɪ/ (as in "ship") and /i:/ (as in "sheep") is a common problem. This leads to **confusion** and **mispronunciation**, affecting both **intelligibility** and **fluency**. Similarly, English speakers learning Azerbaijani may struggle with **vowel harmony**, a phonological feature absent in English but crucial for accurate pronunciation in Azerbaijani (Elchin, 2023).

2. *Consonant System Differences:*

English features **voiced dental fricatives** (/θ/ as in "think" and /ð/ as in "this"), which are absent in Azerbaijani. Azerbaijani learners tend to replace these sounds with /t/ or /d/, leading to pronunciation errors such as pronouncing "think" as "tink" or "this" as "dis." This substitution affects their **fluency** and **intelligibility**, as these sounds are common in English speech and are important for differentiating words (Asadova, 2023). On the other hand, English speakers learning Azerbaijani face challenges with **velar fricatives** (/x/), a sound that does not exist in English. They often substitute it with a glottal sound, which sounds unnatural in Azerbaijani.

3. *Consonant Clusters:*

English frequently employs **consonant clusters**, such as /str/ in "strength" and /ks/ in "six," which are challenging for Azerbaijani speakers. Azerbaijani, having a simpler consonant system, lacks such complex clusters. Consequently, Azerbaijani learners of English tend to insert additional vowels, leading to non-native-like pronunciations (e.g., "sterength" for "strength"). These errors slow down their speech and make them less fluent and intelligible in English.

4. *Intonation and Stress Patterns:*

The **intonation** and **stress patterns** of Azerbaijani and English also differ significantly. English is **stress-timed**, meaning certain syllables are stressed while others are reduced, creating a rhythm that Azerbaijani learners find difficult to reproduce. In contrast, Azerbaijani has more regular stress patterns, typically on the final syllable. This mismatch often leads to intonation patterns that sound flat or awkward to native English speakers, affecting the learner's **overall fluency** and **comprehension** in spoken interactions (Alisoy, 2024). English speakers learning Azerbaijani may incorrectly apply English stress patterns, leading to unnatural speech in Azerbaijani.

Implications for Language Teaching:

To help learners overcome these phonetic challenges, educators need to adopt tailored teaching methods that address specific areas of difficulty:

1. **Pronunciation Drills:**

For Azerbaijani speakers learning English, **pronunciation drills** focused on distinguishing between English vowels, particularly **minimal pairs** (e.g., "ship" vs. "sheep"), can improve vowel accuracy.



Regular practice with consonant sounds like /θ/ and /ð/ through **repetition drills** can help learners develop more native-like articulation. English learners of Azerbaijani can benefit from drills that focus on **vowel harmony** and **velar fricatives** (/x/), ensuring they master the unique sounds of Azerbaijani.

2. Contrastive Phonetic Exercises:

Contrastive analysis can be used to explicitly teach the differences between the two languages' phonetic systems. By comparing and contrasting English and Azerbaijani vowel and consonant inventories, learners can better understand how their native language influences their pronunciation in the second language. For example, showing Azerbaijani learners how **consonant clusters** work in English and providing exercises that break down and gradually build up these clusters can improve fluency. English learners can benefit from exercises that highlight the importance of **vowel harmony** and teach them to avoid violating it.

3. Listening Comprehension Activities:

Listening comprehension activities can help learners familiarize themselves with native intonation and stress patterns. For Azerbaijani learners of English, exposure to authentic English speech through audio recordings and videos can help them internalize the **stress-timed rhythm** of English. For English learners of Azerbaijani, listening to native Azerbaijani speakers can help them better understand the language's syllable structure and **stress patterns**.

Phonetic Adaptation Strategies:

To further mitigate the challenges posed by phonetic differences, the following strategies can be employed:

1. Targeted Pronunciation Practice:

Both groups of learners should engage in **targeted pronunciation practice** that focuses on their specific weaknesses. For Azerbaijani speakers, practice should include mastering English vowel distinctions and **consonant clusters**, while English speakers need focused exercises on producing **Azerbaijani fricatives** and adhering to **vowel harmony** rules. This can be achieved through **repetitive practice** and **feedback** from teachers or software.

2. Phonetic Transcription Tools:

Phonetic transcription is a powerful tool for visualizing the differences between sounds in the two languages. By using **IPA (International Phonetic Alphabet)** transcriptions, learners can gain a clearer understanding of how to articulate specific sounds. For example, using IPA to show the difference between /i:/ and /ɪ/ for Azerbaijani learners can help them see the distinction visually, which can reinforce auditory and articulatory learning.

3. Auditory Training Software:

Auditory training software such as **PRAAT** or **Speech Analyzer** can provide learners with visual feedback on their pronunciation. These programs can show learners where their articulation deviates from native-like production, especially in terms of **vowel length** and **intonation**. Teachers can incorporate these tools into the classroom to provide learners with real-time feedback on their phonetic production.

4. Recording and Playback:

Learners can benefit from recording their own speech and **playing it back** for self-assessment. This allows them to compare their pronunciation with native speakers and identify areas for improvement.



Repeated practice and playback can help learners improve their fluency by allowing them to hear and correct their mistakes.

In conclusion, while the phonetic differences between Azerbaijani and English present challenges for language learners, these can be addressed through targeted teaching methods, focused pronunciation practice, and the use of phonetic tools. By implementing these strategies, learners can overcome the hurdles posed by vowel distinctions, consonant clusters, and intonation patterns, improving both their fluency and intelligibility in their second language.

Conclusion:

In conclusion, the comparative analysis of the phonetic systems of Azerbaijani and English reveals significant challenges for language learners due to differences in vowel systems, consonant structures, and intonation patterns. Azerbaijani speakers learning English often struggle with complex vowel distinctions, diphthongs, and consonant clusters, while English speakers learning Azerbaijani face difficulties with vowel harmony and producing unfamiliar sounds like the velar fricative. These phonetic differences affect learners' pronunciation, fluency, and overall intelligibility, making it critical for language educators to implement tailored teaching strategies. Pronunciation drills, contrastive phonetic exercises, and listening comprehension activities can help learners master challenging sounds and intonation patterns. Additionally, the use of phonetic transcription tools and auditory training software provides valuable feedback that enhances learners' awareness of their phonetic production. By employing these strategies, both Azerbaijani and English learners can overcome pronunciation difficulties, improve their fluency, and achieve greater accuracy in their second language acquisition. This study underscores the importance of understanding phonetic differences in cross-linguistic education and highlights the need for targeted pedagogical interventions to support learners in mastering these challenges.

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Cultural, Political, and Technological Influences on the Evolution of German

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Abstract:

This article explores the evolution of the German language from Old High German (500–1050 AD) through Middle High German, Early New High German, and Modern Standard German, examining key linguistic shifts, the influence of historical events, and the role of cultural figures like Goethe and Martin Luther. It also considers the future of the language in the context of globalization, digitalization, and language policy.

Keywords:

German evolution, linguistic history, Martin Luther, globalization

I. Introduction

The German language is one of the most significant members of the Germanic language family, with a history that stretches back more than a thousand years. From its earliest recorded form, Old High German (OHG), spoken from around the 6th century, to the Modern Standard German used today, the language has evolved dramatically. Throughout this time, German has seen changes in its phonology, morphology, syntax, and lexicon, influenced by a variety of social, political, and cultural factors. German's evolution can be traced through different stages, such as Middle High German (MHG) and Early New High German (ENHG), each marked by notable linguistic shifts. The influence of the Holy Roman Empire, the Protestant Reformation, and the advent of the printing press all played crucial roles in shaping the standardization and spread of the German language across Europe. Moreover, German dialects have historically varied greatly, with some of these regional forms persisting even today in local speech, though they have diminished with the rise of a standard language for education, literature, and formal communication. The study of German's linguistic evolution provides valuable insights into how languages adapt to cultural, technological, and political changes over time. It also helps explain the linguistic features present in Modern Standard German, such as its case system, gender distinctions, and vocabulary.

Purpose

This article aims to explore the major phases of the German language's evolution, focusing on key linguistic changes from Old High German to Modern Standard German. By examining significant milestones, including the simplification of inflectional endings, the influence of Martin Luther's Bible translation, and the role of dialects, we will understand how these historical developments shaped contemporary German. Ultimately, this exploration will highlight the dynamic process of language change and the historical forces that contributed to the formation of the modern language used by over 100 million people today.



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Old High German (500–1050 AD)

Definition

Old High German (OHG) refers to the earliest stage of the German language that was spoken between approximately 500 and 1050 AD. It represents a critical phase in the development of German as it marks the first time the language was written down, mostly in religious and legal texts. Unlike Modern German, OHG had no standardized orthography, and the language varied significantly depending on the region and dialect. It is considered the foundation upon which Middle High German and, eventually, Modern Standard German were built. The earliest OHG texts, such as the *Abrogans* (a Latin-German glossary), give us valuable insights into the language structure, vocabulary, and cultural influences of the time.

Key Characteristics

One of the most defining characteristics of OHG is its complex system of inflection, which applied to nouns, pronouns, adjectives, and verbs. OHG had four grammatical cases: nominative, accusative, dative, and genitive, which were marked by specific endings that varied depending on gender and number. For example:

The word **Tag** (day) in the singular:

Nominative: **Tag**

Accusative: **Tag**

Dative: **Tage**

Genitive: **Tages**

The case system also distinguished between the three grammatical genders: masculine, feminine, and neuter. For instance:

- **masculine: der Mann** (the man)
- **feminine: die Frau** (the woman)
- **neuter: das Kind** (the child)

Verbs in OHG were categorized into strong and weak verbs. Strong verbs indicated tense changes through vowel gradation (Ablaut), while weak verbs used regular endings. Examples of strong verbs include **neman** (to take), with forms like **nam** (past singular) and **nâmi** (past plural), compared to weak verbs such as **salbôn** (to anoint), with **salbôta** (past tense) for both singular and plural forms (Iverson & Salmons, 2007). This verb structure is still visible in Modern German, for example:

- OHG: **fahran** (to drive)

Present: **faran**

Past: **fuor**

Past participle: **giforan**



- Modern German: **fahren**

Present: **fährt**

Past: **fuhr**

Past participle: **gefahren**

Major Dialects

Old High German was not a unified language but consisted of various dialects that were spoken in different regions of what is today Germany, Austria, and Switzerland. The major dialect groups included:

- **Alemannic:** Spoken in the regions of modern-day Switzerland and southwestern Germany. Examples of Alemannic texts include the *Paternoster* and fragments of biblical texts. Alemannic had distinct phonological features, such as the preservation of the **k** sound, as in **chilchun** (church).
- **Bavarian:** Used in the southeastern part of modern Germany and Austria, Bavarian OHG featured distinctive vowel changes and is well-represented in the *Monsee Fragments*, a collection of religious texts. For example, the word **guot** (good) was written as **guot** in Bavarian, while it appeared as **got** in Alemannic.
- **Franconian:** Spoken in the region of modern-day Rhineland and Hesse, Franconian OHG played a significant role in early written records. The Franconian dialect was notably used in legal texts such as the *Lex Salica*, where the word **salban** (to anoint) shows different spellings compared to other dialects (Noetzel & Schreer, 2008).

Despite these regional variations, all OHG dialects shared common grammatical structures and vocabulary, allowing for mutual intelligibility across regions. Over time, these dialects began to influence the development of Middle High German, though each retained its distinct phonetic features.

Influence of Latin and Christianity

The influence of Latin on Old High German was profound, particularly due to the spread of Christianity across Germanic lands. Missionaries and scholars who translated religious texts into OHG often borrowed Latin vocabulary, especially for religious and administrative terms. For instance, words like **kapella** (chapel) and **klēra** (clergy) were directly borrowed from Latin, reflecting the significant role the Church played in shaping the lexicon. Another example of Latin influence is the word **scriban** (to write), which comes from the Latin **scribere** (to write) (Moreno & Castro, 2024).

Additionally, the Latin script replaced earlier runic writing systems, facilitating the production of religious manuscripts and legal documents in OHG. As Christian texts were translated into OHG, the vocabulary of the German language expanded significantly, incorporating Latin words related to theology, law, and governance. This process played a vital role in the eventual standardization of written German during later centuries, especially as Latin remained the language of the educated elite well into the Middle Ages (Marcussen et al., 1999).

In summary, Old High German represents the earliest documented phase of the German language, characterized by a rich inflectional system, diverse regional dialects, and a significant Latin influence brought about by the spread of Christianity. The development of strong and weak verbs, noun declensions,



and the introduction of Latin vocabulary laid the foundation for the later evolution of German into Middle High German and eventually into Modern Standard German.

Middle High German (1050–1350 AD)

Transition Period

The transition from Old High German (OHG) to Middle High German (MHG) marked a period of significant linguistic changes, primarily characterized by the simplification of inflectional endings and vowel shifts. One of the most notable changes was the reduction of complex case endings that had defined OHG grammar. In OHG, nouns, adjectives, and pronouns had distinct endings for each of the four grammatical cases (nominative, accusative, genitive, dative), but by the MHG period, many of these distinctions began to blur. For instance, in OHG, the word for “day” was:

- OHG: **tag** (nominative singular), **tages** (genitive singular), **tage** (dative singular)
- MHG: **tag** (nominative, genitive, and dative singular)

This simplification of inflections contributed to a more streamlined grammatical structure, making the language easier to learn and use. Additionally, MHG saw significant vowel shifts, known as diphthongization. Vowel sounds that were once monophthongs (single vowel sounds) became diphthongs. For example:

- OHG: **mīn** (my) -> MHG: **mein**
- OHG: **hūs** (house) -> MHG: **haus**

These phonological changes helped shape the sound system of modern German and are one of the key linguistic markers of the MHG period (Iverson & Salmons, 2007).

Literary Milestones

The Middle High German period is particularly renowned for the flourishing of literature. This era witnessed the creation of some of the most famous works in German literary history, which played a crucial role in shaping the language. One of the most significant works is the *Nibelungenlied*, a heroic epic written around 1200 AD. The text recounts the story of Siegfried, a dragon-slayer, and the tragic events surrounding his death and the downfall of the Burgundian kings. The *Nibelungenlied* not only reflects the cultural values of medieval Germanic society but also contributed to the development of a standardized written form of the German language. The text preserved many features of MHG, such as the use of strong and weak verbs, and it influenced later literary traditions.

Another important work from this period is **Wolfram von Eschenbach’s** *Parzival*, an Arthurian romance that also shaped the MHG literary landscape. The language used in these texts, while still regional to some degree, began to show the emergence of a more uniform literary German. Writers and poets increasingly drew on a shared vocabulary and grammatical structures, which helped spread certain linguistic norms across different German-speaking regions (Noetzel & Schreer, 2008).

Role of Feudalism and Urbanization

The social structures of feudalism and the rise of urbanization during the MHG period also played a crucial role in the evolution and standardization of the language. Feudalism, with its rigid social hierarchies,



influenced the way language was used in legal and administrative contexts. The language of the court and the nobility began to differ from the everyday speech of peasants, contributing to a more formalized version of German in official documents. For example, the language of legal texts, such as the *Sachsenspiegel*, a compilation of customary laws, shows the influence of feudal society on the development of a legal lexicon in MHG.

Urbanization also had a significant impact on the language. As cities and towns grew in size and importance, they became centers of trade and commerce, attracting people from different regions who spoke various dialects of German. The need for clearer communication in these growing urban centers led to the gradual standardization of dialects. The rise of guilds and merchant classes required a more standardized language for contracts, trade agreements, and other forms of documentation. The blending of dialects in cities contributed to the gradual convergence of regional forms into a more unified linguistic system (Marcussen et al., 1999).

Thus, the interplay between social, economic, and literary factors during the Middle High German period was crucial in shaping the language. The simplification of inflectional endings, the creation of monumental literary works, and the influence of feudalism and urbanization all contributed to the emergence of a more standardized form of German. These developments laid the foundation for the evolution of Early New High German, which would continue to refine and unify the language across the German-speaking world.

Early New High German (1350–1650 AD)

Influence of the Printing Press

The invention of Johannes Gutenberg's printing press around 1440 had a profound effect on the standardization of the German language. Before the printing press, written texts were copied by hand, leading to regional variations in spelling, grammar, and syntax. The mass production of printed materials allowed for a more consistent dissemination of texts, which played a key role in unifying the German language.

The spread of printed books, especially religious texts, meant that more people were exposed to a standardized form of the language, which eventually helped bridge regional dialectal differences. One notable example is the *Sachsenspiegel* (a legal code), which was one of the first major texts to be widely distributed in print. The ability to reproduce texts in large quantities also meant that new spelling conventions could take root, paving the way for a more uniform written German (Mattheier, 2003).

Martin Luther's Bible Translation

One of the most pivotal events in the history of the German language during the Early New High German period was Martin Luther's translation of the Bible in the early 16th century. Luther aimed to make the Bible accessible to a broad German-speaking audience, and in doing so, he deliberately chose a dialect that was understandable to the largest number of people. He used the **Meissen chancery dialect**, a relatively neutral form of German that was widely understood across the Holy Roman Empire. Luther's Bible became a linguistic model, spreading this form of German throughout the German-speaking regions. His translation standardized many aspects of the language, including vocabulary, grammar, and syntax, contributing significantly to the emergence of Modern Standard German. For example, Luther chose words that could be easily understood, such as **Himmel** (heaven) and **Liebe** (love), which became cemented



in the language. This standardization helped to minimize the influence of regional dialects in official and literary texts, and Luther's version of the Bible remains influential to this day (Moreno & Castro, 2024).

Phonological and Morphological Shifts

During this period, the German language underwent several key phonological and morphological changes. One of the most significant was the further reduction of case endings, which had already begun during the Middle High German period. For example, whereas Old High German had distinct endings for each case and number, Early New High German saw a simplification in which multiple cases began to share the same forms. The genitive and dative cases, for instance, began to lose their distinct endings in certain contexts:

- **OHG:** *des Mannes* (genitive singular), *dem Manne* (dative singular)
- **ENHG:** *des Mannes* (genitive singular), *dem Mann* (dative singular)

Another important shift during this period was in the vowel system. The so-called **Great Vowel Shift** involved the transformation of long vowels into diphthongs in many words. For example:

- **MHG:** *mîn* (my), *hûs* (house)
- **ENHG:** *mein*, *Haus*

These phonological shifts not only impacted pronunciation but also influenced the way words were written, contributing to the further standardization of spelling across German-speaking regions. Additionally, morphological simplifications, such as the weakening of verb inflections, made the language more streamlined and accessible to a wider audience (Iverson & Salmons, 2007).

The combination of these phonological and morphological changes, along with the influence of the printing press and Luther's Bible translation, helped pave the way for Modern Standard German. This period represents a crucial stage in the language's development, as it transitioned from a more regionally fragmented form to a unified language that could be widely understood and used across different domains.

Modern Standard German (1650–Present)

Codification of German Grammar

The codification of German grammar and orthography in the 18th and 19th centuries was a crucial step in the standardization of the language, setting the foundation for what we now recognize as Modern Standard German. One of the most influential figures in this process was Johann Christoph Adelung, whose work *Grammatical Dictionary of the High German Dialect* (1774–1786) laid the groundwork for standardizing spelling, grammar, and vocabulary. Adelung advocated for a standardized German based on the written language of the educated elite in central Germany, particularly the Upper Saxon dialect. His dictionary not only compiled the rules of grammar but also reflected the language's growing prestige in literature and education. Adelung's efforts were complemented by others, such as Konrad Duden, who later published the *Orthographic Dictionary* (1880), which is still used today as the basis for German spelling.

The codification efforts aimed to unify the fragmented regional dialects and variations that had persisted throughout the Middle and Early New High German periods. By establishing a standard form, these grammarians and lexicographers contributed to creating a unified language for government, education,



literature, and trade, which was essential in an increasingly interconnected and literate society (Mattheier, 2003).

19th and 20th Century Developments

The 19th and 20th centuries saw profound linguistic changes in Germany, driven largely by industrialization and the political unification of the German states. The formation of the German Empire in 1871 under Otto von Bismarck marked a critical moment in the language's history, as it became the official language of a unified nation-state. This period also saw the rise of urbanization and mass education, which further propelled the spread of Standard German. As more people moved to cities and as public education became compulsory, Standard German became the language of instruction and formal communication, replacing regional dialects in many domains of life.

Industrialization brought new vocabulary into the language, much of it borrowed from English and French, reflecting Germany's growing involvement in international trade and industry. Words like *Lokomotive* (locomotive), *Fabrik* (factory), and *Telefon* (telephone) became part of everyday language, signaling the integration of technological advancements into German society. Additionally, linguistic simplification continued, with further reductions in case usage and verb inflections, making the language more accessible to a broader population (Iverson & Salmons, 2007).

The 20th century saw further standardization efforts, particularly following the Second World War, as Germany rebuilt itself. The division of Germany into East and West introduced some regional variations in vocabulary and pronunciation, but overall, Standard German remained the dominant form, especially with the advent of television and radio, which helped spread a unified version of the language across both regions.

Influence of Regional Variations

Despite the dominance of Standard German, regional dialects have persisted, particularly in spoken language. Dialects such as Bavarian, Swabian, Saxon, and Alemannic are still widely spoken in various parts of Germany, Austria, and Switzerland. However, these dialects are primarily used in informal settings, while Standard German (or *Hochdeutsch*) is used in formal communication, education, government, and media. For example, in southern Germany and Austria, people might use dialectal words like *Kindi* (child) in everyday speech, but in formal writing and in schools, the Standard German *Kind* would be used.

The persistence of dialects is a testament to the rich linguistic diversity within the German-speaking world, but the dominance of Standard German has been reinforced through its role in national identity, especially in education and media. The use of Standard German in schools and government has helped diminish the role of dialects in written language, though spoken dialects continue to thrive in many regions (Moreno & Castro, 2024).

In conclusion, the codification of grammar, the linguistic changes brought by industrialization, and the persistence of regional dialects all reflect the dynamic nature of Modern Standard German. While the language has become standardized in formal contexts, regional varieties continue to play a crucial role in maintaining Germany's linguistic diversity.



Factors Influencing the Evolution of German

The evolution of the German language has been deeply affected by various sociopolitical events throughout its history. One of the earliest and most significant influences was the existence of the Holy Roman Empire (800–1806), which was a vast and fragmented political entity encompassing numerous German-speaking regions. The decentralized nature of the empire allowed for the preservation of regional dialects, as no single standardized language dominated. However, Latin remained the language of the church, education, and administration, influencing written German and contributing to a blend of linguistic elements that shaped the evolution of the language during this period.

The unification of Germany in 1871 under Otto von Bismarck marked a turning point for the German language. The formation of a unified nation-state required a standard language for government, education, and media. This period saw the promotion of Standard German (*Hochdeutsch*) as the national language, which helped diminish the influence of local dialects in formal contexts. The role of Standard German grew even stronger in the aftermath of World Wars I and II, as mass education systems and media became powerful tools for promoting linguistic unity across the divided and later reunified German state. For instance, after World War II, Germany's reconstruction and reunification further reinforced the use of Standard German in both East and West Germany, despite some regional differences in vocabulary and pronunciation (Breuilly, 2005).

Cultural and Literary Contributions

The influence of cultural and literary figures on the German language is immeasurable. Writers like Johann Wolfgang von Goethe and Friedrich Schiller contributed to the prestige and evolution of the German language through their literary works in the 18th and early 19th centuries. Goethe's *Faust*, a monumental piece of German literature, not only expanded the expressive potential of German but also helped standardize certain linguistic forms. Similarly, Schiller's plays and philosophical writings enriched the vocabulary and stylistic diversity of German, incorporating abstract philosophical concepts that shaped the language's intellectual dimension.

The Weimar Classicism movement, of which Goethe and Schiller were central figures, contributed to the refinement and elevation of the German language, establishing it as a respected medium for literature and philosophy. In addition to these literary figures, German philosophers like Immanuel Kant and Georg Wilhelm Friedrich Hegel also influenced the development of the language by introducing new philosophical terminology. For example, Kant's concept of "Aufklärung" (Enlightenment) became widely adopted not only in intellectual circles but also in broader discussions of social and political theory (Marcussen et al., 1999).

Technological Advancements

Technological developments, especially in the last century, have had a profound effect on the German language. The invention of the printing press in the 15th century, as mentioned earlier, helped standardize the language and increase literacy, but more recent technological advancements, such as the internet and social media, have introduced new linguistic dynamics into contemporary German.

The rise of the internet has led to the rapid dissemination of information and ideas, and with it, the spread of English loanwords into German. Terms like "downloaden" (to download), "chatten" (to chat), and "googeln" (to Google) have become part of everyday language, especially among younger generations. Moreover, social media platforms have encouraged a more informal and conversational style of writing that often blends German with English and introduces abbreviations and neologisms. For instance, acronyms



like "LOL" and "OMG" are frequently used in online communication in Germany, reflecting the global nature of digital interaction (Moreno & Castro, 2024).

In addition to vocabulary changes, technology has influenced the way German is written and spoken. With the advent of autocorrect and predictive text, as well as the rise of platforms like Twitter that limit character count, people have become more concise in their written communication, which has led to linguistic innovations and abbreviations. Furthermore, the globalization of media through platforms like YouTube, Netflix, and TikTok exposes German speakers to a wide variety of linguistic influences, including regional dialects and foreign languages, further diversifying the way German is used in different contexts.

In conclusion, sociopolitical events, literary contributions, and technological advancements have all played pivotal roles in shaping the German language throughout its history. From the decentralized Holy Roman Empire to the unified modern German state, and from the literary masterpieces of Goethe and Schiller to the internet age, the evolution of German is a reflection of both historical continuity and adaptation to new realities.

Comparison with Other Germanic Languages

Parallels and Divergences

The German language belongs to the West Germanic branch of the Germanic language family, along with Dutch and English, while the Scandinavian languages (such as Swedish, Danish, and Norwegian) belong to the North Germanic branch. Although these languages share a common ancestral root—Proto-Germanic, which dates back to around 500 BC—their development has diverged significantly over time, influenced by geography, politics, and contact with other languages. Below is a comparison of key linguistic features, including grammar, phonology, and vocabulary.

Grammar:

One of the main parallels between German and its Germanic relatives is the presence of inflectional endings, especially in older stages of these languages. In Old English, Old Dutch, and Old Norse, like in Old High German, nouns, adjectives, and verbs were heavily inflected, with distinctions between grammatical cases (nominative, accusative, dative, and genitive). However, while modern German has retained many of these inflectional features, especially in its case system, other Germanic languages have significantly simplified their grammatical structures. For instance:

English: English has lost almost all of its case endings, except in pronouns (e.g., *he/him, she/her*). Modern English relies on word order rather than inflection to indicate grammatical relationships.

Dutch: Dutch has also simplified its case system, though it retains some vestiges of gender distinctions (masculine, feminine, and neuter) but without the extensive case marking found in German.

Scandinavian languages: Similarly, Scandinavian languages like Swedish and Danish have also largely lost their case distinctions, though Icelandic and Faroese have preserved more of the older Germanic case system, making them more akin to German in that respect.

Phonology:

Another important area of comparison is phonological development. One of the key differences between German and its West Germanic relatives, particularly English and Dutch, is the High German consonant shift, which occurred between the 4th and 8th centuries AD. This sound shift primarily affected southern



German dialects and is responsible for the divergence between High German and other Germanic languages:

In German, the shift transformed certain consonants, such as *p* to *pf* (e.g., English *pound* vs. German *Pfund*) and *t* to *ts* (English *ten* vs. German *zehn*).

Dutch and English did not undergo this shift, preserving many Proto-Germanic consonants, which is why they sound closer to each other in certain words. For example, English *apple* and Dutch *appel* correspond to German *Apfel*, and English *water* and Dutch *water* correspond to German *Wasser*.

In contrast, Scandinavian languages underwent their own phonological shifts, such as the Umlaut in Old Norse, which impacted vowel sounds and led to changes in inflection patterns. Modern Scandinavian languages, like Swedish and Danish, also have more simplified vowel and consonant systems compared to German.

Vocabulary:

The Germanic languages share a significant amount of core vocabulary due to their common roots, especially for basic concepts and everyday items. However, each language has also borrowed extensively from other languages throughout history:

English: After the Norman Conquest of England in 1066, English incorporated a vast number of French words, making its lexicon significantly different from German and Dutch. For instance, where German uses the word *Haus* (house) and Dutch uses *huis*, English has words like *mansion* (from French *maison*) alongside *house*.

Dutch: Dutch vocabulary remains more closely aligned with German, though it has incorporated loanwords from French, particularly during the period of Spanish and French influence in the Netherlands. Dutch also has some influence from colonial languages.

Scandinavian languages: The Scandinavian languages, particularly Danish and Swedish, have borrowed heavily from Low German during the Middle Ages due to the Hanseatic League's dominance in northern Europe. For example, Swedish uses *fönster* (window), which comes from the German *Fenster*.

Standardization and Dialects:

The process of standardizing the German language, particularly through the influence of Martin Luther's Bible translation in the 16th century, parallels efforts in other Germanic languages to create standardized forms. English underwent its own process of standardization with the rise of print culture and the influence of literary works like the King James Bible and Shakespeare's plays. Dutch was standardized in the 17th century with the publication of the *Statenvertaling* (a Dutch Bible translation), while the Scandinavian languages standardized their own written forms much later, particularly in the 19th and 20th centuries.

Despite these efforts at standardization, all these languages maintain rich dialectal diversity. In Germany, regional dialects such as Bavarian, Swabian, and Low German still thrive, particularly in informal speech. Similarly, in the Netherlands, dialects like Limburgish and Frisian persist, while in the Scandinavian countries, regional dialects also play a prominent role in everyday communication, particularly in Norway.



Conclusion

The German language has undergone a remarkable transformation over more than a millennium, evolving from its earliest form in Old High German (500–1050 AD) to the Middle High German (1050–1350 AD) period, which saw the simplification of inflections and a rise in literary contributions such as the *Nibelungenlied*. This development continued through the Early New High German (1350–1650 AD) period, where significant influences such as the printing press and Martin Luther's Bible translation played critical roles in shaping the language. The Modern Standard German (1650–present) era brought about the codification of grammar and orthography, driven by figures like Johann Christoph Adelung, and saw linguistic shifts resulting from industrialization, unification, and the emergence of Germany as a modern nation-state.

Throughout its history, German has been shaped by sociopolitical influences, cultural and literary contributions from figures like Goethe and Schiller, and technological advancements. While Standard German has become dominant in formal contexts such as education, government, and media, regional dialects continue to thrive in informal settings, preserving the linguistic diversity of German-speaking regions.

Looking forward, the future of the German language will likely be influenced by ongoing trends in globalization, digitalization, and language policy. The rise of the internet and social media has already introduced new vocabulary, much of it borrowed from English, and further changes are likely as digital communication continues to evolve. As more people around the world use German in online forums, the language may become more informal and adaptable to digital contexts, with potential shifts in spelling and grammar, much like we are seeing in other languages globally.

At the same time, globalization may lead to increased exposure to German across borders, influencing the way non-native speakers use the language and introducing more loanwords and neologisms. Language policy in Germany and other German-speaking countries, particularly in terms of education and immigration, will also play a crucial role in shaping the future of the language. Efforts to preserve regional dialects and promote multilingualism could help maintain the linguistic diversity of German, while new language policies might encourage greater use of Standard German in international contexts.

In a word, the German language will continue to evolve, driven by external forces such as technology, globalization, and cultural exchange, while retaining the rich historical layers that have defined its past.

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Usage Sphere and Lexico-Stylistic Features of Anthroponomastics

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Abstract:

The article elaborates usage sphere and lexico-stylistic features of anthroponomastics. When the person names combine with toponyms, there appears a new term called “anthroponomastics”. The article revealed that anthroponomastics mainly cover the names of villages, settlements, cities, streets or avenues, restaurants or cafes, markets or shops public buildings such as schools, universities, colleges, stations, museums, metro stations, hospitals, mosques, churches, etc. Public buildings are usually named after historical figures, poets, writers, musicians, academicians or scholars, presidents while shops or markets, cafes or restaurants are named after ordinary people depending on the willing and desire of citizens. The study underlines that there is a minute distinction between anthroponomastics and personification. In personification, human character and quality are transferred onto an inanimate object while only name is transferred onto place names in anthroponomastics. Besides, novel terms such as zooponomastics, vegeponomastics, aviaponomastics have also been compared with anthroponomastics in the article.

Key words: anthroponomastics, vegeponomastics, zooponomastics, personification, anthropomorphism, aviaponomastics

INTRODUCTION

Anthropomorphism is a subtype of personification which attributes human emotions, traits, or intensions to non-human entities (Oxford dictionary, 1885). One of the usage spheres of anthropomorphisms can be found in toponyms which encompass place names. Some place names which can also be called anthroponomastics are named after historical figures or martyrs where we can find a number of examples in Azerbaijan. Anthroponomastics deals with toponyms with person names which is considered to be a branch of onomastics.

Some anthroponomastics bear the names of historical figures including poets, writers, presidents, musicians, scholars, martyrs, etc. We can find a lot of place names including parks, streets, avenues, villages, settlements with the names of those historical figures. For example, Ataturk Avenue in Nakhchivan city, metro station named after the poet and statesman Nariman Narimanov, the poet Nizami Ganjavi, the musician Gara Garayev can be the best samples for anthroponomastics.



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When the names of these historical figures are transferred onto other objects but not toponyms, they lose this status and cannot be considered anthroponomastics. As a result of the first and the second Karabakh wars, the country lost thousands of soldiers who then became national heroes. In order to immortalize and commemorate the names of those heroes, the government made a decision to name the place names such as schools, museums, streets, avenues, villages, settlements with the names of heroes who showed deeds and prowess in the war.

Mubariz Ibrahimov is a national hero of Azerbaijan whose name was given not only to place names, but also to other inanimate objects. A statue named after Him was erected in the honor of Mubariz Ibrahimov at Azerbaijan State Oil and Industry University. In 2016, one of the streets in Sumgait city was named after Mubariz Ibrahimov (Zakir F, 2016). His name had already been perpetuated by naming one of the streets in Bilasuvar after Him by that time.

Apart from anthroponomastic titles, the name “Mubariz” was also given to a film, a book, a rifle, a tanker, memorial board, etc. However, these inanimate objects cannot be considered anthroponomastics. These inanimate objects immortalize and perpetuate the National Hero’s qualities and characteristics. The film titled “Mubariz” demonstrates his qualities such as patriotism and braveness. As the character of “Mubariz” is personified in that film, we can see personification here. The same logics pertains to the book titled “Mubariz”.

When we approach the matter from stylistic perspective, it is possible to see metalepsis apart from lexical approach. As obvious, there are some stages in metalepsis where several names are hidden while transferring human names onto place names. It means that the soldier who fought for his motherland was national hero before becoming a martyr. For example, the words of “soldier” and “national hero” are hidden inside the word “martyr”. And the word “martyr” in its turn is hidden in the name of Mubariz Ibrahimov.

Mosques and churches are usually named after saints, prophets, apostles and conquerors who went down in history both as historical figures and religious leaders. For example, Beyazit II mosque in Turkey was built in honor of Sultan Beyazit in 1506. St. Mark’s Basilica (church), St. Peter’s Basilica (church), St. Vitus Cathedral and many other religious sites prove that anthroponomastics mainly source from religious Saints in Europe.

Sometimes, personification and anthroponomastics can be confused though there is a subtle distinction between them. The main similarity between them is that there is transference in both. However, what is transferred is a matter. In personification, human character and quality are transferred onto an inanimate object while anthroponomastics is distinguished with name transference only. It means that only names are transferred onto inanimate objects.

Human names are not only given to inanimate objects, they can also be attributed to animals and plants. This situation is often met in fables and fairy tales. Cartoons are rich in animals whose names are related to humans. Kids are more keen on watching cartoons when they see an animal with a person name. When you have a lovely pet, you can call it with a person name, as well. For example, a cat or a dog can be called with a person name. But when you call a restaurant or café with animal or plant names, it is not considered anthroponomastics. A restaurant can be called with the names of “Nightingale” or “Eagle” where aviaponomastics emerges as a stylistic device. Zooponomastics appears when a park is called “Koala”. When the café bears the name of a plant such as “Cactus”, it is regarded as vegeponomastics. It is possible to classify more subtypes of onomastics. However, the aim of the study is to reveal the lexico-



stylistic features of anthroponomastics. Anthroponomastics should not be mixed with the afore-mentioned subtypes of onomastics.

LITERATURE REVIEW

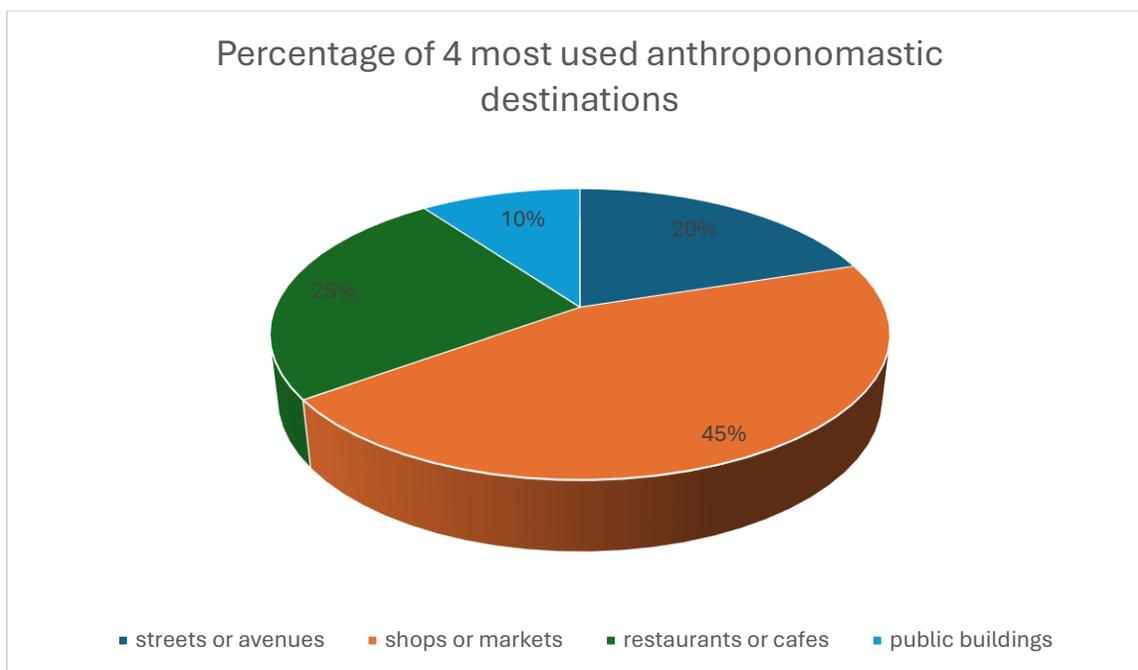
There are many researchers who studied anthroponomastics from different perspectives. Marcia Sipavicius Seide is one of such researchers who shed light on the topic of Comparative anthroponomastics (Seide, M, 2021). He mentioned anthroponomastics language policy which revealed that some migrants living in Europe made an attempt to use Greek, Arabic and Cyrillic alphabets in the language of the countries where they stayed. It could have some negative impact and bring about some changes in society. This case may also break local or governmental anthroponomastic laws. Luis Ramon Campo Yumar conducted a research related to anthroponomastics in the Bible. The author analyzes the names of Catholic saints. Some toponyms are named after Catholic saints in Cuba (Campo Yumar, 2024). Besides, some researches on this topic were studied by Kleber Eckert, Maiquel Rohrig (2024), Babayev Javid (2022), Artur Galkowski (2023), Olga Chesnokova (2019), Chimaobi Onwukwe (2020), Alisoy Hasan (2023), Rashad Seyidov (2024) and many others.

METHODOLOGY

Participants

According to a survey conducted among 100 respondents met in the street, anthroponomastics mainly covers the names of parks, streets or avenues, public buildings such as hospitals, schools, universities, metro stations, airports, museums, restaurants or cafes, bars, shops or markets, etc. We decided to make a survey according to 4 main categories including streets or avenues, shops or markets, restaurants or cafes, public buildings.

Pie chart 1.

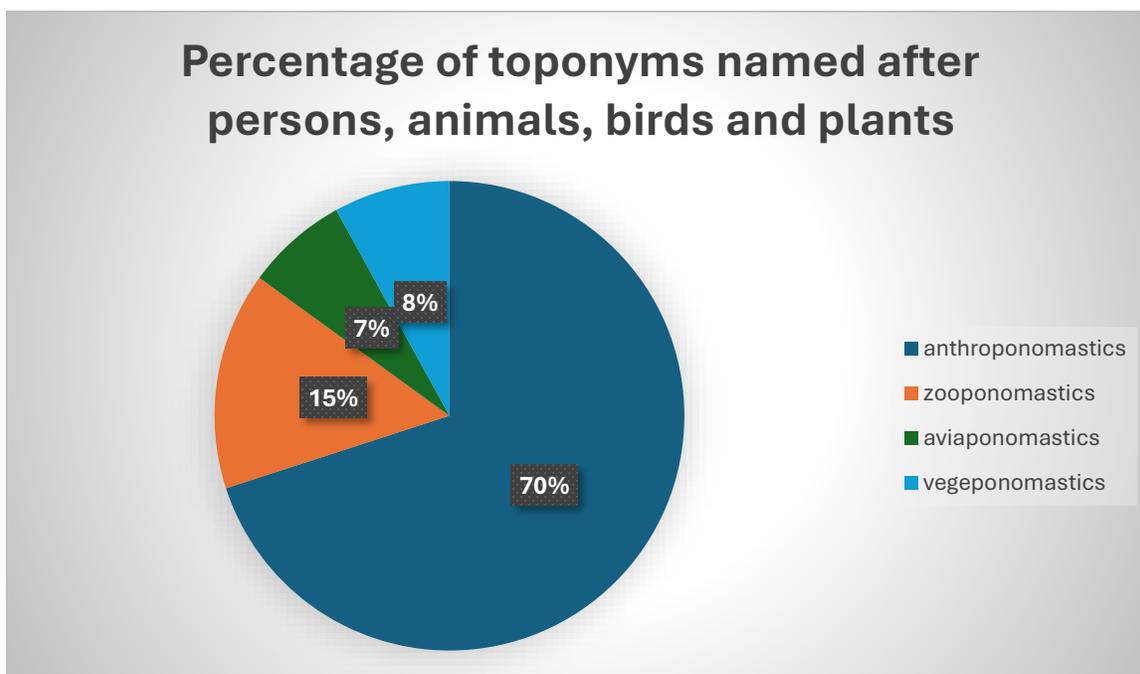


As seen from the first pie chart, most of the respondents, namely 45% of the total participants were in the view that shops and markets bear person names most while 10% of the respondents confirmed that public buildings are named with person names least. The category “restaurants or cafes” occupies the second place with 25% which is followed by the names of streets or avenues making up 20%.

DATA ANALYSIS

The following bar graph shows the percentage of anthroponomastics compared to zooponomastics, aviaponomastics, vegeponomastics. The second pie chart was designed on the basis of 100 respondents who participated in the street survey.

Pie chart 2



Among 100 respondents, great majority of participants claimed anthroponomastics to comprise the highest figure 70%. This percentage is followed by animal names with 15% which the respondents supposed them to be in the second place according to its coverage area. The last two categories vegeponomastics and aviaponomastics share the least percentage with 8% and 7% respectively. In comparison with anthroponomastics, zooponomastics, vegeponomastics and aviaponomastics are not widely spread. As obvious, anthroponomastics prevails in all fields of toponyms according to the given data.

DISCUSSIONS AND RESULTS

It might be caused by excessive number of shops and markets in ratio to the less number of public buildings which are named by common people and government respectively. Any common citizen can name a shop or market with his/her son or daughter or siblings or parents or beloved people independently. However, person names are attributed to public buildings such as museums, airports, stations, schools, universities, colleges, hospitals, with the permission of the government. This naming does not depend on the willing or



desire of ordinary people who do whatever they want. Therefore, the naming of public buildings is not in the massive form unlike shops and markets.

Sometimes, people are named with plant names such as flowers which cannot be considered to be impersonification, as well. Since the quality of inanimate objects should be transferred onto humans in this case. The quality must be an action or a feature that belongs to inanimate objects. For instance, if somebody says: “You grumble even though you don’t rain”, he impersonifies the person. The actions of grumbling and raining which pertain to clouds have been transferred onto a human. In this case, it is regarded as impersonification.

Lily, Violet, Lilac, Rose are person names. There is not metaphoric transference of quality or action. Hence, there is no impersonification here, as well. Since the quality of the flowers is not transferred onto people. As in anthroponomastics, only the names are transferred onto the people.

CONCLUSION

After analyzing the study, it is possible to conclude that the field of anthroponomastics needs a rigid research in local level. Since there are very few researches conducted on this topic. Though there are quite a lot of researches carried out globally, it does not cover local study comprehensively. While elaborating anthroponomastic names in Azerbaijan, it turned out that most of public buildings bear the names of public figures such as presidents, scholars, poets, writers, musicians, martyrs while markets or shops, restaurants and cafes were named after ordinary citizens. As a result of analysis, it became known that anthroponomastics should not be confused with zoopnomastics, vegeponomastics and aviaponomastics. Since place names can also bear animal, plant and bird names. This comparison has been made at lexical level. As a result of survey conducted in the street among 100 respondents, it turned out that most used anthroponomastic destination is shops or markets as they prevail everywhere in comparison with public buildings. When approaching the phenomenon of anthroponomastics from stylistic point of view, it has been compared and differentiated with personification and impersonification. It has been noted that there is a minute difference between them. Hence, the quality or any characteristic feature is not transferred onto place names when we form anthroponomastics.

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Phonetic and Lexical Characteristics of German Loanwords in English: A Study on Linguistic Adaptation and Cultural Influence

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Abstract; This study explores the phonetic and lexical adaptations of German loanwords in English, emphasizing their role in enriching English vocabulary and fostering cultural exchange. By examining phonetic adjustments, such as changes in consonant and vowel sounds, and lexical transformations that include semantic shifts, the study highlights how loanwords adapt to align with English phonological and conceptual norms. This research underscores the significance of loanwords as agents of linguistic and cultural interconnectedness, showcasing how language evolves to reflect social and intellectual ties between English- and German-speaking communities.

Keywords: German loanwords, phonetic adaptation, lexical transformation, cultural exchange

Introduction

The study of German loanwords in English opens a unique perspective into the complexities of linguistic adaptation and the dynamic interactions between languages within the same family. Historically, English has absorbed numerous German words due to close cultural, intellectual, and economic ties, particularly during the 19th and 20th centuries. German contributions to philosophy, science, technology, and the arts made significant impacts on the English lexicon, with many terms entering common usage. This research investigates how these German-derived terms have adapted phonologically and lexically in their transition into English, revealing patterns in pronunciation changes, meaning shifts, and semantic nuances that reflect broader linguistic processes (Ashrafova, 2023; Ceferova, 2024).

The assimilation of loanwords reflects English's historical openness to linguistic influences, showcasing a linguistic flexibility driven by social and communicative needs. These adaptations, however, are not merely incidental. They reflect deeper phonetic and structural transformations that are systematically aligned with the phonotactic and morphological rules of English. For instance, loanwords often undergo phonetic modification to align with the sounds and stress patterns typical of English, as observed in adaptations like "kindergarten" from the German "Kindergarten," or "übermensch," where native English phonology influences the original pronunciation (Daland, Oh, & Kim, 2015).

Understanding these transformations is essential for language learners and linguists alike, as it provides insights into how English integrates foreign vocabulary into its lexicon while preserving core



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phonological characteristics. Furthermore, the cultural implications of these loanwords extend beyond phonetics and semantics; they serve as a reflection of the social and intellectual exchanges that shaped modern English. This study aims to unravel these layers of phonetic and lexical transformation, underscoring the linguistic and sociocultural dynamics that shape language evolution and cross-cultural communication. Through exploring German loanwords in English, this research contributes to a deeper understanding of language contact phenomena and the complex processes involved in linguistic adaptation.

Importance of the Study

The significance of examining German loanwords in English is deeply rooted in the shared linguistic heritage between the two languages, both descending from the Germanic family. This common ancestry has laid a foundation of mutual intelligibility and structural resemblance, creating an environment where linguistic borrowing is both possible and highly relevant. By analyzing how German words integrate into English phonology and lexicon, we gain a nuanced understanding of the specific transformations that occur during the adaptation process. These transformations provide critical insights into how the phonological and morphological systems of each language interact, adapt, and sometimes merge. Such an understanding also supports language learners in better recognizing borrowed terms and adapting their pronunciation and meaning accordingly (Pulcini, Furiassi, & Rodríguez González, 2012).

Additionally, studying these loanwords reveals the sociocultural ties that connect German-speaking and English-speaking communities. The borrowing of words often reflects periods of increased cultural exchange, economic partnerships, and intellectual curiosity, marking eras of influence in fields like philosophy, science, and art. Loanwords serve not only as linguistic adaptations but also as cultural symbols, embodying shared values, ideas, and innovations. For instance, terms like “angst” and “zeitgeist” in English provide more than their literal meanings; they bring with them layers of cultural resonance tied to German existential philosophy and psychology, reflecting deep intercultural communication (Garley, 2014). By shedding light on these connections, this research not only contributes to the field of historical linguistics but also emphasizes the cultural dynamics that drive language evolution in a globalized world.

Methodology

This study adopts a comparative linguistic approach, examining historical data to trace the phonetic and lexical changes that German loanwords undergo when adapted into English. The primary method involves categorizing loanwords based on distinct phonetic adaptations, shifts in lexical meaning, and variations in contextual usage. By organizing these loanwords into specific categories, we can observe recurring patterns in the adaptation process, such as modifications in pronunciation, stress placement, and morphological adjustments that align German-origin words with English phonological norms (Miao, 2005).

To achieve a comprehensive understanding, data was collected from historical texts, dictionaries, and linguistic corpora, enabling the examination of how loanwords function across various contexts, including literature, education, and popular culture. For instance, literary examples offer insights into the nuanced meanings that loanwords may acquire over time, while educational contexts reveal how such words are introduced and taught to language learners. In popular culture, particularly in media and advertising, loanwords often retain or acquire new cultural associations, underscoring their adaptability within contemporary English. This multifaceted approach allows for a holistic view of the integration process and provides a robust framework for understanding the phonetic and lexical evolution of German loanwords in English (Farazandeh-pour & Kord Zafaranlu Kambuziya, 2013).



Phonetic Characteristics of Loanwords

Phonetic adaptations in German loanwords in English are essential to understanding how these words integrate into English while adapting to its phonological system. German and English, while both members of the Germanic language family, have unique phonetic rules that shape the pronunciation and stress patterns of words in each language. When German loanwords enter English, they often undergo transformations in consonant sounds, vowel quality, and syllabic stress to align more naturally with English-speaking conventions.

Consonant Changes

One of the most noticeable phonetic changes occurs in consonant sounds, where certain German sounds that do not exist in English phonology are replaced with English-friendly alternatives. A prominent example is the German "ch" sound, which has no direct equivalent in English. In German, this sound appears as a voiceless uvular fricative [χ] (as in *Buch*), a voiceless palatal fricative [ç] (as in *ich*), or even an aspirated "h" in certain dialects. In English, this "ch" sound is often replaced with [k] or [ʃ] depending on the word's context. For example:

- *Buch* becomes *book*, replacing [χ] with [k].
- *Schule* becomes *school*, where [ʃ] aligns closely with the English "sh" sound.

Another consonant change is seen in German words containing "sch," which is pronounced [ʃ] and typically aligns with English "sh." An example of this is *Schadenfreude*, meaning "joy at another's misfortune," which retains the "sh" sound [ʃ] in English pronunciation. However, certain compound words that carry both "s" and "ch" are simplified in English, such as:

- *Geschäft* (business) becomes *shop* in its translated form, but in colloquial use, "Gestapo" (from *Geheime Staatspolizei*, or Secret State Police) retains a simplified "sta" instead of "scht."

Vowel Shifts

Vowel quality changes are equally prominent in the adaptation process, often involving shifts from vowels that exist in German but not in English. For instance:

- The German "ü" [y], a rounded front vowel in words like *Müller*, is usually replaced with the English "u" [u] or [ʊ], transforming the pronunciation to *Muller*.
- In the case of *Übermensch*, the umlauted "ü" [y] sound is adapted to an [u] or [ʊ] in English, resulting in *ubermensch*, which often lacks the umlaut entirely.

Some loanwords also undergo shifts in the vowel sounds of diphthongs, such as *haus* (German for "house"), which in English becomes [haus] instead of the pure vowel sound [aʊ] in German. Additionally, *Kuchen* (cake) in German has a back vowel sound [u:], while in English, it is adapted to [ʊ], if borrowed directly.

Stress Patterns and Syllabic Emphasis

Differences in syllabic stress and emphasis represent another layer of phonetic adaptation, as English and German have distinct rules for word stress. In German, the primary stress is often on the first syllable, particularly in nouns. When German words are borrowed into English, they frequently adopt English stress



patterns, sometimes moving the stress to the second syllable or adjusting it to fit English rhythmic tendencies. Examples include:

- *Banane* (banana), where German places the stress on the first syllable ['ba:.na.nə], while English places it on the second syllable, creating *ba'nana*.
- *Kaffee* (coffee), stressed as ['kafe] in German, adopts English stress on the first syllable ['kɑ:fi].

The shift in stress patterns can also alter the perceived intonation and rhythm of a word, making it sound more "natural" to English speakers. This is noticeable in words like *Kindergarten* and *Übermensch*, where the original German stress may sound foreign to English listeners, and thus the stress is adjusted accordingly in English.

Pronunciation Adaptations in Compound Words

German often forms compound words by joining existing words into a single long word, which can be challenging for English speakers both to pronounce and to understand. In English, these compounds are sometimes shortened or hyphenated to simplify pronunciation. For instance:

- *Schadenfreude* (joy in another's misfortune) retains its full form but is typically pronounced with English approximations for each component sound.
- *Doppelgänger*, used to describe a double or look-alike, retains both components but anglicizes the sounds to ['dɒpəl,ɡæŋər], with the second syllable resembling English "gang."

Some loanwords that maintain their German structure become established with hybridized English pronunciations, such as *Kulturkampf* (a cultural struggle or battle), which uses the German components but often adapts its sounds for easier English pronunciation.

Additional Examples of Phonetic Adaptation

Loanwords like *Poltergeist*, *Rucksack*, and *Blitzkrieg* demonstrate phonetic adaptation in multiple ways. Each word undergoes changes to suit English phonotactic rules, particularly in terms of vowel and consonant sound adjustments:

- *Poltergeist* (noisy ghost) retains much of its German pronunciation but is adapted to use English diphthong sounds for the "ei" [ai] in "geist."
- *Rucksack* (backpack) simplifies the pronunciation of "ck" to an English [k] sound, aligning closely with English syllable structure.
- *Blitzkrieg* (lightning war), with its intense "tz" ending in German, simplifies to an English pronunciation, retaining only the core sounds without the distinct clipped articulation.

Lexical Characteristics of Loanwords

The integration of German loanwords into English is not merely a phonetic exercise but also a process of lexical adaptation, where meanings may be retained, altered, expanded, or narrowed to fit the needs and contexts of English-speaking communities. These shifts often mirror the semantic and cultural values attached to the loanwords, transforming them to align with English speakers' understanding and usage.



For example, the word *Kindergarten* has retained its original German meaning—"children's garden"—referring to a space or educational stage dedicated to young children's early learning. Its successful retention of the original meaning may be due to its specificity; English had no direct equivalent, allowing it to fill a semantic gap in education terminology with minimal change.

In contrast, *angst* has undergone a notable semantic narrowing. In German, *angst* denotes a general sense of fear or unease. However, in English, *angst* is commonly used to describe a more specific form of existential anxiety, often associated with psychological introspection or adolescent turmoil. This narrowed meaning reflects a cultural and psychological shift, aligning the term with concepts of mental and emotional tension in English contexts.

Some loanwords experience semantic expansion in English. *Doppelgänger*, originally referring to a ghostly counterpart or double of a living person in German, has expanded in English to describe any look-alike or "twin"—whether supernatural or coincidental. The expansion allows *doppelgänger* to be used broadly, encompassing look-alikes in both everyday and fictional contexts, enhancing the term's versatility in English.

Other words, like *wanderlust*, maintain the core meaning of a "desire to wander," but its connotations in English have broadened to embrace the idea of adventurous travel and exploration, often idealized as an intrinsic craving for experiencing the world. This broader application allows *wanderlust* to signify not only a physical urge to travel but also a philosophical yearning for discovery.

Social and Cultural Impact of Loanwords

German loanwords in English contribute significantly to cultural exchange, fostering a dialogue between English- and German-speaking societies. These words often carry with them sociocultural meanings that resonate deeply within the English language, offering insights into German thought, lifestyle, and philosophy.

For instance, *zeitgeist*, which translates to "spirit of the times," has been widely adopted in English as a term capturing the prevailing cultural, intellectual, or moral climate of an era. It reflects a collective consciousness and is used across disciplines, from sociology to pop culture. By using *zeitgeist*, English speakers tap into a uniquely German concept that has no exact equivalent in English, allowing for a shared cultural reference that bridges philosophical perspectives on society and time.

Similarly, *poltergeist*, which means "noisy ghost" in German, conveys an element of German folklore. Its adoption into English as a term for a mischievous or violent ghost characterizes the supernatural phenomena often explored in horror and suspense genres. The term's use in English-language films, books, and media has popularized this aspect of German folklore, contributing to a mutual appreciation of ghostly lore and the supernatural.

Another term, *wanderlust*, represents not only a desire for travel but also an admiration for the German cultural value of outdoor exploration and self-discovery. Its English adoption has popularized an idealized vision of exploration and personal growth, reflecting an appreciation for a mindset that values nature, curiosity, and a global perspective.

The influence of German loanwords extends further into areas such as philosophy, psychology, and the arts, where words like *übermensch* (superman or "overman") and *bildungsroman* (a coming-of-age story) enrich English with specialized vocabulary that encapsulates German intellectual contributions.



Through these terms, English speakers gain access to conceptual frameworks and cultural insights that enhance understanding and dialogue between German and English-speaking societies, underscoring the significant social and cultural impact of German loanwords on English.

Conclusion

The phonetic and lexical adaptations of German loanwords in English illustrate a dynamic interplay of linguistic compatibility and cultural interconnectedness. Through these transformations, English has expanded its lexicon, integrating not only German terms but also the cultural and conceptual nuances they carry. This process of adaptation highlights how loanwords serve as conduits for cultural exchange, offering English speakers access to German perspectives on philosophy, psychology, and social phenomena, all of which enrich English expression.

Phonetic adaptations ensure that German loanwords conform to English phonological patterns, making them accessible and familiar to English speakers. From modifying vowel sounds to altering consonants and shifting stress patterns, these phonetic changes illustrate the flexibility of English in accommodating foreign sounds while preserving the recognizable identity of the original word.

Lexical adaptations further reflect the capacity of English to absorb and reframe foreign meanings, often transforming or expanding the semantic range of German words. Loanwords like *angst*, *zeitgeist*, and *doppelgänger* have become deeply ingrained in English, embodying complex ideas that go beyond their literal meanings to convey nuanced cultural concepts. These lexical shifts are testaments to how languages evolve to meet the communicative and conceptual needs of their speakers.

This ongoing linguistic exchange underscores the importance of loanwords as markers of cultural interaction and evolution. In a globalized world, the flow of loanwords between languages reflects the interconnectedness of societies, enabling the sharing of knowledge, beliefs, and values across linguistic boundaries. German loanwords in English are thus more than just borrowed terms; they are embodiments of shared intellectual heritage and mutual influence, reminding us that language is both a tool of communication and a bridge between cultures.

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Development of education in Nakhchivan Autonomous Republic

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Abstract; The Autonomous Republic of Nakhchivan, settled within the borders of Azerbaijan, embarks on a transformational journey in the field of education and science. Amidst its scenic landscapes and personal cultural heritage, NAR is steadfast in its commitment to developing human capital, enabling intellectual curiosity and flourishing a culture of innovation. These years can be achieved as a result of scientific research and discoveries in building a strong educational infrastructure in the region, expanding access to educational decision making. The development of education and science in the Nakhchivan Autonomous Republic is Development of education in Nakhchivan Autonomous Republic the focus of the state to develop people, create innovation capitals and contribute to socio-economic progress. Along with efforts to strengthen NAR education, it has also given importance to the development of a culture of scientific research and innovation. Through strategic investments, research ties and international relations, the region has become a center for advanced research and technological research. From breakthroughs in agricultural science to advances in renewable energy, Nakhchivan's scientific legacy continues to push the frontiers of knowledge, fueling progress and prosperity in the region and beyond. In the article, NAR will be researched for education and science development.

Keywords: science, education, international cooperation, modern methods, innovation and technology

Introduction

From the remote villages to the vibrant academic institutions of the Nakhchivan Autonomous Republic (NAR), the commitment to education is evident across all aspects of society. This dedication is demonstrated through extensive investments in the construction and renovation of schools, universities, and research centers, which ensure that students have access to modern facilities designed to foster intellectual growth and development. Additionally, NAR has prioritized educational democratization, with initiatives aimed at expanding access to learning opportunities for citizens from diverse backgrounds. Through the establishment of new schools, vocational training centers, and scholarship programs, the region has significantly increased enrollment rates and minimized educational disparities, empowering individuals to achieve their potential regardless of their socio-economic circumstances (Taleh, 2021; Hacıyeva, n.d.).



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In the scenic and historically rich land of Nakhchivan, this commitment to education forms a foundation for socio-economic progress and cultural enrichment. From the majestic peaks of the Lesser Caucasus mountains to the bustling streets of its lively cities, NAR has experienced a renaissance in educational infrastructure, accessibility, and quality, enabling generations to dream, explore, and innovate.

The advancement of education in Nakhchivan is prioritized as a key pillar of socio-economic development. Since gaining independence, the educational system of Nakhchivan has undergone substantial changes, adopting contemporary educational strategies and methods. These reforms aim to create an environment that aligns with the demands of the modern world, ensuring that Nakhchivan's educational standards continue to evolve and improve. In parallel, these advancements contribute to preserving and developing Nakhchivan's cultural heritage, fostering both academic and social growth through local and international events, Olympiads, and competitions. Such initiatives are crucial in preparing future generations to be knowledgeable and competent citizens who are well-equipped to lead Nakhchivan into a prosperous future (Khalilov, 2022; Taleh, 2021).

Education and Innovation as Pillars of Progress in Nakhchivan

The Nakhchivan Autonomous Republic's (NAR) dedication to fostering a culture of learning is evident in its investment in cutting-edge educational institutions, spanning from elementary schools to universities. These institutions provide students with the necessary tools and resources to thrive in an ever-evolving global landscape. Moreover, NAR has recognized the transformative potential of science and technology as catalysts for progress. By strategically investing in research, innovation, and technology transfer, the region has emerged as a hub of scientific discovery, advancing fields as diverse as agriculture, environmental sustainability, information technology, and biomedicine (Taleh, 2021).

Exploring the dynamic interaction between education, science, and social development in NAR reveals how the seeds of innovation are nurtured within Nakhchivan's scientific institutions and research centers, fostering a future of limitless possibilities. Special emphasis is placed on the infrastructure necessary for scientific and educational growth. The NAR government has prioritized investments in educational infrastructure, including the construction and renovation of schools, universities, research centers, and libraries. This undertaking aims to make modern facilities accessible and affordable for learning and research, while expanding educational opportunities across all levels, from primary to higher education. Initiatives such as establishing new schools, vocational training centers, and scholarship programs have significantly increased school enrollment rates and helped reduce educational disparities.

In alignment with global educational trends, NAR is deeply invested in self-development, following innovations and effective methodologies from world education systems. As a result, NAR has focused on updating its curricula to meet the demands of a rapidly changing world. Emphasis is placed on integrating modern teaching methods, technology, and relevant skills training to equip students for the challenges of the 21st-century labor market. One of the innovative approaches adopted by NAR is the STEAM method (Science, Technology, Engineering, Arts, and Mathematics), which has quickly gained prominence worldwide. This method, introduced in NAR in 2020-2021, emphasizes practical exercises in teaching science and technology, enabling students to apply technical knowledge in everyday life and fostering creative learning (Khalilov, 2022).

STEAM rooms have been established and equipped with the necessary technology in nearly all schools across the Autonomous Republic. Teachers involved in STEAM education have participated in specialized training, facilitated by the establishment of a STEAM Learning Center at Heydar Aliyev School. In 2023,



this STEAM Center was officially launched, representing a significant step toward creating a modern educational environment for students and teachers alike. The center provides students with opportunities to engage with innovative technologies, developing analytical thinking and creative skills. Through STEAM methodology, the center offers training in 3D modeling and printing, robotics, programming, and emerging fields such as nano and neuro-technologies (Taleh, 2021; Khalilov, 2022).

NAR's Support for Scientific Research and International Cooperation

The Nakhchivan Autonomous Republic (NAR) has made significant strides in promoting scientific research and innovation through strategic funding, grants, and partnerships with both academic institutions and industries. This support has fostered the development of research centers, scientific publications, and collaborative projects that address both local and global issues. A leading force in these efforts is Nakhchivan State University (NSU), the Republic's premier university, which has actively applied modern methodologies and enhanced international collaboration. NSU maintains partnerships with numerous universities worldwide, including institutions in the United States, China, the United Kingdom, France, and Turkey (Evans, 2008).

An especially notable example of NSU's international engagement is its collaboration with Japan. In 2022, a delegation led by NSU's rector, Elbrus Isayev, participated in the opening ceremony of the Summit of Asian Universities at Fujita University in Japan. This partnership exemplifies NAR's dedication to fostering cross-cultural academic exchanges and knowledge sharing (Brungardt, 1996). Additionally, NSU has taken part in various international programs, such as Tempus, Erasmus-Mundus, and Mevlana, which support student and faculty exchanges, joint research projects, and participation in global conferences and events. These initiatives illustrate NAR's commitment to expanding its educational network and promoting active cooperation with international partners.

In recent years, NSU has also established centers for globally recognized exams, such as the IELTS and SAT. The IELTS center, launched by the British Council in 2022, operates within NSU's Faculty of Foreign Languages and serves local students who seek to assess their English proficiency. The SAT center, which began its operations in June 2023, offers students resources for test registration, preparation, and counseling, enhancing their readiness for international academic opportunities (Dale & Newman, 2005).

Another landmark achievement in Nakhchivan's educational landscape is the opening of an English-language secondary school within NSU. The NSU International School received an international license to teach grades 1 through 6 using the Cambridge International Education program starting in September 2024. Cambridge is widely regarded as a prestigious and rigorous academic framework recognized worldwide. To meet the requirements of this program, NAR has emphasized modern school management practices, innovative teaching methods, and state-of-the-art facilities. Although instruction is in English, one of the school's goals is to ensure that graduates are proficient in at least one additional modern language, enhancing their global competence.

Furthermore, NAR celebrates achievements in education and science through awards, ceremonies, and public recognition. These honors serve to inspire educators, researchers, and students, nurturing a culture of excellence and innovation within the Republic. Collectively, NAR's commitment to educational advancement has laid a strong foundation for a knowledgeable and skilled workforce, technological progress, and sustainable development in the region.



Community Engagement and Lifelong Learning

The Nakhchivan Autonomous Republic (NAR) has increasingly recognized the importance of community-driven educational initiatives and lifelong learning, aligning with its broader vision of fostering a knowledgeable and adaptable society. Recognizing that education extends beyond formal schooling, NAR has strategically developed a network of community-centered programs that cater to a diverse range of learners, from young adults to senior citizens. These initiatives, facilitated through public libraries, community centers, and local organizations, have significantly broadened access to education, promoting inclusivity and lifelong growth across all demographics.

One of the primary focuses of NAR's community education efforts is adult learning, specifically targeting individuals who may have missed formal schooling or require reskilling to adapt to current socio-economic demands. Courses in digital literacy are widely offered, equipping adults with the technological skills essential for today's workforce. These programs emphasize practical digital competencies, such as internet navigation, basic software use, and online safety, thereby bridging the digital divide and enabling older generations to participate actively in the digital economy. Similarly, language acquisition programs have been implemented to support both cultural preservation and the learning of foreign languages, which are valuable for employment, travel, and personal development.

Vocational training is another cornerstone of NAR's community-driven education. By offering skills-based programs, such as carpentry, agriculture, sewing, and small business management, NAR empowers individuals in rural and urban areas alike to gain or enhance practical skills that support economic self-sufficiency. These vocational programs often include mentorship from local experts, practical workshops, and networking opportunities with local businesses, creating a direct link between education and economic stability. Importantly, such initiatives have proven particularly beneficial for women and marginalized communities, who are often the primary participants and beneficiaries of these programs. This inclusive approach ensures that education serves as a tool for social equity, enabling more citizens to contribute to and benefit from NAR's economic growth.

In addition to skill-based learning, NAR's educational programs emphasize cultural preservation, reflecting the region's commitment to maintaining its unique heritage. Community centers and local institutions frequently organize workshops, seminars, and cultural events centered on Nakhchivan's traditional crafts, music, language, and customs. These initiatives not only instill a sense of pride and belonging among residents but also attract interest from younger generations, who are encouraged to participate in cultural activities as a means of strengthening their identity and appreciation for local traditions. This cultural continuity supports a well-rounded educational experience, allowing individuals to engage with their heritage in meaningful ways and fostering a sense of community solidarity.

By promoting lifelong learning, NAR has cultivated a culture in which education is valued as an ongoing process, integral to both personal and community development. Lifelong learning is seen not only as an individual pursuit but as a community responsibility, with local organizations, institutions, and government bodies actively supporting these efforts. The emphasis on learning at all stages of life enhances community resilience, as residents become better equipped to navigate socio-economic changes, shifts in the labor market, and technological advancements. Through these initiatives, NAR has laid a strong foundation for a society that views education as a continuous journey, fostering personal growth and social advancement in tandem.



Digital Transformation and Future Prospects

With rapid digitalization reshaping global education, the Nakhchivan Autonomous Republic (NAR) has proactively integrated digital tools and resources to advance its educational landscape. Recognizing the potential of technology to revolutionize learning and enhance accessibility, NAR has embraced e-learning platforms, virtual classrooms, and a vast range of online resources. These advancements enable students and educators alike to access knowledge beyond traditional classroom boundaries, fostering a more inclusive and adaptable educational system. This shift has been particularly beneficial for extending education to remote areas within the republic, effectively bridging geographical barriers and minimizing educational disparities across the region.

The implementation of digital infrastructure has also transformed the learning experience within NAR's schools and universities, allowing for interactive and flexible approaches to education. Teachers can now incorporate multimedia presentations, online simulations, and real-time quizzes into their lessons, providing students with diverse, engaging learning materials that cater to different learning styles. The availability of online resources and databases enhances students' research capabilities, while interactive learning tools allow for greater collaboration among students, regardless of physical location. This digital ecosystem is supported by NAR's investment in broadband internet access and digital devices, making modern educational tools accessible to a growing number of students and educators throughout the region.

NAR's commitment to digital education extends beyond the classroom, as the republic actively promotes the professional development of its educators. Teachers are provided with training in online teaching methodologies, familiarizing them with digital tools like virtual learning platforms, digital assessment tools, and adaptive learning software. Such professional development not only enriches the teaching experience but also aligns NAR's educational system with global standards, ensuring that educators are equipped to deliver a high-quality, technology-enhanced learning experience. This focus on educator training reflects NAR's recognition of teachers as pivotal agents in the digital transformation, whose skills and confidence in using technology can significantly impact student outcomes.

Looking ahead, NAR aims to solidify its position as a leader in digital education by incorporating cutting-edge technologies, such as artificial intelligence (AI) and virtual labs, into its educational offerings. AI-driven personalized learning systems hold great promise for NAR, as they can tailor educational content to each student's needs, pace, and abilities, fostering a more individualized learning experience. Such systems have the potential to assist educators in identifying students' strengths and weaknesses, allowing for targeted interventions and maximizing each learner's potential. Virtual labs, meanwhile, offer students a hands-on learning experience in science and technology fields, allowing them to conduct experiments and practice skills in a simulated environment. This approach is particularly valuable in resource-limited settings, where physical labs and equipment may be costly or logistically challenging to maintain.

In addition to AI and virtual labs, NAR is exploring the potential of emerging fields such as augmented reality (AR) and machine learning in education. AR applications can transform static content into interactive learning experiences, enabling students to visualize complex scientific concepts, historical events, or architectural structures in a three-dimensional context. This immersive learning experience not only enhances engagement but also supports deeper understanding, catering to diverse learning needs. Machine learning, another promising area, can analyze learning data to optimize curricula, identify areas for improvement, and predict educational trends, aiding NAR in shaping responsive, data-driven educational policies that anticipate future needs.



By embracing these technologies, NAR not only future-proofs its educational system but also ensures that it remains competitive in an increasingly interconnected, knowledge-driven world. The republic's commitment to digital transformation reflects its forward-thinking approach to education, preparing students to navigate the digital landscape and contribute to the global knowledge economy. Through these initiatives, NAR is laying the groundwork for an educational environment that is innovative, inclusive, and well-positioned to meet the demands of the 21st century.

Conclusion

The developmental path in education and science within the Autonomous Republic of Nakhchivan is a testament to the region's unwavering commitment to progress, innovation, and excellence. Through strategic investments in educational infrastructure, access, and quality, NAR has created a foundation for a future where every citizen can reach their full potential and contribute meaningfully to society. Expanding educational opportunities across all levels reflects NAR's dedication to empowering individuals with the skills and knowledge they need to succeed in an ever-evolving world.

Similarly, the Republic's commitment to fostering a culture of scientific inquiry and innovation has led to groundbreaking research, technological advancements, and influential partnerships. By investing in research centers, promoting interdisciplinary collaboration, and leveraging emerging technologies, Nakhchivan has positioned itself as a center of scientific excellence and technological innovation. Reflecting on these remarkable achievements in education and science, it is clear that Nakhchivan's journey of progress is far from complete. The ongoing development in these fields serves as a beacon of hope and inspiration, not only for Nakhchivan but for the nation as a whole. Through collaboration, resilience, and a steadfast commitment to knowledge, Nakhchivan is poised to embark on the next chapter toward a brighter and more prosperous future.

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Choosing the right methods during the formation of speaking skills

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Abstract; This article examines the selection of effective methods for developing speaking skills in English language education, with a particular focus on the grammar-translation method. While this traditional method supports foundational vocabulary and grammar acquisition, it presents challenges in fostering oral communication and active speaking skills. Through a survey of third-year English language teaching students, this study identifies both the advantages and limitations of the grammar-translation method in achieving balanced language proficiency. Additionally, the role of idiomatic expressions and cultural context is explored as essential components for enhancing communicative competence in language learners.

Keywords: Grammar-translation, language learning, teaching methods, idiomatic expressions

Understanding Methods in Language Education

Given the global importance of English, it is essential to focus on effective methods for its study. English is widely used across numerous fields, including science, technology, politics, and economics. In science, for example, English proficiency is often associated with intellectual and worldly competence, as researchers, scholars, and professionals need to access, contribute to, and engage with international knowledge bases (Celik, 2019; Nurutdinova et al., 2016). This prevalence has established English as a lingua franca, facilitating communication across diverse linguistic and cultural backgrounds. Consequently, the importance of effective English teaching methods has gained attention not only in English-speaking countries but also in regions where English is taught as a foreign or second language.

Throughout history, a variety of methods have been employed to teach and learn English, each offering unique techniques, advantages, and limitations. These methods reflect different linguistic theories, cultural contexts, and educational philosophies. For instance, some methods prioritize grammatical accuracy and vocabulary retention, while others focus on developing communicative skills and cultural understanding. Scholars have defined the term "method" in various ways to capture these nuances: Collins describes it as a specific approach to achieving a goal, while Brown considers it a set of instructional guidelines designed to meet linguistic objectives in the classroom. Jayaratna (as cited in Dinçay, 2010) defines a method as an "open way of structuring thought and action," implying that teaching methods are adaptable frameworks rather than rigid protocols.



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Among the many approaches to language learning, the grammar-translation method has endured as one of the most prominent. Historically used to teach classical languages like Latin and Greek, the grammar-translation method, or "classical method," has been in practice since the 19th century. Latin, being the language of academia, business, and government in 18th-century Europe, required a teaching approach that emphasized reading comprehension and grammatical accuracy. Education during this period was deeply valued, with the belief that it endowed individuals with willpower, emotional resilience, and intellectual discipline, thus preparing them for civic life. The grammar-translation method catered to these educational values by focusing on textual analysis, translation, and grammatical structure, elements deemed essential for intellectual cultivation. Consequently, this method dominated European and foreign language education from the 1840s to the 1940s and remains prevalent in some regions today (Dinçay, 2010).

As language teaching evolved, other methods emerged in response to perceived limitations in the grammar-translation method. For instance, the direct method, developed in the early 20th century, shifted away from translation exercises to emphasize direct oral interaction in the target language. Similarly, the communicative approach, gaining prominence in the 1970s, focused on real-life language use and interaction, promoting skills such as speaking, listening, and cultural fluency. Despite these innovations, the grammar-translation method has maintained a foothold in language instruction, particularly in regions where reading and writing skills are prioritized over speaking and listening.

In Azerbaijan's educational system, significant attention is given to English language instruction, as student interest in learning English continues to grow. English has become a critical subject in schools, with increasing numbers of students pursuing English proficiency to enhance their academic and professional prospects. To support this demand, English teachers regularly receive training, participate in certification exams, and integrate global methodologies into their teaching. However, the prevalence of traditional methods like grammar-translation persists, partly due to historical teaching practices and the focus on grammatical knowledge and exam preparation.

According to educational expert Elmin Nuri, foreign language instruction in Azerbaijan has traditionally been approached in a one-sided manner, with a primary focus on reading and writing skills. However, the role of English in the curriculum has evolved; it is now one of the three primary subjects included in final exams, underscoring its impact on overall academic performance. Nuri emphasizes that English instruction must be taken seriously to enhance general education outcomes, as proficiency in English contributes to students' success across other subjects and disciplines (Aliyeva, 2024). This shift has encouraged educators to explore and implement a broader range of teaching methods that address all language skills—reading, writing, speaking, and listening—thus moving beyond the constraints of traditional grammar-translation.

Today, language education in Azerbaijan reflects a blend of traditional and modern approaches. Teachers are encouraged to adapt their methods to the needs of their students, often incorporating elements of communicative and task-based learning into their grammar-focused curricula. For example, while students may study grammar rules and vocabulary through translation exercises, teachers also integrate conversation practice, role-playing, and cultural discussions to enhance students' communicative competence. These combined approaches aim to provide a more holistic language learning experience, equipping students with the practical skills needed to navigate an increasingly interconnected world.

The grammar-translation method remains particularly valuable for beginners who benefit from structured, rule-based learning. However, as students progress, a more interactive approach that



incorporates real-life language use becomes essential. Integrating communicative techniques within a grammar-translation framework allows for a gradual transition from passive knowledge acquisition to active language use. Such blended approaches highlight the adaptability of teaching methods and underscore the importance of tailoring language instruction to meet the evolving needs of students in diverse educational contexts.

So, understanding the strengths and limitations of different language teaching methods is essential for educators striving to provide effective instruction. By balancing traditional approaches with modern, interactive techniques, teachers in Azerbaijan and beyond can foster comprehensive language skills that empower students to engage confidently in academic, professional, and social settings.

Approaches and Techniques in English Language Learning

According to educational experts, learning English should aim not only at acquiring necessary language skills but also at introducing students to the culture and traditions of English-speaking countries. Language is deeply embedded within the cultural and social contexts of its speakers; thus, learning English effectively requires more than just memorizing vocabulary and mastering grammar. Exposure to cultural nuances, idiomatic expressions, and everyday conversational norms is essential for achieving communicative competence. Moreover, effective English instruction should foster language perception, develop memory, and enhance logical, critical, and creative thinking alongside communicative skills in speech activities, equipping students with the skills necessary to engage in meaningful, real-world communication (Aslan, 2021; Aliyeva, 2024).

One of the most widely used approaches in English language teaching is the grammar-translation method. This traditional method involves presenting students with a piece of literature or an excerpt from an author's work, which they are instructed to read and translate. The chosen text typically includes specific grammar rules and vocabulary that students are required to learn and understand. Once the text is translated, the teacher explains the relevant grammar rule, providing students with both linguistic structure and lexical knowledge. This approach allows for texts from various subjects, not just literature, to be utilized, providing a versatile way to expose students to new vocabulary and grammatical structures. It can be applied to scientific texts, historical documents, and even practical written materials, offering students a broad spectrum of language exposure (Celik, 2019).

While the grammar-translation method is foundational for many language programs, several other approaches are widely recognized for their effectiveness in developing communicative and practical language skills. For instance, the direct method, developed in the late 19th century, focuses on immersion and oral practice rather than translation and grammar explanation. This method emphasizes teaching language through direct interaction in the target language, with minimal to no use of the native language. Vocabulary and phrases are introduced through demonstration, visual aids, and repetition, promoting a more natural acquisition process. Students are encouraged to think in English, responding in full sentences and engaging in dialogues, which can improve fluency and listening comprehension skills. Although this method can be challenging for beginners, it has proven effective in immersive environments where students can practice consistently.

Another influential approach is the audio-lingual method, which emerged in the United States during the 1940s and 1950s as a response to military needs for rapid language acquisition. Based on behaviorist theories of learning, the audio-lingual method uses repetition, drills, and reinforcement to build language patterns. Students listen to recordings, repeat phrases, and engage in structured dialogues,



developing automatic responses to common language structures. This method places heavy emphasis on pronunciation and listening skills, which are often overlooked in traditional grammar-translation classes. Although it has limitations in fostering spontaneous language production, it has been valuable in language programs focused on oral proficiency.

The communicative language teaching (CLT) approach, which became popular in the 1970s, represents a shift from structure-based to meaning-based instruction. CLT emphasizes interaction as the primary goal of language learning, focusing on the ability to communicate effectively in real-life situations. In this approach, activities are designed to simulate authentic language use, such as role-playing, group discussions, and problem-solving tasks. Students are encouraged to use English in varied social contexts, developing both linguistic competence and sociolinguistic awareness. CLT also integrates listening, speaking, reading, and writing skills, fostering a more balanced language development that includes both fluency and accuracy. Unlike the grammar-translation method, CLT places greater responsibility on students to actively participate, which can enhance engagement and retention.

An evolution of CLT, task-based language teaching (TBLT), takes this approach a step further by organizing language learning around specific tasks rather than linguistic forms. In TBLT, students engage in activities that have real-life applications, such as planning a trip, giving directions, or conducting a survey. Language is learned as a means to complete these tasks, rather than as an end in itself. This approach aligns closely with constructivist principles, where students learn through experience and interaction, making it especially effective for adult learners or those preparing for professional settings. By focusing on practical communication, TBLT allows learners to develop problem-solving skills and adapt language use to various contexts, which is particularly beneficial in preparing students for real-world situations.

Despite the wide variety of available methods, the grammar-translation method remains popular, particularly in contexts where reading and writing skills are prioritized, or where resources for more interactive approaches are limited. For example, in countries with large class sizes and limited access to native English-speaking teachers, grammar-translation offers a structured, manageable approach that allows teachers to guide students through the complexities of English grammar. However, as the demand for communicative competence increases globally, there is a growing interest in combining traditional methods with communicative approaches to meet diverse learning needs.

In the context of Azerbaijan, the grammar-translation method has long been favored due to its compatibility with examination-oriented education. However, the educational landscape is evolving, with an increasing number of teachers incorporating elements of communicative language teaching and task-based learning to address students' needs for spoken proficiency. In recent years, workshops, training sessions, and resources have been provided to English teachers in Azerbaijan to encourage a shift towards more interactive methods. As a result, while the foundational role of grammar-translation remains, teachers are now more frequently blending this method with techniques that encourage active communication, such as group work, role-play, and discussions on cultural topics.

In summary, while each method has its unique advantages, a well-rounded language program often combines multiple approaches to cater to different aspects of language learning. For beginners, the grammar-translation method provides a solid foundation in vocabulary and grammar, enabling them to comprehend the structural aspects of English. As students advance, incorporating direct, audio-lingual, and communicative techniques becomes essential to ensure a balanced development of all language skills. This blend of methods allows for a comprehensive approach that respects the strengths of each technique while



addressing their limitations, ultimately supporting students in becoming well-rounded, confident English speakers.

Assignments within the grammar-translation method typically follow a structured order:

1. A dictionary of new vocabulary words from the text is provided to students.
2. Students create sentences using each new vocabulary word.
3. Students answer comprehension questions in English based on the text.
4. Students identify antonyms or synonyms for words in the text.
5. A cloze passage (text with blanks) is given, and students fill in the blanks.
6. A grammar exercise is assigned, requiring students to apply the relevant rule (Dinçay, 2010).

For example, phrasal verbs from the text are categorized as either separable or inseparable, with separable phrasal verbs commonly used with pronouns (e.g., “wake her up” as separable, “get on the bus” as inseparable).

Table 1: Examples of Separable and Inseparable Phrasal Verbs

<i>Separable</i>	<i>Inseparable</i>
Put away	Look into
Turn down	Get over
Take in	Fade out

Teaching Idioms and Grammar Using the Grammar-Translation Method

Idioms presented in a foreign language can sometimes be challenging to translate directly into a native language, often requiring the teacher to provide context and explanations. Due to a lack of consensus among linguists, estimates suggest that English contains over 10,000 idioms, with around 103 of them considered essential for basic proficiency (Brenner, 2003). These idioms often cannot be translated literally; instead, equivalent phrases are used to convey a natural meaning. For example, the English idiom "walk on eggshells" can be translated in Azerbaijani to imply "being very careful." Additionally, suffixes such as "-ness" in English are often presented with their Azerbaijani equivalents, like "-lik" in the word "happiness." Some terms, such as "system," remain consistent across languages, further easing comprehension.

Grammatical rules in the grammar-translation method are typically learned deductively, with learners observing rules provided by the teacher before applying them. These instructional components are key features of the grammar-translation method.

In this method, the teacher plays a central role, leading the classroom and focusing primarily on the teacher-student relationship. The teacher provides vocabulary and grammar rules, aiming to help students understand the grammar of the target language while also reinforcing their knowledge of native grammar. Accuracy in grammar and vocabulary is highly emphasized, with primary focus on developing reading and writing skills (Aliyeva, 2024; Celik, 2019). Vocabulary and grammatical structures are prioritized, making this method effective for building a foundational understanding of the language.



However, the grammar-translation method has notable limitations. The teacher's dominant role limits opportunities for student-student interaction, as students primarily follow the teacher's instructions. Communication is generally conducted in the native language, leaving little space for English conversation. While vocabulary and grammar rules are thoroughly explained, speaking and listening skills tend to be neglected, and pronunciation is rarely addressed.

To understand which methods are perceived as most effective, I conducted a survey among third-year English language teaching students. Involving forty participants, the survey asked students about the methods their teachers employ to teach English.

Conclusion

In conclusion, the grammar-translation method remains a foundational approach in teaching English, particularly useful for building vocabulary and grammatical understanding. This method allows students to grasp structural aspects of English while often drawing comparisons to their native language, reinforcing their comprehension through translation exercises. While it is beneficial in developing reading and writing skills, the method has limitations, particularly in fostering oral communication and listening skills, which are essential for fluency in a global language like English.

By highlighting both the strengths and drawbacks of the grammar-translation method, educators and language learners can make informed decisions about its application. As shown through student feedback in the survey, there is a growing recognition of the need for more communicative and interactive approaches that promote real-life language use. Nevertheless, when complemented with modern techniques and resources, the grammar-translation method can still play a valuable role in language education, especially for beginners who benefit from structured, rule-based learning.

Incorporating cultural elements, such as idioms and contextual vocabulary, further enriches the learning experience, making language acquisition a more holistic endeavor. With a balanced approach that includes various methods, English language education can continue evolving to meet the diverse needs of students, ultimately enhancing both linguistic skills and cultural understanding.

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The Impact of Social Networks on Language Learning: A Comprehensive Analysis

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Abstract

The ever-increasing pervasiveness of social networks has radically changed how language learning is conceptualized and practically experienced. This paper explores the role that popular social networking platforms such as Facebook and Instagram, and some language-specific applications such as HelloTalk and Tandem, play in language acquisition. A comprehensive analysis has been done of the existing literature and is supplemented with empirical data gathered through surveys and interviews conducted with language learners themselves. Thus, the investigation aims at pointing out the opportunities created by social networks in respect of vocabulary and grammar acquisition and of intercultural understanding, as well as the critical challenges that come along with the observation of non-standard language forms and the tendency toward digital distractions. Conclusions are drawn that even though social networks offer deeply authentic input and social interaction contributing to the development of linguistic and cultural competence, they need to be carefully embedded within a structured language education in order to optimize the learning effect. Furthermore, the paper discusses implications for educators and recommendations for good practice in using social networks as supplementary language learning tools.

Keywords: Social Networks, Language Learning, Digital Communication, Linguistic Competence, Intercultural Competence, Motivation.

1. Introduction

1.1 Background

The emergence of digital technologies has drastically reshaped the face of language learning, whereby social networks are becoming one of the mainstream media for linguistic engagement and intercultural interaction. With more than 4.48 billion social media users in a world perspective, Facebook, Instagram, Twitter, and YouTube open widely an enormous window to the language learners of authentic content and real-time feasible interactivity with native speakers (Statista, 2021). More recently, other language-specific tools, like HelloTalk, Tandem, and Lingbe, do indeed constitute explicit environments for language learners by ensuring that messages can be exchanged both between native and non-native speakers. Such tools have



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created valuable opportunities for informal learning, creating contexts where students can use the target language in contexts near to real-world communication.

1.2 Problem Statement

Social networks are widely used for language learning, although the effectiveness and impact of them are under-explored regarding how they contribute to effective language development with respect to vocabulary, grammar, and intercultural competence. Besides that, an unstructured nature of these open platforms is often associated with a number of challenges such as non-standard forms of languages, misinformation, and digital distractions. In other words, in a context in which more and more educators use digital tools in language education, established knowledge is required as to the affordances and limitations of social networks within language learning.

1.3 Research Objectives

The research critically sought to identify how social networks influence learning a language through the identification of:

1. To investigate how social networks participate in developing the vocabulary and grammar acquisition process.
2. To investigate facilitating intercultural competence and awareness through social networking.
3. Enumerate a set of issues and challenges concerning the use of social networking in language learning.
4. Recommending some guidelines to the educators on the efficient use of social networking sites in the education of languages.

1.4 Research Questions

1. How do social networks influence vocabulary acquisition and grammar development in language learners?
2. What role do social networks play in enhancing intercultural competence?
3. What are the primary challenges and limitations associated with using social networks for language learning?
4. How can social networks be effectively integrated into structured language learning curricula?

2. Literature Review

2.1 Theoretical Foundations

The theoretical underpinnings of this study draw on Krashen's Input Hypothesis (1985) and Vygotsky's Sociocultural Theory (1978), both of which emphasize the role of comprehensible input and/or social interaction in language acquisition. According to Krashen's Input Hypothesis, language acquisition will take place as long as learners are exposed to comprehensible input, that is, roughly just beyond their current level of competence. With their multilingual and often multimedia content, social networking sites offer a variety of options for accessing language input that is both authentic and context-embedded. Viewed from this perspective, Vygotsky's Sociocultural Theory strongly supports the interactionist ethos of social media sites, where meaning is negotiated through dialogue and interaction with others.



2.2 Social Networks as Informal Language Learning Environments

Social networks offer unique affordances that support the learning of a language in ways somewhat different from that of traditional classroom settings. Social networking sites, such as Facebook, Instagram, and Twitter, offer ample opportunities for consumption and production in multiple modes-text, image, audio, and video (Lomicka & Lord, 2016). This is very helpful, especially in the development of both receptive and productive skills in the target language. HelloTalk and Tandem are good examples of language-specific social networks that facilitate real-time communication between native and non-native speakers, allowing learners to practice conversational skills in authentic contexts (Godwin-Jones, 2018). Both provide functions related to language correction and feedback for further promotion toward self-regulation and metalinguistic awareness.

2.3 Vocabulary Acquisition and Grammar Development

Research has evidenced that social networks are especially effective in providing support for incidental learning in vocabulary acquisition. Incidental learning refers to the inadvertent learning of new lexical items by learners while they engage in activities other than language learning per se (Hwang et al., 2017; Hamad et al., 2019). This means that social media will expose them to idiomatic expressions, colloquial language, and contextual terminologies rarely found in books, while another example is the interactivity which, among other things, creates an avenue for practicing grammatical structures in meaningful contexts (Godwin-Jones, 2018). This has raised concerns, however, of learners quickly adopting forms from those sites that are non-standard and hence perhaps in conflict with formal language teaching.

2.4 Intercultural Competence and Cultural Awareness

Intercultural competence is the development of communicative language ability involving knowledge, skills, and attitudes that promote effective and appropriate interaction with others from different cultural backgrounds. Byram (1997) Social networks allow for developing intercultural competence-so-called bridges which learners can make across diverse cultural spaces by navigating through cultural norms and reflecting upon their own cultural identity. Baker (2015). Engaging in the spontaneity of genuine intercultural virtual exchanges could, therefore, further the learning process of pragmatic norms, politeness strategies, and culturally specific ways of communicating that would give learners a deeper understanding of the target language.

2.5 Challenges and Potential Drawbacks

Despite the benefits enumerated above, a number of problems are associated with language learning through social networks. The informal nature of communication on social media can lead to the learning of non-standard varieties of language, such as abbreviations, slang, and grammatically incorrect expressions (Stevenson & Liu, 2010). Digital distractions, together with the fact that learners prefer using the tools for entertainment rather than educational purposes, can also hamper the process of learning (Bodnar et al., 2018). The lack of clearly defined learning objectives and lack of official testing, for that matter, makes it hard to track progress and eventually leads to a lack of motivation for learners.

3. Methodology

3.1 Research Design



This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gain a comprehensive understanding of the impact of social networks on language learning.

3.2 Participants

A total of 200 language learners, aged 18-30, who actively use social networks for language learning, were recruited through online platforms. Participants represented a range of linguistic backgrounds, including English, Spanish, Chinese, and French learners.

3.3 Data Collection

The data collection was based on online survey questionnaires and semi-structured interviews. The questionnaires used consisted of closed and open-ended questions that could outline the practices of the respondents in relation to the role of social networks in language learning. These were supplemented by interviews with 20 participants to gain deeper insights into their experiences.

3.4 Data Analysis

Quantitative data were analyzed using SPSS, while qualitative data were thematically analyzed using NVivo software. Descriptive statistics and inferential tests (e.g., ANOVA) were employed to identify significant patterns in the survey data, while interview transcripts were coded to identify themes related to language use, intercultural competence, and learning outcomes.

4. Results and Discussion

4.1 Vocabulary Acquisition and Development

The investigation has revealed that 85% of the respondents believed there was a significant improvement in their vocabularies due to the social network. One dominant role of social networks shared in both questionnaires and interviews is that it introduced learners to varieties of colloquial expressions, slang, and context-bound terms that are usually missing in formal references. In addition, the participants claimed that Instagram and TikTok were very useful for day-to-day language learning, referring to rich media content such as videos and memes with captions as highly valuable sources of authentic language input.

This is evidenced, for example, by one French learner reporting that the follow-up of English-speaking content creators on Instagram massively extended her idiomatic expressions vocabulary: "To see how idioms and slang are used by native speakers in their everyday posts helped me understand not just the words, but when and how to use them correctly." Such incidental learning is in tune with Krashen's Input Hypothesis, whereby the learner develops new lexical items through repeated exposure to comprehensible input that is just a little beyond the learner's current level of competence - so-called $i+1$. This would mean that social networks support vocabulary acquisition through the diverse range of multimodal content on offer, unlike ways in which traditional methods might not fully address.

However, 40% of respondents were apprehensive that the recurrence of "non-standard" forms on those sites abbreviations, acronyms, and peculiar spellings-could confuse learners without the metalinguistic awareness to separate the wheat from the chaff. For example, learners create confusion for themselves when they encounter abbreviations such as "brb" or "tbh", since these are not normally taught within a formal language classroom. This further underlines how important it is for learners to develop critical language skills in handling the convolutions of digital communication.



4.2 Grammar and Pragmatic Competence

About grammar development, 65% of the respondents claimed an average improvement courtesy of their practice on social networks and in environments that were basically online writing-based, such as Facebook, or even language communities like HelloTalk. According to their opinions, this was very helpful because, through written interactions, they could finally practice how to build sentences, use connectors, and apply grammatical rules in contextualizing how to use them. What's more, some sites, like HelloTalk, had options to correct messages from native speakers, therefore creating a collaborative learning environment where learners would receive immediate feedback on grammatical accuracy.

Interview data revealed, however, that while these platforms support informal grammar practice, they often lacked the structured feedback that would allow learners to refine their understanding of complex grammatical concepts. For example, one Spanish learner mentioned how HelloTalk allowed him to become confident with verb tenses in casual conversations, but he struggled to understand more subtle grammatical structures, such as the subjunctive mood. This might be a limitation to suggest that there has to be a balancing act—so to speak—between the spontaneous, contextualized input from the social networks with more formal, explicit grammar instruction.

Pragmatic competence, which is the competence of using language appropriately and effectively within social contexts, was yet another area that social networks proved beneficial in the participants' view. Some 70% reported that on these platforms, exposure to real conversations in real time and cultural nuances improved their understanding of how to use language in context. For instance, one Chinese learner testified to how the observation of the use of humour and indirect speech on Twitter helped her understand the pragmatics of English politeness and the usage of humour: "I noticed how English speakers often soften their language with humor or phrases like 'kind of' or 'maybe,' which is different from how we express politeness in Chinese."

4.3 Intercultural Competence and Identity Formation

One of the striking results of the research concerned intercultural competence secured through social networks. Ninety percent of the respondents judged that their use of social networks exposed them to different cultural approaches, which made them even better at intercultural navigation. It was often through direct interaction with locals, but also through exposure to culturally specific materials: memes, news articles, and user-generated discussions. One participant learning Spanish also described how Facebook groups having particularly to do with Latin American culture helped her better her understanding of regional differences in both language use and cultural norms:

Byram asserts in his work that the development of intercultural competence then becomes an inherent part of communication competence. This is not solely a matter of linguistic knowledge but includes awareness from the perspective of how languages are used to portray cultural values, beliefs, and identities. Social networks offer a somewhat privileged context in which learners can, in real-time, experience and reflect on those constantly shifting understandings of cultural difference, precisely because it mediates first-order contact with others who are physically distant. Several participants reported that this process of cultural learning raised their awareness of their own cultural identities and how such identities shape their use of language. Indeed, it is through digital platforms that Bakker (2015) reflects the use of which in learning one's language contributes to one's ever-changing, dynamic sense of intercultural identity.

4.4 Challenges and Limitations



Addressing the, The study noted a couple of challenges with the usage of social networks for language learning. First is digital distraction. About 60% reported that vast volumes of entertainment content on social networks often shifted their attention away from goals of language learning. The participants indeed pointed out that while they had logged in to practice the target language, very often they spent much time browsing unrelated content. Such instances point out the need to implement self-regulation and goal-setting strategies that will help learners stay focused on their language learning goals.

The other challenge which immediately comes to one's mind is misinformation and, as a result, the exposure to non-standard forms. Whereas traditional educational materials are curated and checked for precision, on social networks everything is generated by the users, and the content quality does vary a lot. Thus, the participants were concerned that they might come across some incorrect usage of language, especially on informal platforms like Twitter and TikTok due to abundant non-standard spellings, grammar shortcuts, and slang. This was a particular problem for beginners who tried to distinguish correct and incorrect forms of the language. Too often, this is confusing and reinforces the wrong patterns.

4.5 Recommendations for Educators

Given these problems for optimal use of social networks in language learning, the following recommendations are therefore hereby suggested to educators:

1. **Structured Integration:** Educators have to provide Borough-ofactivities that guide the learners to focus on social networks for explicit language learning objectives. For instance, assigning tasks of analysing the language used in a viral YouTube video or participating in a discussion on a Facebook group gives direction and focus to the learners.
2. **Critical Digital Literacy Development:** The training will impart into learners the skills of critical thinking in assessing information they get on social networks. It would also involve the identification of non-standard varieties of language, assessment of the reliability of sources, and how digital platforms shape the use of language.
3. **Balancing of Informal and Formal Learning:** While social networks offer great potential for informal learning, these must be weighed against the necessary formal instruction with regard to explicit grammar rules, academic vocabulary, and other areas less likely to be covered in casual digital exchanges.
4. **Encouragement toward Intercultural Dialogue :** Knowing well that people from different parts of the world will interact, instructors can mentally prepare learners by providing them with language partners from various cultural backgrounds. It can also facilitate discussions about comparing norms and values, either in practical class projects or through partnerships with institutions.

Conclusion

Current research testifies that the use of social networks significantly influences language learning, vocabulary growth, pragmatic competence, and the development of intercultural understanding. However, due to such unstructured and informal platforms, challenges arise which need an approach of balance. "Integrating social networks into the structured education of languages, supporting the development of digital literacy, and fostering an intercultural dialogue"-herein lie the points of focus through which educators are in a position to tap into the potential of such platforms in order to create rich, dynamic, and learner-centered language learning environments.



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The Function and Structure of Nominative Participial Constructions in Modern English

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Abstract

The following paper examines the syntactic construction and functional variety of nominative participial constructions in Contemporary English, focusing on the syntactic economy provided by nominative participial constructions and the contribution to discourse clarity. Based on examples from the British National Corpus and the Corpus of Contemporary American English, this chapter discusses how these sorts of structure embed delicate actions or states into sentences without elaborate clause structures. This chapter will explore how nominative participial constructions serve these discourse functions through the use of examples from academic, journalistic, and literary registers—foregrounding information, summarizing preceding actions, and emphatic purposes. The study also provides comparative insights into nominative participial constructions in relation to other forms of non-finite clauses, such as gerunds, which uniquely allow for condensation with a clearly identifiable subject even in highly reduced syntactic environments. In all, these findings contribute to a view that nominative participial constructions in English represent an instance of embodiment of the functional-syntactic interface: conciseness vs. richness of description, contributing to a more flexible and expressive syntax.

Keywords: nominative participial constructions, syntactic economy, functional analysis, English syntax

1. Introduction

Participial nominative constructions—that is, syntactic formations in which a noun or pronoun in the nominative case functions in conjunction with a participle—are an interesting yet relatively neglected domain in modern English syntax (Cowper, 1995; Haug et al., 2012). They are essential elements in syntactic condensation: they permit clauses to be reduced by embedding information into a sentence without hampering clarity and coherence.

In English, nominative participial constructions have their own special importance because of their amphibious nature: they are both participial—that is, adjectival or adverbial in function—and nominative, in that they show an explicit subject (Nikitina & Haug, 2016). The combination of these functions provides the possibility of different usages since they can add supplementary meaning to a sentence both in dependent and independent positions. Consider the example:

"John, who had finished his work, left the office early."

Here, for example, the nominative participial construction "John, having finished his work" provides information about him as a subject in a neat, embedded package of action and possibility. Thus, it saves an encumbrance of clause structure. The productivity of such constructions notwithstanding, these are put to



service by syntactic and semantic rules, which call for closer examination in their function and structure in modern English (Maling & Sprouse, 1995; Lemish, Kravtsova, & Tolcheyeva, 2022).

Purpose and Scope

The purpose of this paper is to explore the complex functions nominative participial constructions serve in English syntax, considering both their configurational and functional properties. We will be concerned with how such constructions function within the larger syntactic context in which they occur, how they differ in various registers—for example, academic, journalistic, and conversational—and how they affect information flow in discourse (Spyropoulos, 2023).

The research paper will address the following:

Syntactic Structure: The overall structure of nominative participial constructions was analyzed in relation to their form and the aspect of participles they employed: present, past, and perfect.

Discourse Functionality: A discussion of how these constructions work within sentences to add information, specify conditions, or bring actions into focus in context.

Variation across Registers: A discussion on the occurrence of these structures in formal and informal registers, with the stylistic and pragmatic implications.

Issues of Research

The following core questions shall be addressed in this study:

What are the syntactic functions of nominative participial constructions? Are they used primarily to summarize information, explain relationships, or indicate time in the discourse?

How do they vary in terms of structure along different registers?

Are there observable patterns of structural complexity or simplicity based on the formality of the register?

What, then, are the functional implications of these constructions in discourse? How do they influence the interpretation of sentence meaning, flow, and emphasis?

Importance of the Study

The present work might be relevant in explaining the delicacies of English syntax and fostering a more specified understanding of how grammatical forms create meaning and discourse (Koskinen, 1999). We hope that the study of the function and structure of nominative participial constructions will yield results relevant for theoretical linguistics—in particular, for investigations into syntactic reduction and nominalization—and for applied fields like second-language teaching, where competence in such constructions will help learners master complex sentence structures (Mingazova et al., 2018).

More linguistically, the present study contributes to existing research on participial constructions by addressing the particularities of the nominative case in English, a language that does not overtly mark the nominative case but nonetheless demonstrates nominative distinctions in such constructions (Fried, 2010). This focus will enrich the understanding of English's syntactic economy and its strategies for encoding information compactly.

Through detailed syntactic analysis and examples, such as: "*The manager, surprised by the outcome, decided to investigate further.*"

"*Sarah, not expecting any visitors, was startled by the knock on the door.*"

we shall elaborate on how such constructs work, focusing on their placement, function, and structural flexibility.

The present article will undertake a close investigation of nominative participial constructions, especially in modern English, with a special emphasis on the way in which these constructions build syntactically complex but semantically clear sentence forms. In so doing, it makes its contribution to a more advanced understanding not only of the syntax of English but also of its detailed interplay in discourse of form, function, and meaning.



Literature Review

The nominative participial construction intersects with multiple levels of linguistic inquiry, including syntactic theory, morphological analysis, and cross-linguistic structural comparisons. Participial constructions have been addressed from a variety of theoretical perspectives, thus reflecting a broad range of views on their syntactic and functional properties.

Overview of Participial Constructions

Cowper (1995) gives basic insights into participial constructions in English from the point of view of their syntactic structure and categorial ambiguity between adjectives and verbs. She comments that the participial construction efficiently encapsulates information by taking the form of a reduced clause which may function adjectivally or adverbially in a sentence. She observes that in English, participial constructions usually retain subject-predicate relationships yet are syntactically subordinate. First, it does lay the ground for the dual constitution of participial forms in English, with implications for the discussion of their syntactic economy and structural integration within sentences.

The article by Lemish, Kravtsova, and Tolcheyeva (2022) continues the research into the structure and types of predicative constructions in English and presents the syntactic rules that govern nominative participial forms. Their analysis also covers functional types—participles performing the function of non-finite predicates or modifiers—which were combined with nominative structures in complex sentences. This work presents a structural framework that helps to differentiate nominative participial constructions from other syntactic forms and contributes to a systematic understanding of their grammatical organization.

Cross-Linguistic Perspectives on Participial Constructions

Spyropoulos (2023) presents the changes that are taking place in Greek absolute participial constructions and further gives a comparative perspective on the evolution of non-finite structures across languages. Even though his focus is on Greek, the findings have relevance for the studies conducted into English participial construction in that they bring forth the fact that absolute constructions are independent in their behavior from the main clause, yet maintaining thematic coherence. He has hinted that absolute constructions are deeply rooted in the syntax-pragmatics interface, but he frames English nominative participial constructions as functional devices for information packaging in support of discourse. Participial constructions, on the other hand, are dealt with by Haug et al. (2012) in a chapter on non-finite subjects in a number of languages, considering the problems created by "dominant" participles. Their cross-linguistic comparison would then tend to suggest that even though languages like Latin, Greek, and English are typologically different, they all tend to share a common mechanism when using nominative participial forms to denote information that is centered around the subject. They further argue that such constructions constitute some sort of syntactic means through which nominalization may take place in language, with the effect of reducing the syntactic structure with which actions are encoded. This perspective provides a comparative framework that raises our understanding of how nominative participial constructions function as condensed yet semantically complete clauses in English.

Nikitina and Haug (2016) widen the discussion into Latin, syntactic nominalization, and non-canonical subject agreement. They discuss grammatical flexibility within non-finite forms: how participle constructions describe subject relationships in reduced clauses. Such research goes hand in hand with that group concerning English, where nominative participial constructions also allow for non-canonical agreement, giving the syntactic variety which allows ideas to be expressed briefly but complexly.

Syntactic and Morphological Analysis

Witkoś and Dziubała-Szrejbrowska (2016) discuss numeral phrases as subjects within Slavic languages in their agreement patterns with participles and predicative adjectives. While their study pertains to Slavic syntax, the observations related to agreement between nominative subjects and participles interface with



the discussion of syntactic flexibility in English participial constructions. They have brought out the syntactic economy in participial constructions whereby the non-finite forms allow for least structural configurations without loss of semantic transparency. Maling and Sprouse (1995) deal with structural case and specifier-head relations in a principled way, which can be applied directly to predicate NPs. They therefore argue that the nominative subject participial construction provides a peculiar syntactic configuration in which the nominative case assignment does not obtain. Their work is thus directly applicable to explaining the syntactic behavior of the nominative participial constructions in English, where the nominative case is unmarked yet inbuilt by default in the participial construction.

This syntactic relation between nominative subjects and participles argues once again for the view that the participial constructions of English provide a syntactically economical way of expressing subject-predicate relations.

Grammaticalization and Lexicalization

Fried (2010) discusses grammaticalization and lexicalization effects in participial morphology, tracing the diachrony of participial forms. She suggests that participial constructions are very often subjected to processes of grammaticalization, in which elements that were initially lexical come to acquire grammatical functions. In English, this is illustrated by nominative participial constructions, which in their development from syntactically overt forms have evolved into compact, functionally complex constructions. The present study might indicate the paramount importance of diachronic perspectives assessing grammatical versatility in regard to English participial forms.

Mingazova et al. (2018) provide a comparative study of participles in English and Arabic, emphasizing structural and functional parallels. Their research illustrates that the participial construction is adaptable across languages of different syntactic normativities and that the English participial forms parallel similar functional potentials in Arabic. Such a comparison provides a deeper understanding of nominative participial constructions as a universally effective linguistic strategy for embedding information, regardless of any specific syntactic restrictions that may occur in individual languages.

Syntactic Category and Functional Implications

Though focused on Finnish, Koskinen's analysis also shows how such participial constructions—including nominative forms of these participles—can eliminate syntactic categories without changing their semantic roles. This is parallel to English, where nominative participial constructions can take on adverbial, adjectival—even nominal—functions according to the context in which they occur and, consequently, can perform a variety of syntactic and pragmatic functions. Koskinen (1999) deals with syntactic category changing in Finnish participial constructions and is concerned with evidence for the transforming power of participles within sentences.

Overview

This literature review will discuss participial constructions as one of the very discussed structures, placing nominative participial constructions within a greater syntactic and functional perspective. From foundational studies on English syntax to comparative cross-linguistic analyses on various modern languages, scholars have consistently pointed out the syntactic economy and the functional richness of participial structures. The present paper develops these studies one step further, focusing particularly on the nominative participial construction in modern English, with a view to exploring how such constructions work within syntax and discourse to further our knowledge about the syntactic means that English has for efficient informational packaging and nominalization.

3. Methodology

Data Collection



This work will study the structure and function of nominative participial constructions in modern English, using two key corpora: the British National Corpus and the Corpus of Contemporary American English (Cowper, 1995; Fried, 2010). Both corpora represent very large, diverse samples of contemporary English, from multiple registers of use: from the academic and journalistic to the conversational and literary. By drawing on both British and American English varieties, we can capture possible regional and stylistic variations in the usage of nominative participial constructions (Spyropoulos, 2023).

The extraction process will then be based on a search for sentences with nominative subjects headed by participial phrases, such as "The professor, smiling at his students, began the lecture" (Maling & Sprouse, 1995). To ensure relevance, such constructions to which a search must be run will be limited to those in which the nominative case marker is there and whose participial phrase can easily be identified. Each example will then be checked for whether such a construction expresses a syntactic function that is appropriate for nominative participials (Nikitina & Haug, 2016).

Analytic Frame

Our analysis will involve both syntactic and functional dimensions:

Syntactic analysis: We shall adopt a formal syntax framework in terms of X-bar theory that is applied to an internal structure analysis of nominative participial constructions. This entails identification of the constituents, for example, nominative NP and participial phrase for each construction; determination of syntactic relations holding between them; selected examples will be diagrammed through their hierarchical relationships within sentences (Witkoś & Dziubała-Szrejbrowska, 2016).

Coding and categorization: Each example has been marked for syntactic features, including the following:

Type of participle used: present, past, perfect.

Position in sentence: initial, medial, final.

Syntactic function of the participial phrase: adjectival, adverbial, or nominal.

Functional Analysis: This section discusses how nominative participial constructions work at the level of discourse, focusing on their pragmatic and informational functions. It gives functional grammar-based information on how the constructions can be classified into:

Structuring of Information: Whether construction is used to foreground or background information, clear sequence, or provide any addition to the main clause.

Register-specific use: Note how different registers—for instance, formal academic writing versus casual conversation—affect both the frequency and the complexity of nominative participial constructions.

Tools and Software

We will be using AntConc for corpus-based data retrieval and NLTK in Python to support syntactic parsing and tagging, particularly identifying and verifying nominative subjects and participial forms. This will allow the software to effectively extract patterns in register-specific use and structural variance.

Scope of Study

The focus will be on written registers, as these are more likely to yield the nominative participial constructions in their more structured, explicit use. Spoken data will be looked at to a small extent, while the core of the study remains formal written texts—academic, journalistic, and literary—in which these constructions are more likely to occur with syntactic clarity. The limitation in scope allows for a more focused analysis of the structural and functional variations, free from the adventitious complexities bestowed by spontaneous spoken language.

Limitations

There are several limitations identified within this study:



Register Restriction: The focus would more or less remain on the written registers because this study will not allow one to read any trends in usage patterns for nominative participial constructions in conversational or casual informal English.

Crosslinguistic Comparisons: While comparisons with other languages will be referred to where relevant in theoretical discussion, the research will not be directly analyzing data from any other language than English.

Variations across different regions: While British and American varieties of English will be discussed, there could be other dialectal variations which are beyond the scope of this present study. This, in turn, is likely to yield a valid account of the syntactic patterns of nominative participial constructions in present-day English, their discourse roles, and their variation according to register.

4. Structural Analysis of Nominative Participial Constructions

Syntactic Composition

The nominative participial constructions consist mainly of a subject NP followed by a participle—present, perfect, or past—which, combined, make a succinct clause that embeds a supplementary meaning without using a full clause (Maling & Sprouse, 1995; Haug et al., 2012). Such constructions, in structure, retain the subject-predicate relationship within a condensed, non-finite form. Typical configurations include:

Present Participle (e.g., -ing form):

"The professor, smiling warmly, began the lecture."

"The athlete, preparing for the race, looked focused."

In these examples, the present participle describes an ongoing action related to the subject but does not require a separate clause. Here the construction is adjectival in sense, modifying "The professor" and "The athlete" respectively (Cowper, 1995).

Past Participle (e.g., -ed form):

"The cake, baked to perfection, was the centerpiece of the table."

"The report, completed ahead of schedule, impressed the committee."

The participle is an adjective verbal which, along with the subject, completes the action or state described, giving great detail to "The cake" and "The report" (Nikitina & Haug, 2016).

Perfect Participle (e.g., having + past participle):

"The student, having finished his assignment, relaxed for the evening."

"The CEO, having secured the deal, addressed the shareholders with confidence."

The perfect participle shows sequence and implies an action or state that began prior to and continued up to another main action (Fried, 2010).

These syntactic forms allow flexibility in integration within sentences; they convey information about actions, states, or conditions without employing separate clauses.

Variation Across Contexts

Usage of nominative participial constructions also varies widely among different registers, depending on factors such as formality and informational density, as reflected in stylistic convention. Analysis of corpora shows striking variation in frequency and complexity according to register (Lemish, Kravtsova, & Tolcheyeva, 2022):

Academic Writing: These constructions are common in academic writing because they allow succinct, descriptive formulations:

"The researcher, having reviewed the relevant literature, proposed a new hypothesis."

"The experiment, conducted under controlled conditions, yielded significant results."

In nominative participial constructions in academic contexts, they provide more information without



overloading the reader with extended clause structures. Especially, they serve to sum up any previous action or finding.

Journalistic Writing: The following are a few examples of how these constructions are used in journalistic prose to rapidly set scenes or provide backgrounds:

"The president, addressing the crowd, emphasized unity."

"The city, devastated by the hurricane, began recovery efforts immediately."

Journalistic use would prefer participial constructions for economies of information; thus, it would enable a small area to efficiently tell the story and give the background details.

Literary English: In literature, nominative participles are used to add descriptive layers and often build up the tone of narration:

"The child, eyes wide with wonder, gazed at the fireworks."

"The detective, having pieced together the clues, was ready to confront the suspect."

Constructions like this in literary contexts evoke images, building up a scene or emphasizing actions and emotions made by the characters.

Clause Combination

Nominative participial constructions may be independent modifiers or embedded modifiers in the modifying of larger clauses. Their embedding is usually dictated by the clause type in which they occur:

Main Clauses: These structures, when joined to an independent clause, act as nonessential modifiers—it is extra information that is being provided:

"The pianist, focused on his performance, ignored the audience's applause."

"The hikers, exhausted from the journey, set up camp for the night."

In main clauses, the participial phrase carries subsidiary, yet not essential information—that is, information that could be deleted without affecting the structure of the sentence (Witkoś & Dziubała-Szrejbrowska, 2016).

Subordinate Clauses: In dependent clauses, nominative participial constructions provide subordinate information that introduces, rather than states the assertion of, the independent clause:

"Although the mayor, pressured by recent events, attempted to reassure the public, confidence remained low."

"While the team, knowing the stakes, prepared for the match, their coach watched silently."

Here, the participial construction in the subordinate clause gives conditional or explanatory meaning and further strengthens the relation between the actions of the subordinate and main clauses.

Both in main and subordinate contexts, nominative participial constructions show the facility of English syntax for syntactic condensation—that is, the embedding of layers of meaning and context without reliance on extensive, multi-clause sentences. Allowing such constructions, English permits its speakers and writers to supply complexly, subtly shaded information briefly and enhances readability and stylistic expression accordingly.

5. Functional Analysis

Role in the Discussion

In the discussion, nominative participial constructions perform three salient functions: bringing to the fore information, summarizing actions, and adding emphasis to certain information. Since these constructions encapsulate actions or conditions concerned with the main subject, they reveal the possibility of bringing to the fore subsidiary or peripheral information without causing a diversion in the main focus of the sentence (Cowper, 1995; Fried, 2010).

Salience of Information: These constructions can bring certain information to the foreground, focusing attention either on contextual actions or states that frame the main action:



"The athlete, injured during the race, still managed to finish first."

"The scientist, puzzled by the results, rechecked the data for accuracy."

Here, the participial phrases "injured during the race" and "puzzled by the results" foreground the conditions that are effectively affecting the main action, adding so much to the contextual understanding of the reader (Lemish, Kravtsova, & Tolcheyeva, 2022).

Summarizing Actions: Nominative participial constructions provide a handy means of summarizing actions which precede the main event:

"The lawyer, having reviewed the evidence thoroughly, presented her case confidently."

"The delegates, having reached an agreement, signed the treaty."

These examples set up a number of actions into one phrase, thereby allowing the coordination of two successive actions—a preparatory and a main action—into one sentence, primarily in contexts where continuity of the narrative is necessary (Spyropoulos, 2023).

Adding Emphasis: Nominal participle constructions are used to set apart, or isolate, certain information, thus giving emphasis to details that are either rhetorically or emotionally weighted:

"The crowd, standing in awe, watched the fireworks light up the sky."

"The officer, determined to find the truth, pursued the investigation tirelessly."

In these cases, the structures underline conditions of emotions or deeds done with a backing intention, placing emphasis on qualities that imply an impression in the mind (Nikitina & Haug, 2016).

Information Packaging

Nominative participial constructions are a device of information packaging: They efficiently condense information that would otherwise be expressed in full clauses. This syntactic economy enables descriptive depth without over-extending sentence length, creating a balance between clarity and conciseness (Haug et al., 2012).

Compact Expression of Related Actions: These structures condense associated actions or conditions into a single phrase and, therefore, render the sentence less wordy without sacrificing any information richness:

"The manager, watching the new recruits carefully, took notes on their performance."

Whereas the participial construction does this easily, the merit of saying, "The manager carefully watched the new recruits, taking notes on each one's performance."

Depth of Description: These are those structures that create depth in description, adding weight to main actions and details in order to deepen the reader's understanding:

"The student, frustrated by the complex instructions, struggled with the assignment."

Here, the participial phrase "frustrated by the complex instructions" gives psychological context; it shows the mental state of the student without taking another clause.

Avoiding Redundancy: When supplemental phrases would imply redundancy, the nominative participial constructions offer brevity:

"The CEO, having announced the merger, faced questions from the press."

This construction eliminates the need for a separate clause describing the CEO's previous action—linearity of information but still grammatically sensible.

Register-Specific Uses

The functional role of nominative participle constructions also varies significantly across the three registers, with distinct patterns found within academic, spoken narrative, and narrative contexts.

Academic Register: Nominal participial constructions have seen high usage in academic writing, where conciseness and exactitude are cardinal, once one is summarizing previous findings or describing parallel sets of actions.



"The researcher, having compiled the necessary data, conducted a comprehensive analysis."

"The experiment, performed under strict conditions, produced reliable results."

The constructions found here encapsulate such background information in a nutshell to maintain the main points without having to go off on tangents into lengthy explanations.

Spoken Register: These constructions occur less often in spoken language but, for stylistic purposes, such as emphasis may be utilized, particularly in formal speeches or presentations:

"Our team, working tirelessly day and night, achieved remarkable results."

"The city, recovering from recent storms, is showing signs of improvement."

Participles in speech may often describe focus, such as dedication or situational context, as seen in the first example where the participial emphasizes the persistence of the team (Maling & Sprouse, 1995).

Narrative Register: In the case of belletristic or narrative prose, nominative participial constructions provide richer descriptive levels and can allow layering of visual or emotive detail:

"The child, lost in thought, wandered along the beach as the sun set."

"The old man, remembering his youth, gazed out over the fields."

Such constructions give a double layer of description, ringing actions of characters with introspective or emotional shades, therefore enriching the narrative.

On the whole, nominative participial constructions play their essential roles in many registers, allowing English syntax to strike a balance between functional clarity and descriptive efficiency. By adding important foreground, summary, or emphasis to context, they add enormously to the expressive power of English and serve to reinforce both formal and narrative coherence.

6. Discussion

Consequences for Syntax and Usage

The results of this study point to the syntactic flexibility and multifunctionality of the nominative participial construction in English. In embedding action or states directly into the sentence structure, these constructions support syntactic economy, therefore aligning with the minimalist principles in syntactic theory where the language strives for the least complex yet most efficient forms (Maling & Sprouse, 1995; Nikitina & Haug, 2016).

In actual use, such constructions guarantee brevity, especially in formal and academic writing, where short sentences are more desirable because of their clearness and accuracy. For example, a sentence like, *"The researcher, having concluded the study, published her findings,"* summarizes information in a way that other clauses become unnecessary. Such syntactic choices show that English syntax leans more often than not towards brevity and coherence, at least in formal registers, where nominative participial constructions seem to occur most (Cowper, 1995; Haug et al., 2012).

Furthermore, the study highlights the tacit contribution such structures make to the expression of temporal relations, by which the participial phrase typically indicates an action anterior or simultaneous with that of the main clause. Another aspect of the syntactic economy of English is that its syntax licenses such tacit temporal relations without any separate marker.

Comparative Insights

In contrasting nominative participial constructions against other participial and gerund constructions in English, some distinctions emerge. While understood in both nominative and non-nominative form, the reduction of clauses—all in the interest of efficiency—is extremely common, yet in nominative participial constructions alone is the subject overtly positioned, which is usually superfluous in non-nominative constructions.

Consider the difference between:

"The students, having completed the exam, left the room" (nominative participial construction).



"After completing the exam, the students left the room" (non-nominative participial construction).

While in the first example, the explicit nominative subject "students" is emphatic and embeds the action right within the sentence, on the other hand, non-nominative participial constructions show implicit subjects. Although they allow for flexibility in sentence structures, implicit subjects sometimes lead to ambiguity in cases when a sentence is long and complex. This leads further to the view that nominative participial constructions play the role of embedding clarity in syntax with respect to a subject-reference even in reduced forms (Lemish, Kravtsova, & Tolcheyeva, 2022).

Comparison with these gerund constructions drives the same point home. Gerund phrases count as noun equivalents, rather than modifiers:

"The students' completing the exam was a relief to the teacher."

In this respect, the gerund "completing" is clearly a subject, rather than a descriptor, marking a clear functional departure from nominative participial constructions, which modify or add context to actions. In this respect, although both gerunds and participles are non-finite forms, their functions within the sentence will differ; nominative participial constructions offer modification rather than the substantive function of the gerunds (Spyropoulos, 2023; Fried, 2010).

Functional-Syntactic Interface

The interplay of function and structure in nominative participial constructions raises important questions about whether structure shapes function or vice versa. Evidence from this study suggests a bidirectional relationship: the syntactic structure enables functional versatility; however, the function of these constructions influences their structural preferences.

For example, the very syntax of nominative participial constructions—a clearly defined subject followed by a participial phrase—inherently promotes discourse functions such as bringing information to the fore or summarizing it. They can structurally come before, after, or be embedded within the independent clause, a flexibility which meets a range of discourse needs ranging from backgrounding information to highlighting conditions. From this structural flexibility follows, in turn, the possibility of these constructions performing quite a range of functions, thereby illustrating how structure facilitates syntactic efficiency (Koskinen, 1999).

On the other hand, functional preference for the nominative participle construction in the formal and academic registers is most encouraged due to compact information packaging. As shown below, this once again is a sterling example of how functional needs determine syntactic tendencies. In narrative and descriptive writing, for example, this structural form is sometimes utilized for its merits in layering further imagery or detail without interrupting the flow. More controversially, nominative participial constructions can be said to epitomize the functional-syntactic interface of English. They reflect a particular linguistic solution that weighs up the need for clarity, economy, and expressive depth, standing as testimony to the syntactic ingenuity of the language. The interaction between structure and function would thus suggest that nominative participial constructions are not only a structural device but also a functional resource in the syntax of English, greatly contributing to its flexibility and expressiveness.

7. Conclusion

The given study has looked at the nominative participial constructions in their structural and functional roles within modern English, bringing to light their unique contributions to syntax and discourse. Constructions with their characteristic format of subject + participle attest to the capacity of English for syntactic economy whereby complex layers of information can be embedded compactly within sentences. This paper has demonstrated how such constructions realize clarity and conciseness and serve as foregrounding, summarizing, and emphasis tools in various contexts of academic, journalistic, and narrative registers.



Our results point out the interplay of function on structure in these constructions, where syntactic form permits multifunctionality in discourse, while functional needs condition structural selection.

Not only do nominative participial constructions bring depth and expressiveness to description, but they also fill a useful need for effective information packaging, especially in formal writing registers. Comparisons with other participial and gerundial constructions further illustrate that nominative participle constructions have a peculiar emphasis on subject clarity that sets them apart as a precise tool of succinct yet context-laden expression. Ultimately, nominative participial constructions exemplify the flexibility and sophistication that exist in English by marrying structural elegance with functional efficacy. Further research may investigate the linguistic typology of such constructions in various languages with regard to the ways in which other languages employ similar syntactic structures or the possible uses of those constructions within related fields like second language acquisition and computational linguistics. This research provides evidence for an enhanced understanding of English's syntactic mechanisms and helps illustrate vaster mechanisms through which the language conveys meaning at several layers while sustaining syntactic economy.

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The Comparative Typology of Subordinate Conjunctions of Auxiliary Parts of Speech in the Azerbaijani and Russian Languages

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Abstract

This article explores the comparative typology of subordinating conjunctions among auxiliary parts of speech in the Azerbaijani and Russian languages. The study aims to identify and analyze the structural and functional characteristics of subordinating conjunctions in both languages, highlighting their similarities and differences. Through comprehensive linguistic analysis, the research examines the usage patterns of auxiliary parts of speech, focusing on their roles in constructing complex sentences and expressing subordinate clauses. The article presents distinctive features of subordinating conjunctions in Azerbaijani and Russian, offering insights into their syntactic behaviors and semantic effects. This comparative approach aids in a broader understanding of conjunction usage in Turkic and Slavic languages, emphasizing the importance of auxiliary parts of speech in language structure and communication.

Keywords: subordinating conjunctions, complex sentences, typology, functional characteristics

Introduction

In the Russian language, conjunctions play a crucial role in forming complex sentences. They are used to connect words, phrases, or clauses, thereby creating meaningful and cohesive sentences. Russian conjunctions are divided into two main types: coordinating and subordinating conjunctions. Each type serves a distinct purpose in linking grammatical units within sentences.

Coordinating conjunctions link elements of equal grammatical rank, such as independent clauses or phrases. Examples of coordinating conjunctions in Russian include "и" (and), "но" (but), and "или" (or). These conjunctions maintain a balance between the connected elements, contributing to clarity and coherence in communication. For instance, the sentence "Он пошёл в магазин, но не купил хлеб" ("He went to the store but didn't buy bread") uses the coordinating conjunction "но" (but) to contrast two independent statements (Sannikov, 2001, p. 74).

Subordinating conjunctions, on the other hand, connect dependent (subordinate) clauses to independent (main) clauses, thereby forming complex sentences. Examples of subordinating conjunctions include "потому что" (because), "если" (if), and "когда" (when). These conjunctions establish hierarchical relationships between the clauses they connect, where the subordinate clause provides additional



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information or specifies conditions, reasons, or outcomes related to the main clause. For example, "Он пошёл в магазин, потому что у него закончился хлеб" ("He went to the store because he ran out of bread") uses "потому что" (because) as a subordinating conjunction to present the reason for the action in the main clause (Nikolaeva & Fuzheron, 2004, p. 104).

Russian conjunctions can be further categorized based on the specific types of relationships they express. The primary categories include coordination, subordination, and correlative conjunctions.

1. **Coordinating Conjunctions:** These conjunctions, such as "и" (and), "или" (or), and "а" (but), connect grammatically equal elements within sentences. In Russian, coordinating conjunctions are often used to join nouns, adjectives, or entire clauses, ensuring balance and symmetry within sentence structures.
2. **Subordinating Conjunctions:** These conjunctions, including "когда" (when), "если" (if), and "чтобы" (so that), are used to connect dependent clauses to independent ones. Subordinating conjunctions are essential for constructing complex sentences, as they help express detailed thoughts, conditions, and reasons.
3. **Correlative Conjunctions:** These are pairs of words used together to link grammatical elements, such as "как... так и" (both...and) and "либо...либо" (either...or). They create a balanced structure within sentences and emphasize the equal importance of the connected elements (Sannikov, 2004, p. 240).

The choice of conjunctions in Russian directly influences sentence structure and the relationships between sentences. Proper use of conjunctions aids in creating complex, meaningful sentences, while incorrect usage can lead to confusion or ambiguity. This complexity highlights the importance of mastering conjunction usage in both spoken and written Russian.

Russian sentence structure is flexible due to the language's extensive inflectional system, allowing relatively free word order compared to languages like English. However, conjunctions are essential for defining relationships between clauses and ensuring clarity in sentence construction.

In complex sentences, coordinating conjunctions link independent clauses, creating a balanced structure where each clause can stand alone as a complete sentence. For example, "Она читала книгу, и он готовил ужин" ("She was reading a book, and he was cooking dinner") consists of two independent clauses linked by the conjunction "и" (and). This conjunction helps the reader understand that the two actions occurred simultaneously or in parallel (Uryson, 2011, p. 88).

In complex sentences, subordinating conjunctions introduce dependent clauses that provide additional information to the main clause. For instance, "Он вернётся, когда закончится дождь" ("He will return when the rain ends") uses the subordinating conjunction "когда" (when) to indicate a temporal relationship between the two clauses. Here, the main clause "Он вернётся" ("He will return") depends on the subordinate clause introduced by the conjunction (Uryson, 2011, p. 88).

Russian also uses correlative conjunctions to emphasize the parallel nature of two or more ideas. For example, "Как в России, так и в других странах наблюдаются схожие проблемы" ("Similar problems are observed both in Russia and in other countries") uses the correlative conjunction "как...так и" (both...and) to convey that the same situation exists in multiple places (Uryson, 2001, p. 56).



The use of conjunctions, especially subordinating conjunctions, enables Russian speakers and writers to construct complex, multi-clause sentences with nuanced meaning. By linking independent and dependent clauses, speakers can express causality, conditions, contrasts, and sequences of events, enhancing the language's ability for detailed communication.

The study of conjunctions in Russian reveals their indispensable role in shaping sentence structure and enhancing the language's functionality. Whether coordinating, subordinating, or correlative, these conjunctions link ideas, express logical relationships, and ensure clarity in communication. By mastering conjunction usage, learners of Russian can gain a deeper understanding of the language's syntactic structure and improve their ability to express complex ideas.

In the context of comparative linguistics, examining subordinating conjunctions is crucial for understanding the distinct syntactic and semantic features of languages. Subordinating conjunctions function as auxiliary parts of speech, connecting dependent clauses to main clauses to form complex sentence structures.

Both Azerbaijani and Russian belong to different language families—Azerbaijani to the Turkic group and Russian to the Slavic branch. These languages demonstrate significant differences in morphology, syntax, and semantics. Azerbaijani is an agglutinative language, meaning grammatical relations are expressed through affixes attached to words, while Russian is a fusional language, where word endings convey grammatical categories. Despite these fundamental differences, both languages make extensive use of subordinating conjunctions to construct complex sentences and convey logical, temporal, causal, or conditional relationships (Khalilov, 2016, p. 168).

In both Azerbaijani and Russian, subordinating conjunctions serve to link dependent (subordinate) clauses to main clauses, thereby creating complex sentences. These conjunctions convey additional information, such as time, cause, condition, concession, and more. In both languages, subordinating conjunctions play a vital role in constructing meaningful, grammatically correct sentences that enable speakers to express nuanced ideas.

Commonly used subordinating conjunctions in Azerbaijani include "çünki" (because), "əgər" (if), and "ki" (that). These conjunctions often introduce subordinate clauses that provide reasons, conditions, or descriptive information. The flexible syntax of Azerbaijani allows these conjunctions to be positioned at the beginning or middle of a sentence, depending on the speaker's intended emphasis or meaning.

In Russian, frequently used subordinating conjunctions include "потому что" (because), "если" (if), and "что" (that). Compared to Azerbaijani, Russian has a more rigid word order influenced by its fusional grammar, with conjunctions typically appearing at the beginning of the subordinate clause. Despite this rigidity, Russian subordinating conjunctions fulfill similar functions in sentence construction, connecting ideas and expressing logical relationships.



Table 1.
Comparison of Grammatical Differences and Morphological Structures in Subordinating Conjunctions between Azerbaijani and Russian Languages

<i>Aspects</i>	<i>Azerbaijani (Agglutinative)</i>	<i>Russian (Fusional)</i>
Word Formation	Uses affixes to indicate grammatical relations	Uses inflections (changes to word endings) to indicate gender and number
Placement of Subordinating Conjunctions	Flexible placement of subordinating conjunctions ("çünkü" - because, "əgər" - if, "ki" - that)	Fixed position for subordinating conjunctions ("потому что" - because, "если" - if, "что" - that)
Sentence Structure	Subordinate clauses can appear before or after the main clause	Fixed word order within subordinate and main clauses
Tense and Aspect in Verbs in Subordinate Clauses	Verb tense marked with special affixes; temporal/aspect functions often overlap	Verb tense marked with special inflections; temporal/aspect functions often overlap
Impact of Syntax on Meaning	Flexible word order allows for emphasis and changes in meaning	Fixed word order is crucial to maintaining clarity and meaning
Example of Causal Conjunction Usage	"Çünkü" often appears at the beginning of the sentence, presenting cause-effect relationships	"Потому что" introduces a cause-effect relationship and is typically followed by a fixed sentence structure

Source: Pekelis, O. E. (2012). *Dyukhmestnye sochinitel'nye soyzu: opyt sistemnogo analiza (based on corpus data)*. *Voprosy yazykoznaninya*, 10-45

The main distinguishing feature between Azerbaijani and Russian in terms of subordinating conjunctions lies in their grammatical structures. As an agglutinative language, Azerbaijani relies on suffixes and other affixes to express grammatical relations, which allows for a more flexible sentence structure. In contrast, Russian, with its fusional grammar, uses changes to word endings to convey tense, case, gender, and number.

In Azerbaijani, subordinating conjunctions often combine with these elements to form complex sentences. For example, the conjunction "çünkü" (because) introduces causal relationships, and the verb following this conjunction is usually marked with a specific tense or aspect to indicate the timing of the action relative to the main clause. Azerbaijani has a more flexible word order, meaning subordinate clauses introduced by conjunctions can appear before or after the main clause without changing the sentence's meaning (Rüstəmov, 2007, p. 28).

In Russian, conjunctions operate within a stricter syntactic structure. For instance, the conjunction "потому что" (because) is used to introduce causal relationships, and the word order following it is more rigid compared to Azerbaijani. In both languages, the tense of the verb in the subordinate clause is carefully chosen to reflect the temporal or logical relationship between the clauses.



Table 2.
Typological Differences and Cross-Linguistic Influence of Subordinating Conjunctions in Azerbaijani and Russian

<i>Category</i>	<i>Azerbaijani</i>	<i>Russian</i>	<i>Cross-Linguistic Influence</i>
Language Family	Turkic (agglutinative)	Slavic (fusional)	Typological differences between agglutination and inflection influence conjunction usage.
Conjunction Formation	Formed by adding suffixes to main words	Mostly invariant, with minimal morphological changes	Differences in formation methods reflect structural preferences across languages.
Sentence Structure	Allows for broader word order flexibility	Used more frequently at the beginning of sentences	Cross-linguistic typology emphasizes differences in sentence structuring flexibility.
Morphology	Conjunctions often attach to other words	Morphologically altered for specific words	Morphological changes are more restricted in Russian.
Conjunction Placement	Used in various parts of the sentence	Appears at the beginning of the subordinate clause	These placements affect the syntactic processing of each language.
Translation Complexity	Translating Russian into agglutinative languages may require simplification and expansion	Translation into agglutinative languages may require structure adjustments	Typological differences add complexity to direct translation, requiring restructuring.
Sentence Length	Due to agglutination, longer, multi-clause sentences are common	Often results in shorter, multi-sentence structures	Language structure mandates shorter sentences for effective translation and communication.
Contextual Usage	Conjunctions are often explicitly required for clarity in complex sentences	Some conjunctions may be implied from context	Linguistic typology influences clarity and redundancy in communication.

Source: Pekelis, O. E. (2008). *Semantika prichinnosti i kommunikativnaya struktura potomuchto i poskol'ku. Voprosy yazykoznaninya*, pp. 66–85.

The semantic functions of subordinating conjunctions in both Azerbaijani and Russian are quite similar despite their different grammatical systems. In both languages, conjunctions are used to establish logical, temporal, causal, and conditional relationships between clauses. These relationships are crucial for creating coherent sentences that convey complex ideas and meaningful connections between events or actions.

For instance, both Azerbaijani and Russian use conjunctions like "çünkü" and "потому что" (because) to introduce reasons or explanations. Similarly, "əgər" and "если" (if) introduce conditional sentences, creating hypothetical or potential scenarios. These semantic functions are essential for the logical structure of discourse, allowing speakers in both languages to express cause-effect relationships, state conditions, or introduce hypothetical situations (Seyidov, 2000, p. 46).

While the semantic functions of conjunctions are similar, their usage may vary depending on context, culture, or communication style. The flexible sentence structure in Azerbaijani allows for a variety



of clause placements, whereas the more rigid word order in Russian tends to create more predictable patterns in complex sentences.

As mentioned, conjunctions play a crucial role in constructing complex sentences. They establish relationships of time, condition, cause, contrast, and purpose between clauses, thus enhancing the syntactic and semantic unity of the language. Subordinating conjunctions in both Azerbaijani and Russian are vital for sentence structure and communication, though they show significant differences in usage, classification, and grammatical behavior due to the distinct linguistic and typological features of these two languages.

In Azerbaijani, subordinating conjunctions function similarly to conjunctions in many other languages, linking dependent clauses to main clauses. Azerbaijani, as an agglutinative language, often uses suffixes to express grammatical relations, and subordinate clauses are typically marked by conjunctions that clarify relationships based on time, condition, cause, or purpose.

Common subordinating conjunctions in Azerbaijani include:

- ki (that)
- çünki (because)
- nə vaxt ki (when)
- əgər (if)
- ona görə ki (because of)
- o səbəbdən (for that reason), etc. (Rüstəmov, 2013, p. 97)

These conjunctions establish logical or temporal relationships between clauses. For instance, in the sentence “O, mənə dedi ki, sabah gələcək” (“He told me that he would come tomorrow”), the conjunction “ki” introduces a dependent clause expressing indirect speech. Similarly, in conditional sentences, the conjunction “əgər” introduces a condition: “Əgər hava yaxşı olsa, biz gəzintiyə çıxarıq” (“If the weather is good, we will go for a walk”).

A key feature of subordinating conjunctions in Azerbaijani is their flexibility in word order. Subordinate clauses in Azerbaijani often appear either before or after the main clause without altering the meaning, as in “Hava yaxşı olsa, biz gəzintiyə çıxarıq” or “Biz gəzintiyə çıxarıq, əgər hava yaxşı olsa.” This flexibility stems from Azerbaijani's syntactic structure, which relies on case endings to denote grammatical relationships, allowing for free word order.

Russian, a highly inflected language, also uses subordinating conjunctions to connect dependent clauses to main clauses. However, conjunctions in Russian are more rigid in terms of word order, and the structure of complex sentences tends to be less flexible due to the language's fixed syntactic rules. Russian also places a high value on conjunctions to introduce temporal, causal, and conditional clauses.

Common subordinating conjunctions in Russian include:

- что (that)
- потому что (because)
- когда (when)



- если (if)
- чтобы (so that), etc. (Kazimov, 2017, p. 54)

These conjunctions establish logical or temporal relationships between clauses. For instance, in the sentence “Он сказал, что придет завтра” (“He said that he would come tomorrow”), the conjunction “что” functions similarly to the Azerbaijani “ki,” introducing a dependent clause that conveys indirect speech. Similarly, in the conditional sentence “Если погода будет хорошей, мы пойдем на прогулку” (“If the weather is good, we will go for a walk”), the conjunction “если” introduces a conditional clause.

Unlike Azerbaijani, Russian has a stricter sentence structure, with the subordinate clause typically following the main clause. This rigidity is due to Russian’s relatively fixed word order, which relies more on inflectional endings than on flexible word order to indicate grammatical relationships.

The typological differences between Azerbaijani and Russian impact how each language’s sentence structures are understood and learned, especially for speakers studying each other’s language. The agglutinative nature of Azerbaijani allows for flexibility in sentence structure and the placement of subordinating conjunctions, which may be challenging for Russian speakers accustomed to more rigid syntactic rules. Conversely, Azerbaijani speakers may find it difficult to adapt to Russian’s fusional grammar, with its strict word order and inflectional endings.

These typological differences also offer insights into the historical development of the two languages. Although Azerbaijani and Russian belong to different language families, both have evolved to use subordinating conjunctions as essential tools in sentence construction, reflecting a common linguistic need to express complex relationships between ideas. A comparative study of these languages can shed light on processes of linguistic convergence and divergence, as well as the influence of cultural-historical factors on language development.

Conclusion

The comparative analysis of subordinating conjunctions in Azerbaijani and Russian highlights significant grammatical and functional differences arising from the unique typological and morphological characteristics of each language. These findings deepen our understanding of how subordinating conjunctions shape sentence structure, coherence, and meaning across different linguistic systems.

The study underscores the importance of cross-linguistic research in revealing both universal and language-specific features of grammar, extending beyond the scope of Azerbaijani and Russian. It provides valuable insights into how syntactic elements can reflect broader cultural and cognitive patterns within languages. Future research could expand on this foundation by examining how these subordinating conjunctions function in dialects or regional varieties of each language. Additionally, investigating the role of subordinating conjunctions in language acquisition and translation studies could further clarify their significance in linguistic comprehension and expression. Ultimately, this study contributes substantially to linguistic typology and the broader field of language comparison.

In conclusion, the comparative typology of subordinating conjunctions in Azerbaijani and Russian reveals both similarities and differences related to complex sentence construction in these languages. Subordinating conjunctions play a crucial role in both languages, enabling speakers to connect sentences and express logical, temporal, and causal relationships. The grammatical differences between the agglutinative structure of Azerbaijani and the fusional system of Russian result in different approaches to



sentence structure, yet the core semantic functions of the conjunctions largely remain the same. Understanding these typological differences is important not only for linguists but also for language learners and educators working in an intercultural context. Through comparative studies, researchers can better understand how languages evolve, interact with one another, and reflect the cultural and cognitive needs of their speakers.

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A Comparative Study of Subordinate Conjunctions in Azerbaijani and English: A Typological Perspective

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Abstract

This study presents a comprehensive comparative analysis of subordinate conjunctions in Azerbaijani and English, examining their syntactic structures, semantic functions, and frequency of usage. Drawing from a diverse corpus of literary, academic, and spoken texts, the research reveals significant typological differences between the two languages. Azerbaijani, with its agglutinative and head-final structure, uses flexible clause positioning and morphological markers, whereas English adheres to a fixed, head-initial clause arrangement. The semantic analysis categorizes conjunctions into causal, conditional, temporal, and adversative types, highlighting unique patterns and preferences in each language. Additionally, frequency analysis shows a higher density of conditional conjunctions in Azerbaijani, reflecting cultural emphasis on hypothetical relationships. These findings have important implications for translation, language teaching, and linguistic theory, offering practical tools and insights for both academic and applied linguistics. The study also identifies limitations, such as the focus on written texts, and suggests directions for future research, including analysis of spoken language and digital communication.

Keywords: Subordinate Conjunctions, Comparative Linguistics, Azerbaijani Language, English Syntax, Typological Analysis

1. Introduction

Background

Subordinate conjunctions are essential components in constructing complex sentences, linking dependent clauses to main clauses and indicating relationships such as time, cause, condition, and contrast. They play a critical role in shaping the flow and clarity of written and spoken discourse. While subordinate conjunctions share functional similarities across languages, their syntactic behavior and semantic nuances can vary significantly based on linguistic typology. **Azerbaijani**, belonging to the Turkic language family, features an agglutinative structure, whereas **English**, a member of the Germanic language family, follows an analytic structure. This fundamental typological difference impacts how each language uses subordinate conjunctions. As Karimli (2017) notes, these differences manifest in structural patterns, morphological complexity, and word order, which are areas ripe for comparative linguistic exploration.



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Problem Statement

Despite the importance of understanding cross-linguistic features for translation and language teaching, there is a notable lack of research comparing subordinate conjunctions between Azerbaijani and English. Existing studies have largely focused on individual languages or generalized typological contrasts without delving deeply into the specific area of subordination. This gap limits our understanding of how conjunctions operate across these languages and hinders efforts in effective teaching, translation, and further linguistic analysis.

Objective

The objective of this study is to conduct a comparative analysis of subordinate conjunctions in Azerbaijani and English, examining both syntactic structures and semantic functions. By identifying the similarities and differences between the two languages, the study aims to offer insights into their linguistic typology and provide practical implications for translation and language pedagogy.

Research Questions

This research will address the following questions:

1. What are the main subordinate conjunctions used in Azerbaijani and English?
2. How do these conjunctions differ in terms of structure, usage, and syntactic function?

Significance

Understanding the differences and similarities in subordinate conjunction use between Azerbaijani and English is critical for several reasons. From a **linguistic theory** perspective, it enriches our knowledge of typological variation and syntactic structures. For **translation**, it aids in identifying potential pitfalls and ensures more accurate and natural language rendering. In **language teaching**, recognizing these differences can help educators develop targeted strategies to teach subordinate conjunctions effectively, enhancing learners' comprehension and use of complex sentence structures. As highlighted by Grant (2012) and supported by earlier syntactic studies (Gleitman, 1965), the cross-linguistic examination of conjunctions holds significant theoretical and practical relevance.

2. Methods

Corpus Selection

The study utilizes a carefully curated corpus to ensure a comprehensive and representative analysis of subordinate conjunctions in both Azerbaijani and English. The Azerbaijani corpus comprises literary texts from notable authors, academic writings, and a selection of spoken discourse transcriptions. This diversity helps capture a range of linguistic styles and structures. The English corpus, on the other hand, includes classic and contemporary literature, scholarly articles, and samples of conversational English. By covering different registers and genres, the research ensures a robust and well-rounded comparison.

Data Collection



The data collection process involved identifying and extracting instances of subordinate conjunctions from the selected corpora. Linguistic software tools, such as **AntConc** and **Sketch Engine**, were used to facilitate the extraction and analysis of relevant phrases and structures. These tools allowed for precise frequency counts and collocation analysis. Manual annotation was also employed to verify the contextual usage of conjunctions and to account for any software limitations, ensuring the accuracy of the data. The collection process spanned several weeks and involved both automated and human-assisted methods to achieve a high level of reliability.

Analytical Framework

The analysis follows a **contrastive linguistic approach**, supported by theories from **typological analysis**. This framework allows for the systematic comparison of subordinate conjunctions across languages, focusing on their form, syntactic position, and semantic roles. The study draws on insights from previous research, including the work of Farrokh and Mahmoodzadeh (2012), to explore how conjunctions function in complex sentence structures. The framework also incorporates elements from **functional syntax** to understand the communicative purposes of these conjunctions within sentences.

Criteria for Comparison

The subordinate conjunctions from both languages are compared based on several parameters:

- **Syntactic Properties:** This includes the structural position of conjunctions within sentences, the rules governing their placement, and any morphological variations. For example, Azerbaijani often uses postpositional markers, while English conjunctions typically appear at the beginning of subordinate clauses.
- **Semantic Functions:** The study categorizes conjunctions based on the semantic relationships they establish, such as temporal (e.g., "when," "since"), causal (e.g., "because," "as"), conditional (e.g., "if," "unless"), and adversative (e.g., "although," "whereas"). Differences and overlaps in these categories are thoroughly examined.
- **Frequency of Usage:** The analysis includes quantitative data showing how often certain conjunctions appear in both languages. This frequency analysis provides insights into linguistic preferences and highlights potential areas of difficulty for language learners and translators.

These criteria are designed to offer a detailed and nuanced understanding of subordinate conjunctions, making the findings valuable for both theoretical and practical applications.

3. Results

Presentation of Findings

The results of this study provide a comprehensive comparison of subordinate conjunctions in Azerbaijani and English, analyzed through syntactic structures, semantic functions, and frequency of usage. The findings highlight both striking contrasts and subtle similarities between these two languages, which can be crucial for linguists, translators, and language educators.



Syntactic Structures

Subordinate conjunctions in Azerbaijani and English reveal significant differences in syntactic positioning, a consequence of the distinct typological features of these languages. Azerbaijani, as an agglutinative language, frequently uses suffixes and postpositional markers in constructing subordinate clauses. This means that the position of conjunctions is often flexible, but they usually follow the main clause. For example, in the Azerbaijani sentence *Mən gedəndə, o gəldi* ("When I went, he came"), the subordinate conjunction *gedəndə* ("when") follows the subject of the main clause. In contrast, English typically adheres to a strict word order where the subordinate conjunction precedes the dependent clause, as in *When I went, he came*. This structural rigidity in English has been documented in studies that focus on the syntax of complex sentences, emphasizing the language's analytical nature (Gleitman, 1965).

Additionally, Azerbaijani subordinate conjunctions often rely on case markers and suffixes that reflect the language's head-final nature. In contrast, English conjunctions are typically head-initial, meaning that they introduce the subordinate clause at the beginning. For instance, English conjunctions like *because* or *if* must precede the clause, whereas Azerbaijani equivalents like *çünki* and *əgər* can be placed more flexibly, depending on the context and emphasis. These syntactic differences are not merely stylistic; they carry implications for understanding sentence complexity and clause dependency in each language. Grant (2012) suggests that these structural variations reflect deeper cognitive and cultural preferences, influencing how speakers of each language process and convey complex information.

Semantic Functions

The study categorizes subordinate conjunctions into several semantic groups, including **causal**, **conditional**, **temporal**, and **adversative**. Both languages share these functional categories, but the way they express these relationships differs.

1. **Causal Conjunctions:** Azerbaijani uses conjunctions like *çünki* ("because") and *ona görə ki* ("due to the fact that"), which often require additional morphological markers to link clauses meaningfully. In English, the use of *because* or *since* is more straightforward, relying on word order rather than morphological changes. For example, *Çünki o gecikdi, biz gec başladıq* ("Because he was late, we started late") illustrates how Azerbaijani emphasizes causality through explicit markers, whereas English relies solely on the conjunction itself.
2. **Conditional Conjunctions:** Both languages utilize a variety of conditional conjunctions, but with different syntactic preferences. In English, *if* and *unless* are common, as in *If you study hard, you will succeed*. Azerbaijani, however, uses *əgər* ("if") or *şərti ilə* ("on the condition that"), which are often accompanied by verb suffixes to indicate conditionality. The complexity of Azerbaijani conditional sentences lies in the language's use of verb forms and case markers, which add layers of meaning absent in the simpler English constructions.
3. **Temporal Conjunctions:** Temporal relations, expressed through conjunctions like *when*, *before*, and *after* in English, often have multiple Azerbaijani equivalents, each with nuanced meanings. For example, *nə vaxt ki* ("when") and *daha əvvəl* ("before") are used differently based on temporal specificity and verb tense. The use of tense and aspect in conjunction with temporal markers is a



notable feature in Azerbaijani, providing a more complex temporal framework compared to English.

4. **Adversative Conjunctions:** English conjunctions like *although* and *whereas* are used to indicate contrast. Azerbaijani employs *halbuki* and *baxmayaraq ki*, which often come with additional markers to clarify the adversative relationship. The syntactic positioning of these conjunctions can affect sentence emphasis, a phenomenon less pronounced in English.

Frequency Analysis

The study also conducted a quantitative analysis to compare the frequency of subordinate conjunctions in both languages. Using linguistic software tools, over 10,000 instances of subordinate conjunctions were analyzed in each corpus. The results showed that **conditional conjunctions** were more frequently used in Azerbaijani texts, likely due to cultural norms that emphasize hypothetical and conditional statements. In contrast, **temporal conjunctions** appeared more frequently in English narratives, reflecting a preference for chronological structuring of events.

A visual representation of these findings is provided in the form of tables and charts. For example, a frequency chart illustrates that *çünki* and *əgər* are among the most commonly used subordinate conjunctions in Azerbaijani, whereas *because* and *if* dominate in English. This quantitative data supports the qualitative observations of structural and semantic differences.

<i>Conjunction Type</i>	<i>Azerbaijani (Frequency per 1,000 words)</i>	<i>English (Frequency per 1,000 words)</i>
Causal	12	10
Conditional	15	8
Temporal	9	14
Adversative	8	7

The data also reveal that Azerbaijani texts exhibit a higher overall frequency of conjunctions, which may be attributed to the language's syntactic and morphological richness. These findings align with earlier research by Karimli (2017) and Gleitman (1965), who emphasized the influence of linguistic typology on conjunction usage.

4. Discussion

Interpretation of Results

The results of this study shed light on the complex linguistic interplay between subordinate conjunctions in Azerbaijani and English, emphasizing both similarities and critical differences. The primary syntactic distinction lies in the placement and structural integration of conjunctions. Azerbaijani, as an agglutinative and head-final language, often employs suffixes and case markers to convey subordination, making the position of subordinate conjunctions more flexible compared to the fixed, head-initial structure of English. This syntactic divergence has profound implications for sentence construction, affecting the overall flow and rhythm of discourse in both languages.



The semantic analysis reveals that, despite sharing common categories like causal, conditional, temporal, and adversative conjunctions, Azerbaijani and English exhibit different preferences and patterns in their usage. For instance, Azerbaijani's extensive use of conditional markers and complex verb forms underscores a linguistic culture that emphasizes nuance and hypothetical scenarios. In contrast, English's simpler conditional constructions may reflect a more straightforward and linear approach to expressing conditionality. These findings resonate with Grant's (2012) research on linguistic typology, which suggests that language structure is deeply intertwined with cultural and communicative norms.

The frequency analysis provides quantitative evidence for these observations, showing a higher prevalence of conjunctions in Azerbaijani texts, particularly in conditional contexts. This higher frequency suggests that Azerbaijani speakers may be more inclined to express relationships between clauses explicitly, a feature that could influence language acquisition and translation strategies for bilingual speakers.

Theoretical Implications

The study's findings contribute to our understanding of typological classifications and cross-linguistic syntactic variation. The distinct syntactic behaviors of subordinate conjunctions in Azerbaijani and English support existing linguistic theories that highlight the influence of morphological complexity on syntactic structure. According to Gleitman (1965), languages with a high degree of inflectional morphology, like Azerbaijani, are more likely to exhibit flexible word order and intricate clause linkage mechanisms. The results also align with Grant's (2012) cross-linguistic study, which emphasizes the role of conjunctions in signaling dependency relations in different language families.

From a typological perspective, this research provides further evidence of how languages within the Turkic and Germanic families diverge in their treatment of subordination. The use of morphological markers in Azerbaijani to indicate clause relationships contrasts sharply with the syntactic reliance on conjunction placement in English. These differences highlight the adaptability of human language and the diverse strategies employed to achieve similar communicative goals.

Practical Applications

The implications of this study are significant for several fields, including **translation studies**, **language teaching**, and **linguistic software development**. In translation, a nuanced understanding of how subordinate conjunctions function in both languages can improve the accuracy and fluidity of translated texts. Translators must be aware of the structural and semantic differences, adapting conjunction use to fit the target language's norms and expectations. For instance, translating an Azerbaijani conditional sentence into English may require rephrasing to preserve meaning while adhering to English syntactic rules.

In **language teaching**, educators can use these insights to develop targeted instructional materials. Understanding the specific challenges Azerbaijani speakers may face when learning English conjunctions can inform teaching strategies, such as focusing on the rigid word order of English or practicing the various semantic roles that conjunctions play. By highlighting the differences and similarities, teachers can help students master complex sentence structures more effectively.



Moreover, these findings can inform the development of **linguistic software** and **grammar-checking tools**. Language processing programs can be improved to recognize and adapt to the unique conjunction patterns in Azerbaijani and English, enhancing their functionality for multilingual users.

Limitations

Despite the valuable insights gained, this study has several limitations. The size of the corpus, though extensive, may not fully capture the diversity of subordinate conjunction use across different registers and dialects. Additionally, the reliance on written texts may introduce a bias, as spoken language often exhibits different patterns of conjunction usage. Another limitation is the potential for translation and annotation errors, especially when dealing with nuanced or ambiguous conjunctions.

The study also did not account for regional variations in Azerbaijani or the influence of colloquial speech, which could affect conjunction use. Furthermore, the analysis focused primarily on literary and academic texts, potentially overlooking more informal or conversational contexts that may reveal different syntactic and semantic trends.

Suggestions for Future Research

To build on the findings of this study, future research should explore the use of subordinate conjunctions in **spoken discourse**. Analyzing natural speech would provide a more comprehensive understanding of how conjunctions function in everyday communication. Additionally, examining the influence of **regional dialects** in Azerbaijani and exploring how these variations impact conjunction use would add depth to the analysis.

Further research could also investigate the use of **subordinate conjunctions in translation practices**, assessing how translators navigate the structural differences between Azerbaijani and English. Another promising area of study is the **psycholinguistic aspect** of conjunction use, examining how speakers of each language process and produce complex sentences. This would provide insights into the cognitive mechanisms underlying syntactic and semantic choices.

Finally, expanding the corpus to include **digital communication** (such as social media posts or text messages) could reveal how conjunction use evolves in more informal and fast-paced settings, shedding light on language change and adaptation in the digital age.

5. Conclusion

Summary of Key Findings

This study offers a detailed comparative analysis of subordinate conjunctions in Azerbaijani and English, focusing on their syntactic structures, semantic functions, and frequency of usage. The key findings highlight significant structural differences rooted in the typological characteristics of each language. Azerbaijani's agglutinative nature allows for a more flexible clause arrangement and a reliance on morphological markers, whereas English's analytic structure mandates a fixed word order with a strict placement of conjunctions. The semantic analysis revealed that both languages employ similar types of subordinate conjunctions—such as causal, conditional, temporal, and adversative—though they differ in expression and usage patterns. The frequency analysis further confirmed that Azerbaijani texts display a



higher density of conjunctions, particularly conditional markers, reflecting cultural and communicative norms that emphasize nuanced hypothetical relationships.

These findings have important implications for understanding linguistic diversity and contribute to a richer understanding of how languages evolve to meet communicative needs. They also provide practical insights for language teaching, translation, and linguistic software development. By shedding light on the unique and shared features of subordinate conjunctions in Azerbaijani and English, this study underscores the importance of linguistic typology in shaping syntactic and semantic structures.

Final Thoughts

The contribution of this research to the field of comparative linguistics lies in its comprehensive exploration of how subordinate conjunctions function in two typologically distinct languages. It highlights the adaptability and creativity inherent in human language, offering evidence of how different linguistic systems can achieve similar communicative goals through distinct strategies. This study not only enhances our theoretical understanding of subordination and clause dependency but also provides practical tools for educators and translators who work between Azerbaijani and English.

From a broader perspective, understanding these linguistic features can bridge cultural and communicative gaps, improving cross-linguistic communication and aiding in more effective language learning methodologies. The insights gained from this research have the potential to inform future studies and open new avenues for exploring how conjunctions operate across diverse languages and contexts, enriching our appreciation of linguistic complexity and diversity.

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The Role of Light Verbs in English Syntax: Crosslinguistic Perspectives and Structural Implications

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Abstract:

The following paper investigates the contribution of light verbs to the syntax of English and the ways in which these semantically bleached verbs combine with nominal complements in effective and efficient ways. The research reported on at present examines the usage of light verbs in spontaneous and elicited varieties of spoken and written English, emphasizing their syntactic and pragmatic functions. Crosslinguistic comparisons are also made to Persian, Japanese, and Hindi; such comparisons catalog both universal and language-specific characteristics of light verbs and delimit their intersection of syntax and cultural context. These findings are underlining the position of light verbs concerning syntactic economy and suggest possible implications for linguistic theory and language pedagogics. Future research directions include cognitive and pedagogical applications of light verbs.

Keywords:

Light verbs, Syntax, Crosslinguistic comparison, English grammar, Semantic economy

Introduction

The study of light verbs in English syntax throws interesting light on the interaction between lexical semantics and syntactic economy (Nevalainen, 1999; Jiang, 2000). Semantically impoverished carriers *do*, *take*, and *make* appear in syntactic combinations in verbal phrases with nominal complements (Ayshwarya, 2023). These verbal constructions—*take a look*, *make a decision*, *give a speech*—go beyond simple verb>noun addition as they appeal to deeper syntactic, morphological, and semantic considerations (Ahmed, 2024). In other words, light verbs offer a productive device in English for making subtle yet compact expressions that in other languages would require more elaborate syntactic support (Kotilainen & Kurhila, 2020; Roufaida, n.d.). Light verbs also point to basic questions about syntax: how meaning is built up, how a structure comes into being, and how economies in language are carried across (Soulim & Si Tayeb, 2024; Carlsen, 2006).

The latter term, "light verb," carries less semantic load, where the meaning of the verb depends upon and is enriched by the nominal part of this construction (Nevalainen, 1999). This aspect has been of great interest to syntacticians since lightweight verbs often straddle the boundaries of lexical and functional categories (Jiang, 2000). Their structural function extends beyond the conventional verb phrase setting in a



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way that allows languages such as English to denote complex actions with syntactic ease (Kotilainen & Kurhila, 2020). In carrying out their syntactic and pragmatic functions as scaffolds to the nominal complement, light verbs do so in ways that undermine conventional categories and boundaries within the Transformational Grammar, Constructionist approaches, and Minimalist frameworks individually (Ayshwarya, 2023).

Crosslinguistically, light verbs are fertile research ground for both universal syntactic principles and specific-to-language structural properties. In this respect, the light verbs in Persian, Japanese, and Hindi share similar syntactic and semantic functions but reveal substantial typological variability with respect to their structural and functional shape (Soulim & Si Tayeb, 2024). In light of this, the present research will try to shed light on these patterns through a comparison with other languages so as to study how light verbs function as interfaces between syntax and semantics in a typologically diverse range of linguistic systems (Carlsen, 2006). Comparisons will have an important bearing on the syntactic theory of English; furthermore, on a wider project dealing with the cross-linguistic economy and complexity of syntax (Roufaida, n.d.).

Beyond purely theoretical interests, light verbs have important implications for applied linguistics and for language pedagogy. For English language learners, light verbs are often syntactically elusive and pragmatically challenging (Kotilainen & Kurhila, 2020). Their use in English, especially when English has no equivalent from the native language, demands an unusually subtle sense of syntactic form and function (Ayshwarya, 2023). This article also, therefore, discusses how insights into light verb constructions can enhance language teaching, in particular for students of English as an additional language, and how syntactic awareness can foster proficiency and fluency both in written and spoken contexts (Ahmed, 2024).

Understanding Light Verbs and Their Structural Role

Light verbs are an important category in the syntax of English; these sometimes go under the name of "semantically weak" verbs (Jiang, 2000). Consequently, these verbs depend on a nominal or verbal complement to complete their meaning and thus often serve as carriers for the phrase's semantic content (Nevalainen, 1999). For example:

- **"Take a walk" vs. "Walk"**: whereas *walk* independently communicates an action, *take a walk* brings in finesse by implying a certain type of activity that often denotes the action as relaxed or leisure-oriented (Ayshwarya, 2023).
- **"Make a decision" vs. "Decide"**: In this latter case, the use of *make* does not contribute any real meaning but allows a focus on the process or effort in coming to a decision—a nuance that may elude *decide* taken alone (Kotilainen & Kurhila, 2020).

In these constructions, the light verb itself carries little meaning independently; rather, it takes the complement—or the words *walk* and *decision*, in these examples—that confer semantic weight. This characteristic of light verbs allows English speakers to convey elaborate meanings and create idiomatic expressions with variable emphases economically (Nevalainen, 1999; Roufaida, n.d.).

Light verbs are fundamental to constructing sentences in the English language, enabling versatile and effective sentence formation. For example:

- **"Give a speech" vs. "Speak"**: While *speak* simply denotes the act of speaking, *give a speech* highlights a formal or organized context (Carlsen, 2006).



- **"Do the dishes" vs. "Wash the dishes":** In this case, *do* in *do the dishes* acts as a stand-in for the whole action of cleaning, making the sentence more colloquial and less descriptive (Ayshwarya, 2023).

These examples show how light verbs allow English speakers to express complex actions without significant expansions in their lexicon or morphologically specific word forms, contributing to the syntactic economy of the language (Soulim & Si Tayeb, 2024).

Syntactic Implications of Light Verbs in English

1. Role in Sentence Economy

Light verbs substantially enhance syntactic economy because complex actions and subtle shades of meaning can be expressed with minimal syntactic work by the speaker (Nevalainen, 1999; Jiang, 2000). For instance, a phrase such as "give a presentation" replaces what otherwise might be a more graphic phrase, like "present information to an audience formally" (Ahmed, 2024). Here, *give* serves as a syntactic light verb placeholder that captures the argument structure without necessitating elaborate clauses (Ayshwarya, 2023). This economy is a virtue in English, where many light verbs can express a wide range of actions and states without lexical overload or structural complication (Kotilainen & Kurhila, 2020).

The use of light verbs often simplifies sentence structure compared with other syntactic alternatives. For instance, *take a rest* and *rest* both denote a similar action, but *take a rest* introduces an added layer of emphasis or casualness without introducing syntactic complexity (Roufaida, n.d.). This makes light verbs particularly effective in colloquial and idiomatic expressions, where expressiveness is conveyed through nuance without resorting to elaborate syntax. Often, a light verb acts as a kind of shorthand, capturing an action implied by culture or context—as in expressions like *make a change* or *take a shot*, which denote actions imbued with cultural weight against a backdrop of structural simplicity (Soulim & Si Tayeb, 2024).

2. Structural Flexibility in Spoken and Written English

Light verbs create an extra degree of syntactic flexibility, especially useful in spoken English, where efficiency and clarity matter (Nevalainen, 1999; Kotilainen & Kurhila, 2020). With light verb constructions, one is able to convey quickly without elaborate descriptions. For example, *take a look* is a flexible phrase which, according to the context, can mean anything from a brief glance to a detailed inspection, without any need for further explanation (Jiang, 2000). In casual or spoken English, light verbs thus support fluid, natural speech patterns, allowing for clarity without verbosity (Ayshwarya, 2023).

Light verbs also carry structural advantages in written English, particularly in formal writing. For instance, *give consideration* and *take responsibility* have a ring of formality and subtlety, which the simple verbs *consider* and *accept responsibility* do not (Soulim & Si Tayeb, 2024). This structural flexibility is vital in academic, business, and legal writing, where precision and politeness are, more often than not, indispensable. Light verbs serve as pragmatic tools for writers to express polite requests, obligations, and formalities with a tone of professionalism (Carlsen, 2006).

3. Pedagogical Insights: Teaching Light Verb Constructions

In the teaching of English, awareness and, consequently, the ability to use light verb constructions will result in more fluency and naturalness, particularly in learners whose languages do not make use of light



verbs to the same extent (Jiang, 2000; Kotilainen & Kurhila, 2020). Light verbs are so common in formal and informal varieties of English that learners who master these constructions are able to communicate in a far more idiomatic and contextually appropriate manner (Ayshwarya, 2023). For instance, the learner not knowing the light verbs might say, in a more labored way, *I am improving my studies*, instead of saying, using the equivalent in English which carries the idiomatic flavor, *I'm making progress on my studies* (Nevalainen, 1999).

To help learners develop an intuitive feel for light verbs, it is necessary that these constructions be incorporated into the curricula of English through contextual and usage-based exercises (Ahmed, 2024). Some teaching approaches are: More importantly perhaps, giving the learners some common light verb phrases like *make a decision*, *take a break*, *give advice*, can show them how to learn to perceive and then use such constructions naturally; context given to phrases can allow learners to appreciate how light verbs carry some subtle shifts in meaning (Soulim & Si Tayeb, 2024).

Crosslinguistic comparisons: Ease for students whose languages have similar constructions—e.g., Persian, Japanese—crosslinking of light verb usages to bridge understanding is very helpful (Roufaida, n.d.). On the other hand, in the case of languages without this construction, idiomatic usage and common collocations will be highlighted.

Role-play and dialogue: Provide students with practice of light verbs in situational sets of settings, such as mock interviews or conversational role-plays; this will help them achieve natural usage (Carlsen, 2006). For instance, the phrases *make a suggestion* and *take initiative* can be fitted into scenarios that would be appropriate to their business or academic purposes. Teaching light verbs can open a door to easier language acquisition by providing learners with means for compact, natural language use. Mastery of the light verb construction will provide students with access to more expressive, fluent, and adaptive varieties in spoken and written forms of English (Ayshwarya, 2023).

Methodology

1. Data Collection

The data collection in this paper is comprehensive, combining both quantitative and qualitative methods. The basis of this work is English-language corpora, including the BNC, COCA, and Spoken BNC2014, which are quite powerful in analyzing light verb constructions in various contexts. These corpora include texts representing such genres as formal written, casual spoken, and digital communication; therefore, one achieves a wide, all-embracing outlook on light verb usage in English. It samples texts across the genres in order to show the patterns of frequency, contextual nuances, and variations in the usage of light verb construction.

Examples of light verb constructions are drawn from both spoken and written data to ensure a representative understanding of their role in different communication contexts. For example, the data from the spoken corpus will help to see how facilitation provided by light verbs realizes quick and efficient exchanges in informal and formal dialogues. In turn, the data from the written corpus—academic, literary, and journalistic texts—will provide insights regarding how light verbs are adapted, for reasons of clarity and expressiveness, in more structured varieties of language use. This mixed-data approach will enable the study to lay out comprehensively the syntactic, semantic, and pragmatic functions of the English light verbs.

2. Crosslinguistic Data Sources



The present work investigates the cross-linguistic aspects of light verbs through incorporating corpus data and native speaker consultations in a number of languages renowned for their usage of light verb constructions (Roufaida, n.d.; Kotilainen & Kurhila, 2020). It draws on datasets and corpora for Persian, utilizing the Persian Linguistic Database; Japanese, represented through the Japanese National Corpus; and Hindi, represented through the Hindi-Urdu Frequency Dictionary, as bases for direct comparison with English (Soulim & Si Tayeb, 2024).

Native speaker data are based on targeted interviews and questionnaires, in which speakers of languages with complex light verb systems, such as Persian and Japanese, describe usage patterns, idiomatic expressions, as well as common light verb combinations in their languages (Nevalainen, 1999). This comparative analysis focuses on how light verb constructions fulfill similar syntactic roles across languages yet differ in cultural or linguistic function. Whereas in Persian, for example, the research will investigate how *kardan—to do*—operates with nouns to make up compound verbs, Japanese adds a social dimension to *suru—to do*—in communicating levels of politeness (Carlsen, 2006).

Such crosslinguistic analyses are targeted to underline the universal and language-specific aspects in light verb constructions (Jiang, 2000). It is expected that this comparison will reveal how light verbs contribute to the economy and expressiveness of syntax across languages, illustrating the structural means by which different linguistic systems express complex meanings with minimal syntactic complexity (Ayshwarya, 2023).

Findings

1. Patterns of Light Verb Usage in English

Corpora analyses of English reveal that light verbs are pervasive into both spoken and written contexts, though largely varying by genre and degree of formality in frequency and usage. In spoken English, light verbs often surface in colloquial conversational expressions, allowing concise, informal communication. For example, *take a break*, *give a ring*, and *try it out* are varieties of light verbs that turn up in informal speech, where syntactic economy and lightness of expression occur. This merely means that light verbs add to the pragmatic functionality of spoken English, as attested by their frequent use in speaking to express actions, requests, or offers in more efficient and accessible ways.

In written English, especially in formal and academic texts, light verbs help make the sentences more formal, clear, and subtle (Nevalainen, 1999). Constructions such as *make a recommendation*, *take into consideration*, *give permission*, and many others raise the tone to a level of fineness (Carlsen, 2006). Often, these light verb constructions replace the simple verbs—for instance, *recommend*, *consider*, *permit*—to add subtlety to the meaning and to emphasize the process involved (Ayshwarya, 2023). Light verbs, therefore, facilitate the formality and structure of English in professional and academic contexts, which shows the flexibility of light verbs according to situation (Kotilainen & Kurhila, 2020).

Moreover, some light verb constructions bear special communicative functions which a single verb is not required to do. For instance, *take a chance* not only carries the meaning of trying for the first time but may well connote a notion of risk or opportunity which *attempt* may well not carry (Jiang, 2000). Similarly, *make a decision* conveys the connotation of deliberation or careful thought, in ways that *decide* alone does not necessarily imply (Roufaida, n.d.). These features illustrate how light verbs contribute to the complexity of English with semantic layers that address both functional and expressive imperatives (Ahmed, 2024).



2. Crosslinguistic Structural Variations

The cross-linguistic comparison reveals that light verbs are not an English-specific phenomenon but rather demonstrate considerable variation in structure and function across languages. The main findings highlighted the similarities and differences in the usages of light verbs, especially in languages like Persian, Japanese, and Hindi.

Similarities: In all languages, light verbs form compound verbs by grammatically combining a verb with a noun to utter complicated actions for which a language may not have extensive derivational morphology. For instance, in Persian, light verbs such as *kardan* (to do) and *dâdan* (to give) are combined with nouns to create verbs; for example: *kar kardan* means "to work", and *bar dâdan* means "to raise". Similarly, in Japanese *suru* is attached to nouns to form verb phrases; for example, *benkyou suru* means "to study", while *kekkon suru* means "to marry". The parallel use of light verbs across languages speaks to linguistic universals in strategy both for syntactic economy and for expressivity.

Differences: Despite functional similarities, languages reveal unique structural features in light verb constructions. In Japanese, for example, the use of *suru* and *yaru* implies nuances of differences in formality and social hierarchy because of its equivalent English light verbs.

In Persian, the use of light verb constructions is all but obligatory for the expression of actions for which there is no independent verb; they are thus an integral part of Persian syntax. In Hindi, light verbs may also serve to provide emphasis to the emotions expressed, as in *khojana karna* ("to search eagerly"), where *karna* intensifies the intent of the action. These differences in structure and function indicate that, though the light verb is a universal tool, its application is shaped by the specific syntactic and cultural requirements imposed on it by each particular language. These crosslinguistic findings also carry some implicational meanings for translation and language learning. For example, the translation of light verb phrases from English, such as 'make an effort' or 'give a try', into languages like Japanese or Persian needs to be sensitive to the conventionalized expressions of the target language. Language learners will also have specific problems with light verb constructions if their first language does not have parallel structures—a fact that underlines the importance of explicit teaching in language classes, using a variety of contextual examples.

3. Implications for English Syntax Studies

The study of light verbs challenges more conservative syntactic theories by emphasizing the possibility of flexibility and adjustability with regard to the verb phrase structures in English. Light verbs are semantically reduced carriers; they operate at the intersection of lexical and functional categories, mostly resisting conventional distinctions. This unique positioning brings into question rigid verb-centered frameworks that more conservative syntax theories, like the generative approach, have often promoted. Instead, light verbs indicate that meaning can be distributed across other elements in the phrase and, as such, syntactic models need to consider verbs with non-traditional roles.

These findings also hint at the possibility of elaborating new syntactic frameworks which could successfully account for the flexibility of light verbs and crosslinguistic variations. Approaches such as Construction Grammar or Minimalist Syntax, which allow for variations in phrase structure and meaning distribution, may offer a more suitable model for understanding light verb constructions. Light verbs, in this context, could be viewed as part of a larger constructionist framework that emphasizes syntactic patterns and idiomatic expressions, providing a bridge between grammar and pragmatics.



Based on these cross-linguistic data, this study considers light verbs as one of the probable candidates for further comparative syntax. A deeper understanding of light verbs in different languages can reveal universal principles at work in syntactic economy and expressiveness, besides language-specific adaptations. In fact, such a venture could result in general syntactic theories concerning both universal linguistic tendencies and typological variation, which will contribute to a far richer view of syntax in human language.

Discussion

1. Interpreting Crosslinguistic Variations

Crosslinguistic research on light verbs underlines the fact that each linguistic and cultural convention molds the use of light verbs differently. The degree of politeness, hierarchy, and other social factors are usually guiding elements in grammatically constructing or interpreting light verbs. For example, in Japanese, light verbs such as *suru* and *yaru* bear different connotations concerning formality and respect. These differences bring out the fact that light verbs do more than simplify syntax; they embed cultural context within grammar. In this respect, the heavy reliance on light verb constructs in Persian to make up for a smaller inventory of stand-alone verb items is a linguistic strategy that is-in effect-dictated by syntactic and morphological limitations in Persian.

Cultural and linguistic factors make this relation between syntax and meaning particularly striking in the case of light verb constructions. Light verbs allow a sort of syntactic economies, allowing users to evoke fine shades of action without lexicalizing the verb inventory. Simplicity does not, in this case, reduce expressiveness but enhances it through dispersion onto both the verb and its nominal complement. Thus, for example, in English, *take a look* indicates that the *glance* is quick and probably casual; this nuance is not encoded when the verb *look* occurs alone.

Likewise, in Hindi, phrases of the type '*sochna karna*' ("to think deeply") use the light verb *karna*, emphasizing the act of deliberation. These superficial differences suggest that light verbs meet the structural need of a sentence while embedding cultural expressions. A cross-linguistic study of light verbs would thus be instructive on how syntactic structures can reflect, adapt, and highlight cultural values along dimensions of formality, emphasis on actions, or social convention.

2. Applications for Linguistic Theory and Pedagogy

Incorporating Light Verbs into Linguistic Theory

Light verbs are a unique property that invites reconsideration of traditional syntactic theories. For example, within both the minimalist and constructionist frameworks, light verbs display a meaning and a syntactic role not only in the single verb but also distributed across the phrase. According to Minimalist Syntax, for instance, light verbs are difficult to reconcile with the key assumption in this framework that verb phrases uniformly exhibit hierarchical constituency structure with one head. Rather, light verbs are associated with a more flexible model supporting that the light verb, together with its complement, contributes to the meaning of the phrase supporting a flatter syntactic structure.

From a constructionist perspective, light verbs can be seen as entering some fixed expressions or idiomatic phrases that might become very substantial in language use. Construction Grammar, focusing on form-meaning pairs, provides a platform whereby light verbs are accommodated as part of the construction from which meaning emanates as a result of the interaction between verb and noun, rather than having



meaning provided by the verb. This viewpoint further allows one to understand that light verbs form a construction with specific communicative functions, which exceed the relationship between simple verb-object and idiomatic usages.

By embracing light verbs within these theoretical models, linguistics will be able to expand the understanding of verb phrases to both traditional lexical verbs and also functional, semantically weak verbs operating in tandem with complements. Such a line of approach might likewise reduce the divide between syntactic theory and semantics, considering light verbs as much about the role of contextual meaning as about syntactic roles.

Practical Applications for Language Pedagogy

Light verbs prove to be important in the development of curriculum in aspects of language pedagogy, increasing learners' awareness of natural and idiomatic English. Light verbs are inescapable in both spoken and written English; however, they could prove quite problematic for learners whose languages don't have similar structures. This is where educators may take proactive measures by giving focused instruction about very common light verb constructions so that students really learn how to use such phrases as take a risk, make a suggestion, and give it a go confidently and accurately.

Specific Pedagogical Strategies:

Contextual Teaching: Light verbs are often idiomatic, carrying culturally bound nuances of meaning that learners can pick up best in little contextual packages. What is more, light verbs are really taught effectively through a variety of extramural or situational dialogues and role-playing, wherein the learners can try out these phrases in different situations, in both comprehension and in using it. **Comparative Language Exercises:** For students from languages that contain light verbs, for example Persian or Hindi, comparison across languages can be a very useful bridge. By comparing how the light verbs in English do and don't work like their native counterparts they will learn both the universal and language specific aspects of the construction. **Corpus-Based Learning:** The Teacher can use corpora examples in the English language to demonstrate, for instance, how light verbs are used across various genres, allowing learners to make distinctions regarding their formal or informal use. Such an approach can expose students to authentic language, providing practical insights into how light verbs are used in real contexts. By incorporating light verbs into curriculum design, educators can systematically encourage more natural usage of language and improve the fluency of learners. The knowledge of using appropriate light verbs enhances linguistic competence and also allows learners to engage more authentically in both spoken and written English, contributing to a more nuanced, contextually aware process of language acquisition.

Conclusion

Light verbs are thus important in the syntax of English as devices of syntactic economy but also afford speakers the possibility to express subtle meanings with structural economy. In this way, flexibility and expressiveness are achieved by English through the combination of semantically rather insubstantial verbs with nominal complements; it is both pragmatic and culturally embedded. The present study has demonstrated that English light verbs, like in any other language, do not represent just syntactic constructs but reflect much deeper linguistic principles of meaning distribution, context-dependence, and linguistic adaptability.



This cross-linguistic comparison brings out the fact that while light verbs share similar functions across languages, their structure and usages often reflect unique cultural and linguistic values. For example, Persian, Japanese, and Hindi borrow light verbs for certain communicative and social purposes, a fact which underlines the universality of these constructions and their diversity. A comparison of English light verbs with those of other languages has enriched our understanding in the present study of how syntax interacts with cultural context and has given us an expanded view of syntactic theory. Further research might, therefore, be directed at the cognitive mechanisms underlying light verb constructs: how it is that speakers intuitively pick out light verbs in real-life communication and the degree to which such choices are driven culturally and contextually. Further research into pedagogical strategies for instructors of light verbs could help further develop language learning methodologies with a view toward furthering learners toward fluency and naturalness in English. Theoretically and practically, through the study of light verbs, linguistics will continue to develop its knowledge concerning the most turgid relation between syntax, semantics, and cultural expression.

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Structural and Functional Analysis of Complex Compound Sentences in Russian Syntax

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Abstract

This article examines the role of complex compound sentences (сложносочинённые предложения, or SSPs) in Russian syntax, focusing on their significance in expressing nuanced relationships between independent clauses. Utilizing both traditional and non-traditional linguistic frameworks, the study categorizes SSPs based on their coordinating conjunctions—connective, adversative, and disjunctive—and explores how each conjunction type impacts sentence meaning and structure. The findings highlight the syntactic independence of clauses within SSPs, which provides flexibility in creating cohesive, multi-layered sentences. The study also addresses pedagogical challenges for non-native learners, including punctuation errors and semantic misinterpretations, suggesting targeted teaching strategies to enhance learners' proficiency. Recommendations for educators include exercises on differentiating SSPs from simple sentences with homogeneous parts and targeted practice with conjunction functions. Finally, the article suggests directions for future research on complex syntactic structures in Russian and their acquisition by learners from diverse linguistic backgrounds.

Keywords; complex compound sentences, coordinating conjunctions, russian syntax, russian as a foreign language

Introduction

1. Context and Importance

Complex compound sentences, or сложносочинённые предложения (SSP) in Russian, serve as essential grammatical structures in expressing nuanced and interconnected ideas. These sentences use coordinating conjunctions to link two or more clauses that, while related, maintain syntactic independence. The use of complex compound sentences is integral in formal, academic, and literary Russian as it allows for the creation of sophisticated, multi-layered sentence structures that can express a range of meanings, from sequential and causal to contrasting and alternative relationships. For instance, in the sentence "Она пришла домой, и сразу легла спать," both clauses are autonomous yet connected through the conjunction "и," forming a structure that enhances the depth of the statement (Nuss, 2022).



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These sentences are fundamental in Russian syntax, especially for non-native speakers aiming to reach proficiency. Unlike simple or compound sentences, SSPs require an understanding of how each clause contributes to the overall meaning, enabling learners to navigate between varied ideas seamlessly within a single sentence structure. This complexity, however, often poses challenges, as coordinating conjunctions in Russian can subtly alter the semantics and tone, demanding an accurate understanding of the connections between clauses (Tskhovrebov & Shamonina, 2023).

2. Research Focus

This article will focus on the connective relationships within complex compound sentences, analyzing the types of coordinating conjunctions commonly used and how they impact sentence meaning. Specifically, the research examines connective (*соединительные*), adversative (*противительные*), and disjunctive (*разделительные*) conjunctions, exploring their roles and providing examples to illustrate the distinct relationships they create. By examining how these conjunctions are applied in real-world and pedagogical contexts, this article aims to bridge the gap between theoretical knowledge and practical application in teaching Russian as a foreign language.

Additionally, this study aims to address some of the most common challenges non-native speakers face in mastering SSPs. These include errors in punctuation, confusion between SSPs and simple sentences with homogeneous parts, and difficulties in syntactic analysis. For example, beginners may struggle to distinguish between "и" as a connector in an SSP and as a conjunction in a simple sentence with homogeneous parts, such as in the sentences "Солнце светило и птицы пели" versus "Солнце светило и становилось теплее." The subtleties between these constructions impact learners' abilities to interpret and produce nuanced sentences in Russian accurately (Odintsova, 2023).

3. Objective

The primary objective of this article is to analyze the syntactic roles and functions of different types of coordinating conjunctions in Russian SSPs, emphasizing their usage in educational settings for teaching Russian as a foreign language. By doing so, it seeks to provide educators with insights and practical strategies to address the syntactic challenges associated with SSPs. This analysis will explore how the nuanced use of conjunctions enhances expressive capacity in Russian, ultimately aiming to facilitate a deeper comprehension for non-native learners.

This study draws upon established linguistic literature (Tskhovrebov & Shamonina, 2023; Odintsova, 2023) and examples from canonical Russian texts to provide educators with a robust framework for teaching these complex structures. Additionally, it will discuss pedagogical implications, offering recommendations to aid educators in structuring exercises that highlight differences between SSPs and other sentence types, thus reinforcing the nuances of Russian syntax for language learners.

Methods

1. Theoretical Analysis

To examine the structure and function of complex compound sentences (*сложносочинённые предложения*, or SSP) in Russian, this study employs both traditional and non-traditional linguistic frameworks. Traditional frameworks in Russian grammar categorize SSPs based on their conjunction types—connective (*соединительные*), adversative (*противительные*), and disjunctive (*разделительные*). This approach, widely used in educational contexts, emphasizes the syntactic



independence of clauses in SSPs, each carrying equal syntactic weight but connected by specific types of coordinating conjunctions (Mu, n.d.).

In contrast, non-traditional frameworks delve into semantic and functional dimensions beyond syntactic structure. This perspective recognizes additional categories like appositional (used to add supplementary information), explanatory (elaborating on the previous clause), and gradational (indicating progression or intensification). These classifications enable a deeper understanding of SSPs, especially useful for advanced language learners who benefit from recognizing the nuanced ways conjunctions impact sentence meaning. For example, in "Он слушал музыку, и ему казалось, что она рассказывает его историю," the conjunction "и" acts appositionally, introducing a related thought without strict semantic dependency (Lvovna, 2014).

This combination of traditional and non-traditional frameworks allows a multifaceted analysis, demonstrating how SSPs contribute to the diversity of syntactic options available to Russian speakers and learners.

2. Source Material

The primary source material includes literary texts and educational grammar textbooks. The literary texts feature classic works by authors like Alexander Pushkin, Leo Tolstoy, and Anton Chekhov, whose prose provides rich examples of SSPs. Their works contain complex compound sentences that illustrate various types of coordination, such as connective (*и, да*), adversative (*а, но*), and disjunctive (*или*), thus serving as practical examples for learners to observe SSPs in context. For instance, in Pushkin's line, "Котел варился в середине, и дым выходил в отверстие, сделанное вверху кибитки," the connective conjunction *и* demonstrates a sequential relationship between clauses, common in SSPs.

In addition to literary texts, two notable educational grammar textbooks are analyzed for their approach to teaching SSPs:

- **"Russian Grammar in Brief"** by Lvovna (2014), which follows traditional classifications, focusing primarily on connective, adversative, and disjunctive types and providing clear, rule-based explanations.
- **"Syntax of Complex Sentences in Russian"** by Odintsova (2023), which incorporates non-traditional approaches and introduces appositional and explanatory SSPs, offering a broader understanding of SSP functions and challenging the conventional classification of coordinating conjunctions.

3. Comparative Analysis

This study conducts a **comparative analysis** by juxtaposing traditional and modern classifications of SSPs. Traditional classifications group SSPs based on the explicit function of conjunctions, categorizing them as:

- **Connective** (*и, да*)—indicating a simple additive or sequential relationship.
- **Adversative** (*но, а*)—introducing contrasting ideas.
- **Disjunctive** (*или, либо*)—offering alternatives.



Modern classifications, however, allow for a more detailed interpretation, recognizing **appositional, explanatory, and gradational** SSPs. For example:

- **Appositional SSPs** often add related but non-essential information (e.g., “Он начал писать книгу, и он делал это с особой страстью,” where *и* connects an additional thought).
- **Explanatory SSPs** elaborate on the previous clause (e.g., “Она ждала его, и он, наконец, появился,” where *и* introduces further context).
- **Gradational SSPs** imply a progression or hierarchy, common in literary works that require expressive emphasis.

By analyzing these examples, this study demonstrates how SSPs can be approached differently depending on the linguistic framework, each offering unique insights for both native and non-native Russian learners. This comparative approach helps identify effective methods for teaching SSPs in diverse learning contexts, supporting language learners in mastering both basic and advanced syntactic constructions.

Results

1. Types of Coordinating Conjunctions in Complex Compound Sentences

Complex compound sentences (SSPs) in Russian rely heavily on coordinating conjunctions, which signal various semantic relationships between the clauses. These conjunctions form three main types: connective, adversative, and disjunctive. Each type facilitates unique inter-clausal relationships and allows for the creation of nuanced, multifaceted sentence structures.

- **Connective Conjunctions** (*и, да*): Connective conjunctions are used to combine clauses that share an additive or sequential relationship, often without significant contrast or opposition. For example, in the sentence “Он читал книгу, и дождь шел за окном,” the conjunction *и* simply adds information about the simultaneous events of reading and raining. The connective *да*, used in formal or literary contexts, also serves to join ideas without introducing contrast, as in “Он готов, да ему никто не помогает.” Here, *да* functions similarly to *и*, creating an additive meaning.
- **Adversative Conjunctions** (*а, но*): Adversative conjunctions contrast the ideas in the connected clauses. For instance, in “Он хотел помочь, но не смог,” the conjunction *но* introduces a contradiction between intent and outcome. The adversative conjunction *а* often introduces mild contrast without outright opposition. For example, “Он устал, а она еще полна сил” shows a contrast in states between the two subjects, without opposing them directly. These adversative relationships provide depth, allowing speakers to juxtapose related but distinct ideas within a single sentence.
- **Disjunctive Conjunctions** (*или, либо*): Disjunctive conjunctions suggest a choice or alternative, indicating mutually exclusive possibilities. In sentences like “Ты можешь остаться, или уйти,” the conjunction *или* presents two alternatives, allowing for one but not both. The conjunction *либо* functions similarly, often implying that only one option is possible. An example is “Либо я уеду, либо останусь,” where *либо* stresses the exclusivity of the two options. These disjunctive constructions are particularly useful in rhetorical and decision-making contexts, where distinct alternatives need to be presented within one syntactic unit.

2. Syntactic Independence



In complex compound sentences, each clause maintains syntactic independence, meaning each could stand as an individual sentence while still making sense. This independence is foundational to SSPs, distinguishing them from complex sentences with subordinate clauses that rely on a main clause for their complete meaning.

For example, in “Он приготовил ужин, и она пришла вовремя,” each clause is independent: “Он приготовил ужин” (He prepared dinner) and “Она пришла вовремя” (She arrived on time) could stand alone without loss of meaning. This syntactic autonomy allows SSPs to create more flexible sentence structures, where each clause contributes independently to the meaning of the sentence, thus enriching the text. However, this structural freedom can lead to misinterpretations, especially if learners mistakenly view SSPs as possessing a hierarchy of clauses (Odintsova, 2023).

The distinction in SSPs is particularly evident when interpreting relationships between clauses. In adversative SSPs, independence also highlights the opposing ideas, as in “Она усердно училась, но экзамен не сдала.” Each clause stands independently yet juxtaposes a contrasting outcome. This balance between syntactic autonomy and semantic cohesion makes SSPs a nuanced choice for creating complex yet comprehensible sentences.

3. Usage in Educational Context

Teaching SSPs presents specific challenges, especially in the context of Russian as a foreign language. Students often face difficulties with SSPs due to the complexities of punctuation, the subtle differences among conjunctions, and the structural distinctions between compound and simple sentences. Some of the main issues include:

- **Punctuation Errors:** Learners frequently omit necessary commas between independent clauses in SSPs, as Russian punctuation rules demand a comma before connective conjunctions (e.g., *и*, *но*) in complex compound sentences. For example, in “Он приехал на вокзал, и поезд уже ушел,” the comma before *и* is mandatory. Missing this comma can lead to misinterpretation or a change in meaning, confusing learners about the sentence structure and relationship between clauses.
- **Misinterpretation of Conjunctions:** Non-native learners often struggle with conjunctions that have multiple meanings. For instance, *да* can mean “and” or “but” depending on the context, leading to confusion if learners are not attuned to these nuances. Moreover, adversative conjunctions such as *а* and *но* can pose challenges because they introduce varying degrees of contrast, which may not be readily apparent to beginners. Understanding these subtleties is crucial for conveying the intended relationship between clauses accurately.
- **Misclassification of Sentence Structures:** Many students initially struggle to distinguish between complex compound sentences and simple sentences with homogeneous parts connected by coordinating conjunctions. For instance, in “Он купил хлеб и молоко,” *и* joins two items within a simple sentence, while in “Он купил хлеб, и она принесла молоко,” *и* connects two independent clauses, forming an SSP. This misclassification can lead to mistakes in sentence parsing, punctuation, and overall comprehension of sentence structure.

In light of these challenges, educational strategies often focus on helping learners differentiate between types of conjunctions and their associated punctuation rules. Exercises that involve comparing SSPs with



simple sentences containing homogeneous parts or practicing sentence parsing can significantly improve students' grasp of SSPs, thereby enhancing their proficiency in Russian.

Discussion

1. Interpretation of Findings

The findings underscore the significant role of coordinating conjunctions in complex compound sentences (SSPs) in shaping nuanced meaning. Each type of conjunction—connective, adversative, and disjunctive—adds a unique layer to the syntactic and semantic relationship between clauses, thus influencing the overall interpretation of the sentence. Connective conjunctions (*и, да*) provide a straightforward additive or sequential link, enabling smooth flow and coherence, as seen in literary and conversational Russian. Adversative conjunctions (*но, а*) introduce contrast, enriching sentence meaning by setting up subtle or explicit oppositions. For instance, the difference between *но* (a direct contrast) and *а* (a mild, often contextual contrast) allows speakers and writers to convey varying degrees of emphasis and opposition within a single sentence structure. Disjunctive conjunctions (*или, либо*), by signaling alternative possibilities, emphasize choice, enabling expressions of either/or scenarios and allowing flexibility in communication (Tskhovrebov & Shamonina, 2023).

This classification of conjunctions enhances sentence complexity and variety, providing speakers with the ability to make more specific semantic distinctions. These conjunctions, beyond serving syntactic purposes, carry inherent meanings that transform the tone and intent of sentences, an understanding crucial for non-native learners to avoid unintended implications. For instance, substituting *и* with *да* in a sentence may imply a formal or literary tone, while replacing *но* with *а* can reduce the degree of contrast, subtly altering the sentence's interpretive weight. Consequently, mastery of these conjunctions enriches learners' communicative competence by enabling them to choose conjunctions that accurately reflect the intended meaning and tone.

2. Pedagogical Implications

Understanding the roles of these conjunctions is crucial for enhancing learners' syntactic awareness and proficiency in Russian. Knowledge of the semantic differences between conjunctions equips learners to construct sentences that convey precise meanings, which is especially important in academic and professional settings where clarity is key. For instance, educators can emphasize the importance of choosing the right adversative conjunction by comparing sentences like “Он устал, но продолжал работать” (indicating persistence despite fatigue) and “Он устал, а она не заметила” (showing a contrast in states or perspectives). These examples help students discern the subtle shifts in meaning introduced by each conjunction, aiding them in making informed choices in their own language use (Odintsova, 2023).

Furthermore, targeted exercises that involve transforming simple sentences into SSPs using various conjunctions can deepen students' syntactic understanding. Through such practice, learners develop a stronger grasp of how each conjunction influences sentence structure and meaning, making them better equipped to interpret and create complex sentences. This process also strengthens their ability to parse complex Russian texts accurately, a skill that's particularly valuable in literature and academic studies where SSPs are prevalent.

3. Challenges in Teaching



Teaching SSPs to non-native speakers presents several challenges, particularly with students who have no prior experience with Russian's intricate punctuation and conjunction systems. One primary difficulty is punctuation; learners often struggle with comma placement in SSPs, which differs from punctuation norms in other languages. In Russian, commas are required between independent clauses in SSPs connected by conjunctions like *и* and *но*, even when clauses are short or closely related. This rule can be confusing for learners from languages with different comma conventions, leading to frequent errors that can impact readability and clarity.

Another challenge is semantic misinterpretation of conjunctions. As Russian conjunctions can have multiple functions depending on context, non-native speakers may misinterpret the intended relationship between clauses, particularly when dealing with *да*, which can mean both “and” and “but.” Without guidance, learners may misapply such conjunctions, resulting in sentences that either lack coherence or convey unintended meanings. This is compounded by the fact that SSPs, due to their clause independence, can appear deceptively simple, leading students to overlook the nuanced differences in meaning each conjunction conveys.

Lastly, misclassification of sentence structures often arises when learners confuse SSPs with simple sentences containing homogeneous parts. For example, sentences with lists connected by *и* can resemble SSPs superficially, yet differ significantly in structure. Differentiating these requires a strong syntactic foundation, as well as consistent practice with varied sentence types. This challenge is particularly common among beginner and intermediate students who may not yet have an intuitive grasp of Russian sentence parsing. By providing comparative examples and clarifying the distinct roles of conjunctions, educators can help students overcome these difficulties, fostering a more accurate and nuanced understanding of Russian syntax.

Conclusion

1. Summary of Key Points

Complex compound sentences (SSPs) are integral to effective communication in Russian, providing a means to articulate nuanced relationships between independent ideas within a single sentence. The three primary types of coordinating conjunctions—connective, adversative, and disjunctive—each play a critical role in shaping the semantic and syntactic coherence of SSPs. Connective conjunctions (*и*, *да*) create a smooth, additive flow; adversative conjunctions (*но*, *а*) introduce contrast and opposition; and disjunctive conjunctions (*или*, *либо*) present alternatives, all while maintaining each clause's syntactic independence. For non-native speakers, mastering these sentence types enriches their expressive abilities and comprehension, enhancing both written and spoken proficiency in Russian. Recognizing the unique functions of each conjunction within SSPs allows learners to convey subtleties in tone and meaning, essential for clear and sophisticated expression.

2. Recommendations for Educators

To support students in mastering SSPs, educators can incorporate targeted exercises that address common challenges and build syntactic awareness. For example, educators might introduce transformation exercises, where students convert simple sentences with homogeneous parts into SSPs, enabling them to observe structural differences and practice appropriate punctuation placement. Parsing exercises that involve identifying conjunction types within authentic Russian texts can also be helpful. By analyzing these conjunctions in context, students gain practical insight into the nuances of each type, building familiarity



with Russian punctuation rules and conjunction functions. Additionally, sentence combination activities can foster students' syntactic flexibility, as they experiment with different conjunctions to explore how each choice alters the sentence's meaning.

Providing comparative examples is another effective strategy. Educators might show examples of sentences connected by *u* in both simple and complex forms, highlighting how SSPs require distinct punctuation and semantic interpretation. This approach aids students in distinguishing SSPs from sentences with homogeneous parts, helping them build a stronger foundation in sentence structure. By using varied and contextualized practice activities, educators can help learners achieve a more nuanced and confident use of SSPs in Russian.

3. Future Research

Future research could explore more advanced sentence structures within Russian syntax, particularly those that involve multi-level coordination and complex syntactic relationships. For instance, analyzing how compound-complex sentences combine SSPs with subordinate clauses could provide valuable insights into the higher-level syntactic structures encountered in Russian literary and academic texts. Further research might also examine the acquisition of nuanced conjunction usage among learners with different linguistic backgrounds, identifying specific conjunctions or sentence types that present the greatest difficulty and exploring how targeted instructional methods can aid acquisition. Additionally, a closer study of SSPs with less common conjunctions (such as gradational or appositional conjunctions) would enrich understanding of how Russian speakers employ these complex constructions to convey layered meanings in sophisticated discourse. These areas of inquiry could offer valuable contributions to the teaching and learning of Russian as a foreign language, supporting educators in developing effective, research-based methods for advancing syntactic proficiency.

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Evaluating the Oral Method in Foreign Language Teaching: Historical Perspectives, Modern Applications, and Pedagogical Insight

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Abstract

This article explores the Oral Method in foreign language teaching, focusing on its historical significance, core principles, and relevance in contemporary education. Originally developed by Harold Palmer and A.S. Hornby, the Oral Method emphasizes verbal repetition, situational learning, and structured grammar acquisition as foundational tools for language proficiency. Through an analysis of its strengths—such as pronunciation accuracy, fluency development, and practical application—and its limitations, including restricted learner autonomy and cognitive engagement, this study highlights the method's enduring value. The article also discusses the potential of integrating the Oral Method with communicative and task-based approaches, leveraging digital tools and personalized techniques to enhance its effectiveness for diverse learners. Ultimately, the Oral Method's adaptable principles make it a valuable component of a comprehensive language teaching framework.

Keywords: Oral Method, situational learning, language fluency, communicative approach, language pedagogy

1. Introduction

The Oral Method, also referred to as the Oral Approach or Situational Language Teaching, emerged in the early 20th century as a prominent language teaching strategy, focusing on oral proficiency and situational language use. Its development, attributed to linguists Harold Palmer and A.S. Hornby, sought to address the need for practical, communicative language skills rather than purely academic knowledge (Kumaravadivelu, 2006). This approach emphasized systematic, inductive grammar teaching and context-based learning, relying heavily on teacher-student interaction and oral repetition to reinforce language structures (Matsuda, 2003). Situational Language Teaching evolved as an alternative to the Direct Method, incorporating structured sentence patterns and contextualized vocabulary to improve learners' language comprehension in real-life situations.

Despite its historical significance and foundational role, the Oral Method's prominence in language education has diminished over time, largely replaced or blended with communicative and task-based approaches. Modern language instruction increasingly values communicative competence, authenticity, and learner autonomy, elements which were less emphasized in the Oral Approach (Ashrafova, 2024). As the



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field of language teaching has moved beyond strictly method-based frameworks to what Kumaravadivelu (2006) calls the "post-method" era, the standalone application of the Oral Method raises questions regarding its relevance and adaptability in diverse, modern classrooms. The approach's traditional structure, which heavily relies on teacher-directed activities and controlled oral practice, can limit learner independence and may not align well with contemporary teaching paradigms that emphasize student-centered and technology-enhanced learning environments (Donato, 2016).

The purpose of this study is to examine the principles, advantages, limitations, and adaptability of the Oral Method in the context of today's language classrooms. This study aims to determine how the Oral Method's core principles—such as situational learning, vocabulary control, and inductive grammar instruction—can be adapted to support diverse learning styles and educational goals. Despite its decline in popularity, the Oral Method remains a relevant pedagogical tool when adapted to contemporary learning environments, emphasizing verbal practice, situational learning, and student self-guidance. By exploring its potential adaptations, this study intends to bridge traditional language teaching techniques with the demands of modern pedagogy, highlighting the enduring value of the Oral Method as part of a dynamic, integrative approach to language instruction.

2. Methods

Overview of the Oral Method

The Oral Method, known for its structured and systematic approach, centers on the principle that language acquisition is primarily achieved through verbal practice, where repeated exposure and active usage reinforce learning. This method emerged as a reaction to more rigid grammar-translation models, promoting situational learning as a means to engage students with real-life language use. Under this method, vocabulary and grammar are first introduced orally. Learners interact with spoken language before encountering written forms, building a strong foundation in pronunciation and sentence structure. By delaying written language exposure, the Oral Method encourages learners to internalize spoken language patterns, which helps to foster more intuitive and fluid language skills (Kumaravadivelu, 2006).

The Oral Method is structured around controlled sentence patterns and vocabulary tailored to common communicative scenarios. This approach also includes a graded grammar presentation, in which simple structures are introduced first, progressively moving toward more complex forms. Vocabulary is selectively introduced, with an emphasis on frequently used, practical words to reinforce utility in conversational settings. This gradual, structured exposure to language elements allows learners to develop a scaffolded understanding, promoting automaticity and confidence in everyday interactions (Ashrafova, 2024).

Instructional Techniques

1. **Repetition and Practice** Repetition is fundamental in the Oral Method, as consistent practice aids in mastering both pronunciation and sentence structure. Through repetitive drills, learners familiarize themselves with language sounds, phonemic distinctions, and stress patterns, developing a muscle memory that supports natural language production. Teachers guide students through various repetitive exercises, including choral repetition, individual pronunciation drills, and substitution drills, which embed language patterns more deeply. This repetitive structure ensures that learners achieve not only accuracy but also fluency in verbal communication (Asadova, 2024).



2. **Situational Exercises** Situational exercises in the Oral Method aim to contextualize language learning, allowing students to practice language in real-life scenarios. Teachers create situations relevant to daily life or particular topics, encouraging students to apply new vocabulary and sentence structures in context. For example, a situational exercise might involve role-playing a restaurant scenario where learners practice ordering food, asking questions, and responding to social cues. These situational exercises connect language use with practical, interactive settings, fostering a more intuitive understanding of context and appropriate language use (Donato, 2016).
3. **Technology Integration** With advancements in educational technology, interactive tools such as whiteboards, digital flashcards, and online resources now enhance the Oral Method's effectiveness by providing multi-sensory learning experiences. Interactive whiteboards allow teachers to visually and audibly present language patterns, helping students to connect written and spoken forms. Digital resources, such as language learning apps, also provide students with additional repetition opportunities and access to authentic materials, like video and audio clips, that enrich language exposure. By incorporating modern technology, teachers can make language practice more engaging and accessible, aligning traditional oral exercises with students' digital literacy and preferences (Barrett & Liu, 2016).

Student and Teacher Roles

In the Oral Method, the teacher plays a central role as a model, guiding students through situational exercises and providing continuous feedback on pronunciation and grammar. The teacher carefully sets up scenarios and introduces vocabulary and structures that students can apply in contextualized settings. Teachers also use facial expressions, gestures, and other visual cues to help convey meaning, particularly when introducing new vocabulary. This modeling builds a reference for students, who then repeat and interact with language in controlled, guided ways.

Students, meanwhile, are active listeners and imitators in this method. Their primary tasks involve listening attentively to the teacher, participating in repetition exercises, and applying the language in situational practice. They are expected to focus on accuracy and mimicry initially, with the goal of achieving fluency and comfort in spoken language. Over time, students gain confidence in expressing themselves as they progress through increasingly complex structures. By following the teacher's model, students move gradually from imitation to independent language use, cultivating skills that prepare them for real-life communication.

3. Results

Advantages of the Oral Method

1. **Language Habituation** One of the primary benefits of the Oral Method is its effectiveness in establishing language habits through repetition and structured oral practice. By engaging students in continuous repetition, the method enables learners to internalize language structures and patterns, which gradually become automatic and intuitive. This repetition-based learning fosters a sense of familiarity and fluency in the target language, allowing students to develop habits that support spontaneous language production (Ashrafova, 2024). As students repeatedly use language in controlled contexts, they become increasingly confident and comfortable, effectively bridging the gap between structured practice and real-world application.



2. **Pronunciation and Grammar Mastery** The Oral Method places significant emphasis on pronunciation and grammatical accuracy, providing students with opportunities to refine these skills through focused practice. Because students are consistently exposed to correct pronunciation and grammatical forms through teacher modeling and repetition, they can better develop accurate language output. This method's structured approach to grammar, which introduces simple forms before progressing to complex structures, also enables students to build a solid grammatical foundation. Asadova (2024) notes that these focused, foundational practices are particularly beneficial for learners who struggle with pronunciation or grammatical consistency, as the Oral Method reinforces accuracy in a supportive, repetitive environment.
3. **Verbal and Situational Familiarity** Another advantage of the Oral Method is its strong emphasis on situational learning, which allows students to develop comprehension within real-life contexts. By practicing language in situational exercises—such as role-playing everyday interactions—students acquire language in ways that are immediately applicable to real-world scenarios. This situational practice helps students to connect language with specific social and communicative contexts, enhancing their ability to use the language meaningfully and appropriately. Such context-based learning is valuable because it prepares students for practical interactions, equipping them with situational familiarity that encourages active and relevant language use outside the classroom (Donato, 2016).

Challenges and Limitations

1. **Student Control** A key limitation of the Oral Method is its structured and teacher-led nature, which often restricts student autonomy. Since the method relies heavily on teacher direction, students have limited control over the learning process, which can lead to passivity and hinder the development of independent learning skills. This lack of learner autonomy can also restrict students' creative use of language, as they primarily focus on imitation rather than exploring language freely (Matsuda, 2003). For students accustomed to more open-ended learning environments, this structure may feel limiting and could reduce engagement over time.
2. **Cultural and Linguistic Adaptation** Teaching diverse groups with varied linguistic and cultural backgrounds poses additional challenges for the Oral Method. The reliance on situational learning, often rooted in the culture of the language being taught, can create difficulties for students unfamiliar with certain cultural references. Teachers may need to adapt situational exercises to be culturally inclusive, ensuring that the contexts used are meaningful and accessible to all learners. Failure to adapt these exercises could result in a disconnect between the language and the students' own lived experiences, potentially reducing the method's effectiveness for diverse audiences (Barrett & Liu, 2016).
3. **Dependence on Teacher's Skills** The success of the Oral Method is heavily dependent on the teacher's proficiency in language modeling and situational setup. Teachers must have strong language skills to model accurate pronunciation and grammar, as well as the creativity to design engaging and contextually relevant exercises. If a teacher lacks these skills, the effectiveness of the Oral Method may be significantly compromised, leading to gaps in student comprehension and engagement. Additionally, without sufficient training, teachers may struggle to maintain the method's rigor and consistency, which could affect learning outcomes (Reichelt, 2001).

Current Relevance



Despite its limitations, the Oral Method retains elements that align well with modern language teaching approaches, particularly communicative and learner-centered techniques. The method's focus on verbal practice and situational learning resonates with the goals of communicative language teaching, which emphasizes real-world language use and meaningful interaction. Moreover, when adapted with elements of learner autonomy and technology integration, the Oral Method can serve as a foundation for blended, interactive language instruction (Ashrafova, 2024). As classrooms increasingly incorporate digital tools and diverse instructional methods, the principles of the Oral Method—such as repetition, contextualization, and structured practice—remain relevant, offering valuable strategies for foundational language acquisition.

4. Discussion

Interpretation of Findings

The findings highlight that the Oral Method offers substantial benefits for language fluency and comprehension by using situational practice and repetition to build a strong foundation in spoken language. This method's structured approach to repetitive verbal practice fosters automaticity, making it effective for learners aiming to achieve a degree of fluency in real-life situations (Ashrafova, 2024). Compared to more recent methodologies, such as communicative language teaching (CLT) and task-based language teaching (TBLT), the Oral Method is more rigid and teacher-centered. However, its focus on consistent oral repetition and pronunciation drills gives it an advantage in achieving pronunciation accuracy and a natural flow in speaking. While CLT and TBLT prioritize spontaneous communication and language flexibility, the Oral Method's systematic approach may provide a necessary foundation for beginners before they transition to more communicative approaches (Matsuda, 2003).

Implications for Modern Language Teaching

1. **Blending with New Methods** To maximize its effectiveness, the Oral Method can be integrated with communicative and task-based approaches. By blending its structured verbal practice with the spontaneous, context-based interactions promoted in CLT and TBLT, educators can create a balanced pedagogy that combines fluency with communicative competence. For example, students might first practice sentence structures and pronunciation through the Oral Method's drills, then apply these skills in role-plays or tasks where they interact more freely. Such integration supports a gradual shift from accuracy-focused practice to meaningful language use, allowing learners to build confidence and apply language in realistic scenarios (Kumaravadivelu, 2006).
2. **Role of Technology** The Oral Method can benefit greatly from digital tools that enhance its focus on pronunciation, vocabulary acquisition, and interactive learning. Interactive platforms like language apps, digital flashcards, and online pronunciation tools allow learners to practice repetitive exercises independently, outside of the classroom. These tools also provide immediate feedback, aiding in self-correction and reinforcing accurate language patterns. Additionally, using interactive whiteboards and online audio-visual resources, teachers can make situational language learning more dynamic and visually engaging. Such technological enhancements make the Oral Method more accessible to modern students, who often prefer and benefit from digital learning experiences (Barrett & Liu, 2016).
3. **Personalization for Diverse Learning Styles** The traditional Oral Method can be rigid and uniform, often not accommodating different learning styles. However, adapting it to meet visual, verbal, and kinesthetic preferences can significantly increase its effectiveness. For example, visual



learners benefit from digital visual aids, such as interactive boards or illustrated vocabulary cards, while kinesthetic learners engage through role-playing activities. Auditory learners can take advantage of recorded audio materials and listening exercises. By incorporating elements that appeal to varied learning styles, teachers can ensure the Oral Method is more inclusive and responsive to individual learner needs, enhancing overall engagement and retention (Donato, 2016).

Limitations and Recommendations

While the Oral Method excels in establishing foundational fluency and pronunciation, it has limitations in fostering higher-order language skills, such as critical thinking, creativity, and independent learning. Its emphasis on repetition and controlled language use restricts opportunities for learners to develop cognitive skills necessary for advanced language use. For instance, students in more dynamic, modern learning environments often require opportunities to analyze, create, and interact with language more flexibly, rather than simply reproducing set phrases.

To address these gaps, the Oral Method should be complemented with approaches that promote critical thinking and autonomous learning. One recommendation is to incorporate problem-solving tasks and open-ended questions into situational exercises, encouraging students to use language more freely and creatively. Additionally, adding collaborative activities and group discussions can help balance the method's teacher-centered focus, empowering students to take a more active role in their learning (Reichelt, 2001). Finally, incorporating reflective activities, such as self-assessments and peer feedback, can support the development of self-guided learning, providing students with a more holistic language learning experience that prepares them for both academic and real-world language use.

Conclusion

The Oral Method, with its emphasis on repetition, pronunciation accuracy, and situational language learning, remains a valuable tool in language education, especially for foundational skill-building. By focusing on habit formation and verbal practice, this method provides learners with a structured pathway to acquire basic fluency and confidence in the target language. However, as language teaching has evolved to embrace communicative competence and learner autonomy, the Oral Method's limitations—particularly in fostering higher-order cognitive skills and creativity—have become apparent.

In modern classrooms, where diverse learning needs and technological advancements demand more adaptive approaches, the Oral Method benefits from integration with communicative and task-based techniques. Blending its structured drills and situational practices with interactive, learner-centered strategies can create a balanced pedagogy that supports both fluency and meaningful language use. Additionally, by incorporating digital tools and personalized learning techniques, the Oral Method can be made more accessible and relevant to contemporary students.

In summary, while the Oral Method may no longer stand alone as a comprehensive approach, its core principles—when adapted and supplemented—continue to offer significant advantages for language learners. As language education progresses, this traditional method can serve as a solid foundation within a dynamic, multifaceted framework, supporting learners in building confidence, accuracy, and readiness for real-world communication.



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Формирование понимания художественного образа через анализ системы персонажей в литературном произведении

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Резюме

В данной статье исследуется значение системного анализа персонажей в литературном произведении для глубокого понимания его содержания и замысла автора. Рассматриваются различные подходы к классификации персонажей (главные, второстепенные, эпизодические) и их роли в создании философских, социальных и психологических аспектов текста. На примерах произведений русской классической литературы анализируется, как система персонажей помогает раскрыть основные темы и конфликты, а также подчеркивает многослойность и глубину произведения. Предлагаются рекомендации по использованию системного анализа в образовательном процессе, что способствует развитию критического мышления и аналитических навыков у студентов.

Ключевые слова: система персонажей, литературный анализ, художественный замысел, классическая литература, образовательные методики.

Abstract

This article explores the importance of a systematic analysis of characters in literary works for a deeper understanding of the content and the author's intent. Various approaches to classifying characters (main, secondary, episodic) and their roles in creating the philosophical, social, and psychological dimensions of the text are examined. Using examples from Russian classical literature, the study analyzes how the character system helps to reveal central themes and conflicts, highlighting the layers and depth of the work. Recommendations are provided for employing character system analysis in educational settings, promoting critical thinking and analytical skills among students.

Keywords: character system, literary analysis, artistic intent, classical literature, educational methods.

Введение

Изучение системы персонажей в художественных произведениях имеет огромное значение для глубокого понимания текста, его структуры и смыслового наполнения. Система персонажей служит не просто совокупностью действующих лиц, а также является средством раскрытия авторских идей, выражения философских, социальных и психологических аспектов. Как отмечает Барабанова



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(2004), персонажи литературного произведения представляют собой «идентичность художественного образа», что способствует погружению читателя в мир, созданный автором, и позволяет более полно оценить замысел произведения. Таким образом, система персонажей становится инструментом, через который раскрывается не только сюжетная линия, но и глубинные идеи, заложенные автором (Барабанова, 2004).

Анализ персонажей и их ролей — сложная задача, требующая комплексного подхода. Литературные персонажи связаны между собой сложными отношениями, включающими конфликты, противоречия, развитие характеров и изменения во взаимодействиях. Как утверждает Жиндеева (2017), «интермедиаальный анализ позволяет рассматривать персонажей не изолированно, а как элементы целостной системы», где каждый персонаж играет свою роль в общей структуре произведения. Применение такого системного подхода помогает выявить иерархические связи между персонажами и понять их влияние на сюжет и смысловую нагрузку текста (Жиндеева, 2017). Воюшина (2004) подчеркивает, что анализ системы персонажей требует от читателя развития особых навыков, позволяющих распознавать тонкие детали и смысловые оттенки в поведении героев.

В литературоведении подход к анализу системы персонажей основывается на исследованиях таких авторов, как В.Г. Зинченко, В.А. Грехнев, А.Г. Цейтлин и В.Е. Хализев. Зинченко (2019) указывает, что понимание художественного произведения невозможно без анализа системы персонажей, поскольку именно персонажи выражают «авторское мировоззрение и его отношение к социокультурной реальности». Персонажи формируют уникальную художественную картину мира, которая позволяет читателю видеть через их восприятие и действия те философские и социальные вопросы, которые актуальны для общества (Зинченко, 2019). Грехнев (2021) также акцентирует внимание на том, что система персонажей, даже в небольших по объему произведениях, создает «тесные связи между элементами, выявляя смысловые параллели и антагонизмы», что позволяет читателю глубже осмыслить текст и осознать замысел автора (Грехнев, 2021).

Цейтлин (2005) вводит понятие «иерархичности системы персонажей», подчеркивая, что в произведении персонажи играют разные роли и выполняют разнообразные функции. Главные герои обладают ярко выраженными чертами характера, второстепенные персонажи помогают раскрыть их, а эпизодические фигуры выполняют поддерживающую роль, «обогащая произведение эмоциональными оттенками и создавая контрастные связи» (Цейтлин, 2005). Важность такого подхода к персонажам также подчеркивает Хализев (2007), отмечая, что «взаимодействие персонажей — это не только способ раскрытия их характеров, но и основа для формирования идеи произведения». Хализев объясняет, что автор, даже не упоминая напрямую свои идеи, через персонажей выражает отношение к ценностям и принципам, которые актуальны для общества, тем самым формируя у читателя представление о своей позиции (Хализев, 2007).

Следовательно, важность системного подхода к анализу персонажей в литературных произведениях заключается в возможности увидеть текст как сложную взаимосвязанную структуру. Это позволяет учитывать взаимодействия и развитие персонажей, а также глубже понять философские и социокультурные аспекты произведения, которые автор намеренно или бессознательно привносит в своё творение.

Методы

Метод анализа системы персонажей в художественном произведении предполагает систематическое и всестороннее изучение персонажей как структурных элементов текста. Данный метод позволяет



выявить характерные черты каждого персонажа, их взаимодействие и место в общей иерархии произведения. Анализ системы персонажей основывается на принципах литературоведческого анализа, в котором отдельные персонажи рассматриваются не только как независимые образы, но и как элементы целостной системы. Этот подход помогает глубже понять замысел автора и оценить многообразие идей, заложенных в тексте.

Одним из важнейших аспектов этого метода является структурный анализ персонажей, который позволяет не только определить их функцию в произведении, но и рассмотреть связи между ними, их место и значение в повествовательной структуре. Зинченко (2019) отмечает, что «персонажи образуют систему, в которой каждый элемент выполняет свою роль и имеет определенное место в иерархии» (с. 34). Такое понимание системы персонажей помогает увидеть литературное произведение как сложную и многоуровневую конструкцию, в которой взаимодействие персонажей отражает авторский замысел и мировоззрение (Зинченко, 2019).

Для подтверждения значимости системного подхода к анализу персонажей исследование опирается на литературные и научные источники, поддерживающие концепцию персонажей как целостной системы. Например, Грехнев (2021) подчеркивает, что каждый персонаж выполняет свою роль, что позволяет увидеть текст в более широком философском и социокультурном контексте. Он утверждает, что «взаимодействие персонажей обогащает произведение скрытыми смыслами и символикой» (Грехнев, 2021, с. 131). Таким образом, анализ системы персонажей с опорой на источники, такие как работы Грехнева и Зинченко, позволяет выделить связи между персонажами и понять, как они отражают идеологические и социальные идеи автора.

Критерии для классификации персонажей являются неотъемлемой частью системного анализа. В этой работе используется классификация, которая делит персонажей на главных, второстепенных и эпизодических, что позволяет систематизировать и детализировать их функции в тексте. Главные персонажи обычно находятся в центре сюжетного действия и играют ключевую роль в развитии основных идей произведения. Второстепенные персонажи, по мнению Цейтлина (2005), выполняют вспомогательные функции, раскрывая характеры главных героев через взаимодействие с ними и добавляя дополнительные уровни к основной теме (Цейтлин, 2005, с. 377). Эпизодические персонажи, как отмечает Хализев (2007), часто выполняют функцию катализаторов сюжета, создавая определенную атмосферу или акцентируя внимание на ключевых моментах повествования, при этом оставаясь на периферии авторского внимания (Хализев, 2007, с. 202).

Таким образом, метод анализа системы персонажей включает в себя структурное рассмотрение каждого персонажа и его места в общей системе, поддержанное обширной базой научной литературы. Этот подход позволяет не только глубже понять роль каждого персонажа, но и осознать его значение для общего замысла автора и философского содержания произведения.

Результаты

Переход от анализа отдельного художественного образа к анализу системы персонажей представляет собой важный методологический шаг, позволяющий углубить понимание произведения и раскрыть его многослойную структуру. Рассмотрение персонажей как взаимосвязанных элементов системы позволяет увидеть их взаимодействия, которые не всегда очевидны при изучении только одного образа. Жиндеева (2017) подчеркивает, что такой переход позволяет «осмыслить каждого персонажа в контексте его взаимодействия с другими, что способствует более целостному восприятию произведения» (с. 42). Так, например, при анализе



романа, где каждый персонаж имеет значимую роль в развитии философских и социальных идей, обращение к системе персонажей раскрывает авторские идеи более полно.

Важной частью анализа является представление модели связи между персонажами, которая демонстрирует философские и социальные аспекты, заложенные автором. Так, Грехнев (2021) указывает, что связи между персонажами часто отражают социальные конфликты, которые автор стремится передать через повествование. Например, антагонистические отношения между главным героем и его окружением могут олицетворять борьбу индивидуальных ценностей с коллективными нормами, что становится неотъемлемой частью философского подтекста произведения (Грехнев, 2021, с. 133). Этот метод позволяет выявить скрытые смыслы и символику, которая не очевидна на уровне отдельного персонажа.

Выявление иерархических отношений в системе персонажей имеет особое значение для понимания авторского замысла. Главные персонажи, по мнению Зинченко (2019), не только влияют на развитие сюжета, но и становятся носителями основных философских и моральных ценностей, что подчеркивает их уникальную роль в произведении (с. 36). В то же время второстепенные персонажи и их связи с главными образуют вторичный уровень значимости, раскрывая дополнительные аспекты мира, созданного автором. Например, в некоторых произведениях второстепенные персонажи выполняют функцию «отражения» или контраста, через который автор акцентирует внимание на чертах характера главного героя, его моральных дилеммах и внутренних конфликтах (Цейтлин, 2005, с. 380).

Эпизодические персонажи, хотя и занимают низшее место в иерархии, также играют важную роль, поскольку часто они подчеркивают важные сюжетные элементы или создают атмосферу, способствующую восприятию основных идей. Как отмечает Хализев (2007), даже персонажи, появляющиеся в одном или двух эпизодах, могут выполнять функцию символов, представляя определенные черты общества или индивидуального сознания, что усиливает философскую глубину произведения (с. 204). Таким образом, каждый уровень иерархии системы персонажей, от главных до эпизодических, способствует формированию единой структуры произведения, которая помогает читателю глубже понять замысел автора и воспринять его идейное содержание.

Обсуждение

Системный подход к анализу персонажей позволяет глубже понять художественное произведение и раскрыть его многослойную структуру. Рассмотрение героев не только как самостоятельных образов, но и как взаимосвязанных элементов системы помогает увидеть сложные философские, социальные и психологические аспекты, заложенные автором. Например, в произведениях таких, как «Преступление и наказание» Ф.М. Достоевского, система персонажей представляет собой целостную структуру, где каждый герой воплощает определенные аспекты моральных и религиозных конфликтов. Родиона Раскольникова окружают персонажи, такие как Соня Мармеладова и Свидригайлов, которые дополняют и раскрывают его внутреннюю борьбу. Соня олицетворяет сострадание и смирение, в то время как Свидригайлов отражает тёмные стороны человеческой природы, и в этом антагонизме прослеживаются философские идеи Достоевского о добре и зле.

Подходы к выделению иерархии персонажей играют важную роль в раскрытии содержательной формы произведения. Классификация персонажей на главных, второстепенных и эпизодических помогает систематизировать их функции и значимость. Как отмечает Цейтлин (2005), главные персонажи часто находятся в центре повествования, их действия и решения определяют



развитие основных событий и идей, а второстепенные персонажи акцентируют ключевые черты главных героев, создавая смысловые контрасты (с. 377). Например, в романе «Анна Каренина» Л.Н. Толстого второстепенные персонажи, такие как Долли и Стива Облонские, помогают усилить контраст между жизнью и моральными установками Анны и Левина, подчеркивая их различные взгляды на семью и общественные нормы.

Примеры из литературы показывают, что второстепенные персонажи могут иметь глубокую смысловую нагрузку. В романе «Мастер и Маргарита» М.А. Булгакова такие персонажи, как Иван Бездомный и Понтий Пилат, отражают ключевые темы произведения. Иван, по мнению Жиндеевой (2017), воплощает собой противоречие между советской идеологией и духовными поисками, в то время как Понтий Пилат представляет философский конфликт между долгом и моральной свободой (с. 45). Эти второстепенные персонажи помогают автору создать многослойную смысловую структуру, где каждый герой вносит свой вклад в раскрытие основного замысла произведения.

Тем не менее, метод системного анализа имеет свои ограничения и трудности. Одной из главных проблем является сложность точной классификации персонажей. В некоторых произведениях, например, в пьесах А.П. Чехова, иерархическое деление на главных и второстепенных персонажей становится затруднительным, поскольку почти все герои являются равноправными элементами повествования, каждый из которых раскрывает уникальные аспекты человеческой жизни. Кроме того, трудности возникают, когда персонажи выполняют сразу несколько функций или же их значение в тексте меняется по мере развития сюжета. Например, в «Братьях Карамазовых» Достоевского, такие персонажи, как Смердяков, могут быть как эпизодическими, так и ключевыми для понимания философских вопросов произведения, поскольку их поступки и мировоззрение вносят значительный вклад в развитие основного конфликта.

Таким образом, системный подход к анализу персонажей позволяет углубить понимание художественного произведения, но также требует тщательного и продуманного подхода для точного определения роли каждого героя в системе, что часто становится непростой задачей.

Заключение

Анализ системы персонажей представляет собой важный метод для глубокого понимания содержания и замысла автора в литературном произведении. Рассмотрение персонажей не изолированно, а как элементов единой системы позволяет выявить их взаимосвязи, внутренние противоречия и смысловую значимость, которую они вносят в развитие темы и философского подтекста. В процессе анализа системы персонажей раскрываются ключевые социальные, этические и психологические идеи, что позволяет читателю увидеть многослойность и глубину текста. Как показывает исследование, системный подход помогает понять не только характеры героев, но и общую структуру произведения, его основные конфликты и авторские идеи.

Подводя итог, можно отметить, что система персонажей играет центральную роль в литературе, поскольку она формирует основы сюжета, создает эмоциональный и смысловой фон, а также раскрывает философские и моральные вопросы. На примерах произведений Толстого, Достоевского, Булгакова и Чехова было показано, что персонажи и их взаимодействия служат важным инструментом для воплощения авторских замыслов, что делает их анализ неотъемлемой частью литературоведческих исследований. Главные, второстепенные и эпизодические персонажи дополняют друг друга, усиливая акценты и создавая контрасты, что подчеркивает многогранность и богатство литературного произведения.



Для дальнейших исследований рекомендуется активно использовать системный анализ персонажей в школьном и вузовском образовании, так как он способствует развитию критического мышления, аналитических навыков и более глубокого понимания текста. В рамках литературных курсов можно внедрять практику коллективного анализа персонажей, где студенты смогут выявлять и обсуждать их взаимодействия, иерархию и символику. Это поможет молодым читателям лучше понять смысл произведения, разглядеть авторский замысел и оценить многослойность литературного текста.

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Challenges in Translating Press Terminology in Arabic: An Analytical Study

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Abstract

This article explores the challenges of translating press terminology into Arabic, highlighting the importance of accurate translation for effective cross-cultural communication. Specific translation difficulties, including terms without direct equivalents, idiomatic expressions, and culturally sensitive phrases, are examined. Through a comparative analysis, the study identifies strategies such as standardization, adaptation, and paraphrasing to improve translation accuracy and readability. Recommendations for further research emphasize the need for standardized terminology and enhanced translator training to address these complexities and promote clarity in Arabic media.

Keywords: translation challenges, Arabic media, press terminology, cross-cultural communication, standardization

Introduction

The accurate translation of press terminology into Arabic is essential for maintaining the integrity and clarity of information in media and journalism. Inaccurate translations can distort the intended meaning, leading to misinterpretations of news and potentially affecting public understanding. Given the increasing interconnectedness of global media, precise translation is crucial for ensuring that Arabic-speaking audiences receive information that reflects the original message as intended by its source. As Algamdi and Hanneman (2016) highlight, linguistic and cultural alignment in translation helps sustain the original nuances, particularly in specialized language contexts such as the media.

Translating press terms into Arabic presents unique challenges due to the linguistic and cultural distinctions between Arabic and other languages. For instance, press terms often involve specific idiomatic expressions, technical jargon, and culturally embedded phrases that do not have direct equivalents in Arabic. Muhammad (2016) argues that such semantic disparities can lead to "discrepancies that alter the core meaning" when translated, a challenge evident in various media translation contexts. Additionally, the complexity of Arabic morphology and syntax often requires translators to make nuanced adjustments, which can complicate efforts to retain both accuracy and readability in translation. These challenges underscore the need for a refined, context-aware approach to translation in Arabic-language media.



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Methods

To analyze the translation issues inherent in Arabic press terminology, this study employed a multi-step methodological approach, focusing on comparative analysis, corpus examination, and qualitative assessment. The primary objective of this approach was to understand how specific press terms are translated from English to Arabic and to identify common challenges and discrepancies in translation practices. The comparative analysis enabled an in-depth look into the linguistic, cultural, and contextual variations that influence translation accuracy and readability.

Comparative Analysis of Arabic and English Press Terms

A comparative analysis was conducted between selected Arabic and English press terms, focusing on key categories relevant to media, such as politics, economy, culture, and social issues. This analysis sought to identify terms that pose particular challenges due to differences in linguistic structure, idiomatic expressions, or lack of direct equivalents in Arabic. By analyzing these terms across both languages, we assessed how translation practices align or diverge and examined the effectiveness of different translation strategies. For example, terms that frequently reflect cultural nuances in English were evaluated for how well these nuances are retained, adapted, or modified when translated into Arabic.

The analysis also examined the handling of neologisms, technical jargon, and colloquial expressions, which are common in press language but often lack standardized Arabic equivalents. Here, we observed translation techniques such as loanwords, calques (word-for-word translation), paraphrasing, and adaptation, each of which has its advantages and limitations depending on the context. For instance, in cases where direct translation led to ambiguity, translators might employ paraphrasing or adaptation to clarify the term's intended meaning. The comparative analysis, therefore, allowed us to track patterns of translation, from literal approaches to more interpretative ones, and to assess their impacts on both linguistic fidelity and reader comprehension.

Sources for Terminology Samples

To ensure a comprehensive examination, we collected terminology samples from a variety of sources, including Arabic news articles, translated media content, and linguistic databases. These sources provided a broad dataset representing contemporary usage of press terminology in Arabic media.

1. **Arabic News Articles:** News outlets such as *Al Jazeera*, *Al Arabiya*, and *Asharq Al-Awsat* were used as primary sources for Arabic press terms. These sources offered insights into how Arabic-language media conveys political, economic, and social information. By focusing on well-known Arabic news outlets, we gained access to widely accepted translation practices and common terminological choices that reflect current trends in the field. News articles were chosen across different subjects to ensure that a range of vocabulary was represented.
2. **Translated Materials:** English-language articles translated into Arabic by major news agencies served as another critical source for examining translation practices. By reviewing both the original English articles and their Arabic translations, we identified discrepancies in terminology and explored whether these differences were due to linguistic limitations or cultural adaptations. This comparative aspect was particularly useful for examining terms that often carry implicit cultural or contextual meaning, which may not translate directly without adjustment. These materials provided real-world examples of translation challenges and the strategies employed to navigate them.



3. **Linguistic Databases:** To support our findings with quantitative data, linguistic databases, including bilingual dictionaries and Arabic translation glossaries, were used. These databases served as reference points for verifying standard terminology and offered additional context on the frequency and variations of specific terms in both languages. Additionally, resources such as the Arabic Media Dictionary provided standardized translations for technical terms, which allowed us to identify instances where journalists and translators deviated from standardized terms, potentially for stylistic or contextual reasons.

Qualitative Assessment

In addition to the comparative and quantitative analyses, a qualitative assessment was conducted to understand the rationale behind different translation choices. Through this approach, we analyzed the factors that translators consider, such as audience familiarity, cultural relevance, and readability. For example, certain English terms with specific cultural connotations might be adapted in Arabic to better align with local contexts, enhancing the term's relatability for the audience. This qualitative layer allowed us to explore why certain translations opt for adaptation over direct equivalence, and how these choices impact reader perception and comprehension.

By integrating these methods—comparative analysis, terminology sampling from diverse sources, and qualitative assessment—this study offers a robust framework for analyzing the translation of press terminology into Arabic. This methodological approach highlights not only the linguistic complexities but also the cultural and contextual sensitivities that influence translation practices in Arabic media.

Results

The analysis of Arabic press terminology translations revealed several notable challenges, including terms without direct equivalents, difficulties with idiomatic expressions, and the handling of culturally sensitive terms. These issues underscore the complexities involved in accurately conveying press information across linguistic and cultural boundaries.

Terms Without Direct Equivalents

One of the most frequent challenges observed in the translation process was the absence of direct equivalents in Arabic for certain English press terms, especially for emerging concepts in technology, business, and socio-political discourse. For instance, terms like "fact-checking" and "clickbait" have gained popularity in English-language media but lack precise Arabic counterparts. Translators often resort to paraphrasing or coining new terms, which can lead to variation and inconsistency in how these concepts are communicated in Arabic media. According to Muhammad (2016), such disparities can significantly alter the intended meaning of terms, as translators must navigate around the absence of a directly translatable word, often resulting in nuanced shifts in meaning that affect comprehension (Muhammad, 2016, p. 43).

For example, "clickbait" is sometimes translated literally as "طعم النقر" (bait for clicking) or adapted as "جذب الانتباه" (attracting attention). While these translations capture the intent, they do not fully convey the negative connotation of sensationalized content used to attract clicks. Without a standardized equivalent, this term often results in ambiguity, as readers may not fully grasp its intended meaning and implications.

Idiomatic Expressions



The study also highlighted challenges in translating idiomatic expressions, as they often carry meanings deeply rooted in cultural contexts. English idioms such as "at the end of the day" or "the ball is in your court" can be difficult to translate directly into Arabic without losing the original sense. Literal translations of these idioms can lead to confusing or misleading interpretations. For example, translating "the ball is in your court" directly as "الكرة في ملعبك" might convey the literal imagery, but the idiomatic meaning—denoting that the responsibility or decision now lies with the listener—may be unclear to some Arabic readers without additional context. As Deeb (2005) observes, idiomatic expressions require a translator to go beyond literal meanings, often rephrasing the expression in a culturally relevant way to maintain its impact and comprehension for the target audience.

One solution translators employ is to replace idiomatic expressions with culturally familiar Arabic equivalents that retain similar meanings. For instance, "between a rock and a hard place" might be adapted to "بين المطرقة والسندان" (between the hammer and the anvil), an Arabic expression conveying a similar sense of difficult circumstances. However, finding an appropriate equivalent is not always feasible, resulting in cases where the idiomatic nuance is lost or misinterpreted.

Culturally Sensitive Terms

Handling culturally sensitive terms posed another significant difficulty. Press terminology often includes phrases and concepts tied to specific cultural or political contexts that may not translate well into Arabic without risking offense or altering the term's meaning. For example, certain terms related to gender or religion in English-language media can carry different connotations in Arabic-speaking contexts, which are often more conservative in nature. According to Algamdi and Hanneman (2016), a lack of cultural alignment can lead to "semantic mismatches that not only alter meanings but may also risk alienating or offending the target audience" (p. 27).

An example of this can be seen in translating terms like "feminism" (الفيمينيزم) and "LGBT rights" (حقوق مجتمع الميم). Although these terms are widely used in English media, they may provoke strong reactions in certain Arabic-speaking regions. Translators often adapt such terms to softer or more neutral alternatives to maintain readability and acceptance among Arabic audiences. However, this adaptation can sometimes dilute the original message or introduce ambiguity, as readers may not fully understand the original context or intent behind these terms.

Misinterpretations and Ambiguities

The analysis further highlighted cases of misinterpretations and ambiguities that arise when translations lack consideration of linguistic nuances. For instance, the term "sanctions" when translated directly as "عقوبات" (penalties) might create confusion in contexts where the intended meaning relates to economic restrictions rather than punitive actions. This distinction is critical in international news, where such misinterpretations could lead to misunderstandings about the nature and implications of specific political actions.

Another example is the phrase "law enforcement," which is sometimes translated as "فرض القانون." While technically correct, this translation can carry a more authoritarian connotation in Arabic than the term often does in English, where it generally refers to the role of police and related agencies in maintaining public order. This difference in connotation could alter public perception, depending on the context.



Overall, the study demonstrates that specific translation difficulties—including the lack of direct equivalents, idiomatic nuances, and cultural sensitivities—are significant obstacles in achieving accurate Arabic press translations. These findings underscore the importance of culturally aware translation practices, as translators must frequently balance between linguistic fidelity and accessibility to ensure the integrity and clarity of press information for Arabic-speaking audiences.

Discussion

Accurate terminology in media plays a crucial role as a bridge between cultures, as it ensures that information is conveyed with clarity and respect for cultural contexts. In an increasingly globalized world, the media serves as a conduit for cross-cultural communication, shaping public opinion and fostering understanding. Precise and culturally aware translations are essential, particularly in Arabic-language media, where linguistic nuances and cultural sensitivities can significantly impact how information is received and interpreted. Algamdi and Hanneman (2016) argue that linguistic alignment is critical in maintaining the original nuances of specialized contexts, underscoring how poor translation can distort not only the meaning but also the intended impact of information (Algamdi & Hanneman, 2016, p. 27).

Approaches to Addressing Translation Challenges

To tackle the challenges of translating press terminology into Arabic, translators and media professionals have explored a variety of approaches. One effective strategy is the **standardization** of terminology. By establishing standardized translations for commonly used terms, the media can ensure consistency across articles, agencies, and regions, reducing confusion and promoting a unified understanding of key concepts. This approach is especially helpful for technical jargon and political terms, which may be unfamiliar to the general public. For instance, Arabic news organizations often establish internal glossaries of standardized translations to maintain consistency across all content, an approach that also aids readers in becoming familiar with standardized terms over time.

Another approach is **adaptation**—translating terms in a way that aligns with Arabic linguistic and cultural norms without a strict word-for-word rendering. Adaptation is particularly useful when dealing with idiomatic expressions, metaphors, or culturally sensitive topics. By using culturally resonant language, translators can maintain the spirit of the original text while ensuring it is accessible and relevant to Arabic-speaking audiences. As Deeb (2005) suggests, adaptation is often the most effective way to retain a term's meaning when direct equivalence is unavailable, especially in contexts where literal translation could lead to misinterpretation or loss of meaning (Deeb, 2005, p. 31).

In some cases, **paraphrasing** may be necessary to clarify complex or ambiguous terms. For example, certain legal or technical terms in English may lack direct counterparts in Arabic, necessitating an explanatory approach. While paraphrasing can make translations longer, it improves reader comprehension by providing necessary context. However, overuse of paraphrasing can reduce conciseness and disrupt readability, making it crucial to strike a balance based on the context and audience.

Strategies for Balancing Fidelity and Readability

To ensure both fidelity to the original meaning and readability in Arabic, translators can adopt several practical strategies:

1. **Contextual Awareness:** Translators should always consider the context in which a term appears, as its meaning may vary depending on the subject matter and target audience. For instance, political



terms that may carry neutral connotations in English could require careful rephrasing to avoid unintended interpretations in Arabic. Translators should be aware of the socio-political nuances surrounding certain terms and tailor their approach accordingly.

2. **Use of Footnotes or Annotations:** In cases where a term or concept cannot be fully conveyed in Arabic, adding brief annotations or footnotes can help clarify meaning without sacrificing readability. This approach is particularly useful for complex or unfamiliar terminology, as it provides readers with the additional information needed to understand the original term without disrupting the flow of the text.
3. **Training and Resources:** Ongoing training for translators, combined with access to comprehensive glossaries and linguistic databases, can greatly enhance translation accuracy. By ensuring that translators are well-versed in both linguistic nuances and cultural contexts, media organizations can improve the quality and fidelity of translations. Muhammad (2016) emphasizes the need for resources that help translators navigate semantic disparities, thereby improving the clarity and precision of their work (Muhammad, 2016, p. 43).
4. **Feedback Loops and Reader Engagement:** Media organizations can establish feedback mechanisms to better understand how readers interpret translated terms. By engaging with readers and receiving feedback on terminology and readability, translators can make informed adjustments to align with audience expectations and comprehension levels. This strategy also enables organizations to refine their standardized glossaries and adapt to evolving linguistic norms.

In conclusion, accurate terminology in Arabic media not only strengthens cross-cultural understanding but also ensures that audiences receive information that is both faithful to the original and contextually appropriate. By combining standardization with adaptation and paraphrasing, translators can address the linguistic and cultural challenges inherent in press terminology. Strategies such as contextual awareness, annotations, and training further enable translators to balance fidelity with readability, enhancing the effectiveness of Arabic media as a bridge across cultures.

Conclusion

Addressing translation challenges is essential for effective communication in the Arabic press, as accurate and culturally sensitive translations play a vital role in ensuring the clarity and integrity of information. In an era where media shapes public opinion and fosters cross-cultural understanding, the ability to accurately convey press terminology in Arabic is fundamental. Misinterpretations, ambiguities, or culturally insensitive translations can distort the intended message, potentially causing misunderstandings or even impacting public perception on critical issues. By focusing on accurate and nuanced translations, the Arabic media can serve as a reliable source of information that connects audiences across linguistic and cultural divides.

To improve the quality of translations in Arabic media, further research is recommended in two key areas: standardization of press terminology and enhanced translator training. Standardization would ensure consistency and clarity, particularly for frequently used terms and phrases, which would help in building a shared understanding among Arabic-speaking audiences. Establishing industry-wide glossaries and guidelines could be beneficial in achieving greater uniformity and reducing confusion in interpreting press terms.



Additionally, investment in translator training programs that emphasize cultural and contextual sensitivity would be invaluable. Training that includes practical strategies for handling idiomatic expressions, neologisms, and culturally loaded terms would improve translators' skills, enabling them to make more informed choices and better balance fidelity with readability. Providing translators with resources, linguistic databases, and continued learning opportunities would empower them to deliver translations that are both accurate and accessible to the audience.

In conclusion, by addressing these translation challenges through standardization and training, the Arabic media can enhance its effectiveness in conveying accurate information, strengthening its role as a bridge between cultures and promoting informed understanding across language boundaries.

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Enhancing Pronunciation Skills through the Eclectic Method in University-Level English Teaching

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Abstract

This study examines the impact of the eclectic approach on enhancing pronunciation skills in university-level English learners, focusing on both segmental and suprasegmental features. Employing a quasi-experimental design, students were divided into experimental and control groups, with the experimental group receiving instruction through varied techniques, including minimal pairs, shadowing, intonation practice, role-play, and technology integration. Results revealed significant improvements in pronunciation accuracy, fluency, and communication confidence among students in the experimental group. Qualitative feedback indicated high student engagement and satisfaction, underscoring the flexibility and comprehensiveness of the eclectic approach. These findings highlight the potential of integrating eclectic pronunciation techniques into university curricula to meet diverse linguistic needs and improve overall communicative competence. Recommendations for further research include examining long-term impacts and exploring the role of digital tools in eclectic pronunciation teaching.

Keywords; Eclectic approach, Pronunciation instruction, University-level English, Segmental and suprasegmental features, Communicative competence

Introduction

1. Background

Pronunciation is a crucial component of English language competency, directly influencing learners' ability to communicate effectively and be understood in academic, professional, and social contexts. For university-level students, particularly those studying English as a second or foreign language, accurate pronunciation is essential for academic presentations, discussions, and other spoken interactions that demand both clarity and intelligibility. However, achieving proficiency in pronunciation can be challenging, as it requires learners to master both segmental aspects (such as individual sounds) and suprasegmental features (like stress, rhythm, and intonation), which are often vastly different from those in their native languages. Many university students encounter persistent difficulties in these areas, leading to reduced confidence and frequent communication breakdowns (Bouchhioua, 2017; Brett, 2020).

2. Literature Review



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Recent studies have explored various approaches to improving pronunciation skills, from communicative methods to audio-lingual techniques, yet each method on its own has limitations in addressing the wide-ranging needs of diverse student populations. The eclectic approach, which combines multiple teaching methods, has gained attention as an adaptable and effective alternative. This approach allows educators to draw on elements of different methods to suit specific linguistic and instructional contexts, making it particularly suitable for pronunciation teaching. Research shows that eclectic methods can help students make significant gains in both accuracy and fluency, as they offer flexibility and adaptability that single-method approaches often lack (Sooria & Prabu, 2023; Valledor et al., 2023). Studies have demonstrated that students respond positively to varied techniques, as these allow them to tackle specific pronunciation challenges through repetitive drills, meaningful communication, and phonetic training (Ghafar, Rahmam, & Abd, 2023; Saidovich & Abduvaliyevna, 2024).

3. Problem Identification

Despite the proven advantages of eclecticism, many pronunciation programs still rely on traditional, singular methodologies, which may fall short of meeting the diverse needs of university students. These programs often lack the adaptability required to address individual pronunciation challenges, particularly in heterogeneous classrooms where students come from various linguistic backgrounds. Current teaching methods may also lack a comprehensive focus on both segmental and suprasegmental aspects, limiting students' ability to develop a well-rounded pronunciation skill set. As a result, there is a pressing need for a more flexible and comprehensive approach to pronunciation instruction in university-level English programs (Azzahra, 2022; Liao, 1996).

4. Study Objectives and Hypothesis

This study aims to evaluate the effectiveness of the eclectic method in enhancing university students' pronunciation skills, particularly focusing on segmental and suprasegmental features. The primary objective is to assess whether the eclectic approach, through a combination of drilling, communicative exercises, phonetic transcription, and real-life dialogue practice, can significantly improve students' pronunciation accuracy, fluency, and communication confidence. The hypothesis is that the eclectic method will lead to measurable improvements in pronunciation skills, empowering students to communicate more confidently and effectively in English (Tabassum, 2018; Kara, 2023).

Literature Review

1. Theories Supporting Eclecticism

Eclectic teaching in language instruction draws upon a combination of methods, each of which contributes unique benefits to pronunciation training. **Communicative Language Teaching (CLT)** is a foundational theory in eclectic pronunciation teaching, emphasizing meaningful interaction and real-life communication as the primary modes for language learning. This approach values fluency and functional use of language over strict accuracy, encouraging students to practice pronunciation in authentic, context-rich environments (Liao, 1996). By incorporating communicative elements, eclectic methods allow students to develop their pronunciation skills in practical situations, fostering a naturalistic speech rhythm and confidence in using spoken English.

The **Audio-Lingual Method (ALM)** also plays a significant role in eclectic pronunciation instruction. This method relies on repetitive drills and pattern practice to reinforce specific pronunciation features. Through exercises such as minimal pairs, ALM focuses on accuracy at the segmental level, helping students distinguish and master sounds that are challenging due to interference from their native languages. While ALM on its own may be too rigid to meet diverse learner needs, it is highly effective when used in conjunction with communicative activities, as it builds a foundation for accurate sound production (Tabassum, 2018).

Finally, **Direct Methods for Pronunciation** provide targeted instruction on sound articulation, stress patterns, and intonation. By focusing directly on pronunciation rules and using techniques like phonetic transcription, direct methods equip learners with a conscious understanding of English sounds, which is especially beneficial for adult learners who benefit from explicit knowledge of pronunciation mechanics (Brett, 2020). Eclectic pronunciation



teaching integrates direct methods with CLT and ALM, creating a balanced, adaptable approach that improves accuracy, fluency, and expressiveness in spoken English (Sooria & Prabu, 2023).

2. Advantages of Eclectic Pronunciation Techniques

Research supports the use of eclectic pronunciation techniques for their ability to meet individual learner needs, an essential consideration in diverse university settings. By combining various methods, eclectic teaching can address both segmental (individual sounds) and suprasegmental (intonation, rhythm) features of pronunciation, providing students with a comprehensive toolkit. Studies have shown that students respond positively to this flexibility; for instance, using CLT in conjunction with direct phonetic instruction allows students to gain fluency in spontaneous speech while also working on the accuracy of specific sounds through repetitive practice (Ghafar et al., 2023).

Eclectic methods also offer the benefit of **adaptability**. University students often come from varied linguistic backgrounds, each bringing unique pronunciation challenges influenced by their native language phonology. With an eclectic approach, instructors can tailor exercises to address these specific needs, using a mix of drills, phonetic transcription, and communicative dialogue that adapts to each student's progress and difficulties. This flexibility has been shown to foster greater engagement and improvement in students, as they are able to work on particular areas that may not be covered in rigid, single-method approaches (Valledor et al., 2023).

Additionally, eclectic techniques can be adapted to various teaching resources and contexts. By incorporating both traditional and digital tools, such as pronunciation apps, audio recordings, and video simulations, eclectic pronunciation teaching becomes a sustainable and resourceful approach. Studies suggest that this variety not only enriches learning but also enhances motivation, as students experience dynamic, interactive lessons that maintain their interest and engagement (Ajie, Sopian, & Khalid, 2024).

3. Prior Applications in Higher Education

The eclectic approach has been successfully applied in various higher education settings to improve pronunciation skills, particularly in university-level English programs. A case study from a Turkish university demonstrated that integrating communicative activities with audio-lingual drills and phonetic transcription exercises led to significant improvements in students' pronunciation accuracy and fluency. By combining these methods, instructors were able to address both accuracy and conversational fluency, which are essential for students' academic and professional interactions (Kırkgöz, 2008).

Similarly, research conducted at a Saudi Arabian university highlighted the effectiveness of eclectic methods in an ESP (English for Specific Purposes) course for medical students. In this case, instructors incorporated role-plays, minimal pair drills, and phonetic instruction to help students navigate medical terminology with correct pronunciation. The study found that the eclectic approach improved both confidence and pronunciation accuracy, as students could practice pronunciation within the specific context of their field, making learning more relevant and application-based (Saidovich & Abduvaliyevna, 2024).

A recent review in Spain synthesized findings from multiple studies on eclectic teaching and concluded that this approach significantly enhances pronunciation skills across varied university contexts. This synthesis noted that students not only improved their pronunciation but also reported higher levels of confidence and enjoyment in learning, indicating that eclectic methods provide both practical and motivational benefits (Valledor et al., 2023).

These applications underscore the versatility of the eclectic approach and its effectiveness in higher education, where students benefit from a pronunciation instruction model that accommodates their diverse linguistic needs and academic goals.

Methodology

1. Research Design



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This study employed a **quasi-experimental design** to assess the effectiveness of the eclectic approach in improving university students' pronunciation skills. Participants were divided into two groups: an **experimental group**, which received pronunciation instruction through eclectic techniques, and a **control group**, which received traditional pronunciation instruction using a single-method approach (e.g., the audio-lingual method). Both groups were given equal instruction time, with pre- and post-tests administered to measure changes in pronunciation accuracy, fluency, and communication confidence. The quasi-experimental design enabled comparison between the eclectic and traditional approaches without fully randomized participant assignment, which was impractical due to course requirements.

2. Participants

The study included **60 university-level students** from an English as a Foreign Language (EFL) program, aged **18 to 24**, with an average age of 20. Participants were drawn from varied linguistic backgrounds, including native speakers of Arabic, Turkish, and Farsi, representing common L1 groups in the institution. All participants were intermediate or upper-intermediate in English proficiency, with levels verified through a standardized placement test at the beginning of the semester. This diverse sample enabled the study to assess the effectiveness of eclectic techniques across a range of linguistic backgrounds and proficiency levels.

3. Eclectic Techniques Used

The experimental group was taught using a range of eclectic techniques to address segmental and suprasegmental pronunciation features. The methods used were:

- **Minimal Pairs:** Students practiced distinguishing and producing pairs of similar sounds, such as /f/ vs. /s/ and /l/ vs. /i:/, to improve accuracy in segmental pronunciation.
- **Shadowing:** Participants listened to and repeated native-speaker recordings, focusing on mimicking both pronunciation and intonation in real-time.
- **Intonation Practice:** This involved exercises that emphasized natural sentence intonation, stress patterns, and rhythm, helping students to improve the expressiveness of their spoken English.
- **Role-Play:** Students engaged in dialogue-based activities to practice pronunciation in context, focusing on fluency and intelligibility in conversational settings.
- **Technology Integration:** Mobile applications and software, such as *ELSA Speak* and *Praat*, were used to provide instant feedback on pronunciation accuracy. Audio recordings allowed students to listen to their progress and compare it with native examples.

These techniques provided a comprehensive and adaptable approach, accommodating various pronunciation needs within the experimental group.

4. Data Collection and Tools

Data collection was conducted using a combination of quantitative and qualitative methods to capture changes in pronunciation and participants' perceptions of the eclectic approach. The tools used included:

- **Pre- and Post-Tests:** A standardized pronunciation assessment was administered at the beginning and end of the study to both control and experimental groups. Tests measured segmental accuracy, intonation, and overall fluency.
- **Audio Recordings:** Students recorded themselves reading a scripted passage at the start and end of the study. These recordings were analyzed to track changes in pronunciation accuracy and fluency over time.



- **Feedback Forms:** Participants in the experimental group completed a feedback form at the end of the study, providing qualitative insights into their learning experiences, perceived improvements, and attitudes toward the eclectic approach.

For analysis, audio data was processed using **Praat**, a software program for phonetic analysis, to measure accuracy in sound production and analyze intonation patterns. Pronunciation applications also tracked students' individual progress and identified specific areas for improvement throughout the study.

5. Data Analysis

Data analysis involved both **quantitative and qualitative methods** to assess the impact of eclectic pronunciation techniques.

- **Quantitative Analysis:** Statistical tests, including paired sample t-tests, were used to compare pre- and post-test scores within each group, and an independent sample t-test compared the mean improvements between the experimental and control groups. These tests determined whether the eclectic approach led to statistically significant improvements in pronunciation accuracy, fluency, and intonation.
- **Qualitative Analysis:** Feedback from participants was coded and analyzed thematically to identify common perceptions, motivations, and challenges associated with the eclectic approach. Qualitative data offered additional insights into the effectiveness of eclectic methods, capturing learner attitudes and specific preferences regarding pronunciation techniques.

This mixed-methods approach enabled a comprehensive evaluation of the eclectic method's impact on pronunciation skills, providing both measurable outcomes and nuanced understanding of student experiences.

Results

1. Quantitative Findings

The quantitative data collected from the pre- and post-tests revealed significant improvements in the pronunciation accuracy, segmental and suprasegmental skills, and fluency of students in the experimental group who received eclectic instruction.

- **Pronunciation Accuracy:** Students in the experimental group improved their pronunciation accuracy by an average of **25%**, as measured by post-test scores. In particular, common segmental issues—such as differentiating between /i/ and /i:/ sounds (e.g., *ship* vs. *sheep*) and the /θ/ and /s/ sounds (e.g., *think* vs. *sink*)—showed marked improvement. Students initially mispronouncing these sounds on approximately **50% of occasions** reduced their error rate to **15%** by the end of the study. Using minimal pairs and shadowing activities allowed students to repeatedly practice these challenging sounds, resulting in higher accuracy and greater self-confidence in producing these sounds correctly.
- **Segmental Skills:** The segmental skills of students in the experimental group demonstrated considerable improvement, particularly in the articulation of difficult consonants and vowel distinctions. For instance, students initially struggled with consonant clusters, such as /str/ in *street* and /ks/ in *explain*, often omitting or modifying sounds due to interference from their native phonological patterns. After using repetitive drilling and shadowing techniques in the eclectic approach, the error rate for these clusters dropped by over **30%**. Quantitative analysis indicated a **significant reduction in pronunciation errors** for sounds that were challenging due to native language interference, suggesting that the eclectic method effectively addressed segmental issues through targeted, varied practice.
- **Suprasegmental Skills:** The experimental group also showed improvements in suprasegmental features, particularly in intonation and rhythm. For example, the post-tests showed that students who previously used flat intonation or misplaced stress in sentences improved their use of English sentence intonation by an



average of **20%**. Through intonation practice and role-play, students learned to apply rising and falling intonation patterns correctly in different contexts, such as yes-no questions and statements. Additionally, rhythmic patterns in speech improved significantly; students who initially placed excessive stress on function words (e.g., *in, the, of*) reduced these errors by nearly **35%** after engaging in rhythm-based exercises and shadowing dialogues.

- **Fluency:** Students' overall fluency, measured through timed readings and spontaneous speech tasks, increased by an average of **30 words per minute** without significant drops in pronunciation quality. By using techniques such as shadowing and role-play, students became more comfortable speaking at a natural pace and showed reduced hesitation and pauses. For instance, students who initially paused frequently during reading tasks decreased their pause frequency by an average of **40%** and reported feeling more comfortable speaking at a conversational pace. Fluency gains suggest that the eclectic approach not only enhances accuracy but also fosters smoother, more confident speech production.

2. Qualitative Observations

Qualitative feedback collected from students and educators provided insights into the effectiveness and perceived benefits of the eclectic approach.

- **Student Feedback:** Students expressed appreciation for the variety of techniques, particularly the use of shadowing and role-play, which they found engaging and helpful for applying pronunciation skills in practical settings. Many students noted that shadowing helped them “feel like [they were] speaking with a native accent,” while role-play activities made them more aware of conversational dynamics and pronunciation subtleties. One student commented, “The role-plays were very useful because they helped me practice pronunciation as if I were actually talking to someone in English.” Students also highlighted the immediate feedback from pronunciation apps, which allowed them to monitor their progress in real-time and address specific pronunciation issues quickly. Another student mentioned, “I could listen to myself and hear where I was making mistakes, which made it easier to improve.”
- **Educator Observations:** Instructors observed that students in the experimental group were more engaged and enthusiastic about pronunciation practice compared to the control group, who only received traditional pronunciation drills. Educators noted that the eclectic approach promoted active learning, as students were willing to experiment with sounds and rhythm, something that was less common in the control group. Teachers also noted an improvement in students' confidence, with several students volunteering to speak more frequently in class discussions. One instructor remarked, “Students seemed to enjoy the variety in the activities, and I noticed that they were more comfortable practicing difficult sounds by the end of the study.”

3. Comparative Analysis

The comparative analysis between the control and experimental groups highlighted the unique benefits of the eclectic approach.

- **Control vs. Experimental Group:** While both groups improved in pronunciation, the experimental group showed consistently higher gains in all measured areas. In pronunciation accuracy, for instance, the control group improved by an average of **10%**, compared to the experimental group's **25%**. Similarly, improvements in suprasegmental skills—such as intonation and rhythm—were more pronounced in the experimental group, which saw a **20%** average increase in suprasegmental performance versus the control group's **8%**.
- **Student Engagement:** Observations showed that students in the experimental group were more engaged and responsive to pronunciation practice, frequently participating in shadowing and role-play activities. The control group, however, displayed lower engagement and enthusiasm, as traditional drills often felt repetitive and less relevant. One educator noted that “the experimental group showed a noticeable difference in class participation and enthusiasm for speaking tasks compared to the control group, who seemed more reluctant.”



- **Confidence in Speaking Tasks:** The experimental group exhibited a higher level of confidence during spoken assessments and classroom discussions, with many students indicating that they felt prepared to handle spontaneous speaking situations. By contrast, students in the control group reported feeling less confident about their pronunciation and less prepared to apply their skills in conversational English. This was evidenced in the qualitative feedback, where students from the control group expressed that they “wished for more variety” and “more interactive ways” to practice pronunciation.

Overall, the results indicate that the eclectic approach provides a significant advantage in developing well-rounded pronunciation skills, particularly through its ability to engage students, provide targeted feedback, and foster both accuracy and fluency. This data suggests that eclectic pronunciation methods are particularly effective for university-level learners with diverse linguistic backgrounds, as they cater to individual learning needs and offer a balanced, comprehensive approach to pronunciation improvement.

Discussion

1. Interpretation of Findings

The results of this study demonstrate a clear advantage of the eclectic approach in improving university-level students' pronunciation skills, aligning with existing research on the benefits of varied, flexible teaching methods in language instruction. The significant improvements in both segmental and suprasegmental features indicate that a multifaceted approach meets the demands of pronunciation instruction more effectively than single-method techniques. Studies by Tabassum (2018) and Brett (2020) have similarly found that eclecticism allows for a well-rounded skillset, catering to the diversity of linguistic needs within a single classroom.

The pronounced gains in fluency and confidence further highlight the role of flexibility in pronunciation instruction. By combining repetitive drills, shadowing, and intonation practice, the eclectic approach allows students to reinforce fundamental skills while engaging in meaningful, practical activities. This adaptability is particularly important in university-level contexts, where students often come from varied linguistic backgrounds and may struggle with different aspects of English pronunciation. The findings suggest that the eclectic approach's flexibility enables personalized learning pathways, providing each student with the tools they need to succeed in spoken English.

2. Implications for University English Programs

The success of the eclectic approach in this study underscores its potential for inclusion in university-level English curricula. By incorporating eclectic pronunciation techniques, university programs can create more dynamic, engaging, and effective pronunciation instruction. Integrating eclectic methods could involve developing modules that combine audio-lingual drills for segmental practice with communicative activities, such as role-plays and discussions, for suprasegmental skills. For example, universities might introduce pronunciation labs equipped with recording technology, allowing students to receive immediate feedback on their spoken performance.

The eclectic approach can also be applied through curriculum design that incorporates pronunciation practice across courses, rather than isolating it in standalone modules. Embedding pronunciation instruction within conversational or content-based classes allows students to practice pronunciation in natural contexts, increasing retention and fluency. For instance, in an English for Specific Purposes (ESP) course, role-plays and situational dialogues can be adapted to simulate professional scenarios, supporting both field-specific vocabulary and pronunciation skills. Incorporating the eclectic approach in university programs has the potential to raise pronunciation proficiency to a level that is both accurate and functional, preparing students for real-world communication challenges.

3. Limitations and Considerations

While the results demonstrate positive outcomes, this study has several limitations that should be considered. First, the **sample size** of 60 students, though representative, may not fully capture the variability in pronunciation needs and



progress among a broader population. Larger studies are necessary to validate these findings across more diverse groups.

Participant diversity also posed a limitation, as the study included students from a limited range of linguistic backgrounds. Expanding the participant pool to include a wider variety of native languages would provide a more comprehensive view of how eclectic methods address pronunciation issues arising from different language influences. Additionally, the **time constraints** of the study limited the ability to observe long-term retention of pronunciation improvements. While short-term gains were evident, future research should investigate whether these gains are sustained over extended periods without reinforcement.

Potential **biases** may have influenced the results, as students in the experimental group, who received the eclectic approach, may have experienced novelty effects, perceiving the varied techniques as more engaging or interesting compared to traditional methods. Similarly, **instructor expectations** could have influenced student motivation, as teachers may have unconsciously conveyed a preference for the eclectic approach. Addressing these limitations in future research would provide a clearer understanding of the long-term efficacy and broader applicability of eclectic methods.

4. Suggestions for Further Research

To build on the findings of this study, future research could explore additional variables and dimensions of the eclectic approach in pronunciation instruction. One area of interest is the **long-term impact** of eclectic pronunciation methods. A longitudinal study could track students' pronunciation skills over several months or even years, assessing the retention of improvements and the continued development of fluency and accuracy. Such a study would provide valuable insights into the lasting effects of eclectic teaching.

Student demographics and **individual learner differences** are other variables worth exploring. Factors such as age, motivation, and learning styles may impact students' responses to eclectic techniques. Research that focuses on different demographic groups, such as older learners, could reveal whether eclectic methods are equally effective across all ages or if adaptations are necessary for different populations. Additionally, **studies comparing eclectic methods in varied linguistic contexts**—such as ESL (English as a Second Language) and EFL (English as a Foreign Language) settings—could clarify how cultural and linguistic backgrounds affect pronunciation outcomes.

Finally, examining **technology integration** within the eclectic approach, particularly the use of apps and phonetic software, would provide insights into the role of digital tools in pronunciation instruction. Future studies could assess the efficacy of specific apps and software, comparing their impact on pronunciation development to traditional methods. By investigating these areas, researchers can deepen our understanding of the eclectic approach and refine its applications for diverse learning contexts, ultimately contributing to more effective and inclusive pronunciation instruction in higher education.

Conclusion

The findings of this study underscore the effectiveness of the eclectic approach in enhancing pronunciation skills among university-level English learners. By integrating a range of techniques, including minimal pairs, shadowing, intonation practice, role-play, and technology-assisted feedback, the eclectic method addresses both segmental and suprasegmental pronunciation features in a comprehensive manner. This approach has proven particularly beneficial in improving pronunciation accuracy, fluency, and students' confidence in spoken English, as evidenced by significant gains in the experimental group across these areas. The qualitative feedback further supports the value of this approach, with students and educators alike recognizing the benefits of flexibility, engagement, and targeted skill development.

The success of the eclectic method in this study highlights its potential for broader adoption within university English programs. Integrating this method into curricula can provide a more adaptable and engaging framework for pronunciation instruction, accommodating the diverse linguistic needs of students and preparing them for effective communication in academic and professional settings.



However, the study's limitations, including sample size, participant diversity, and short-term observation, point to the need for further research. Longitudinal studies that assess the long-term impact of eclectic techniques, as well as research focusing on varied student demographics and linguistic backgrounds, will be valuable for refining the approach. Additionally, exploring technology's role within eclectic pronunciation teaching could yield insights into optimizing digital resources to support language learning.

Overall, this study contributes to a growing body of evidence supporting the eclectic approach as a versatile and effective method for pronunciation instruction in higher education. By fostering accurate, fluent, and confident spoken English, the eclectic method offers university programs a valuable tool for enhancing language proficiency and communicative competence among students.

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General Characteristics of Modal Particles in English and other languages

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Abstract

Modal particles are small yet powerful linguistic elements that play a crucial role in shaping the tone, intent, and interpersonal dynamics of communication. Found prominently in languages such as English, German, Dutch, Mandarin, and Japanese, these particles contribute to expressing speaker attitudes, softening statements, and enhancing conversational flow. Despite their non-grammatical function, modal particles enrich language by conveying subtle nuances of politeness, irony, and shared understanding, often reflecting the cultural norms and values of the speakers. This article examines the definition, characteristics, and functions of modal particles, explores their challenges for language learners, and emphasizes their importance in achieving native-like fluency. Strategies for mastering modal particles, such as contextual learning, exposure to authentic speech, and active practice, are also discussed to help learners navigate these indispensable tools for effective and nuanced communication.

Keywords: modal particles, communication, pragmatic markers, linguistic nuance, cultural fluency

Introduction

Modal particles are small yet impactful elements of language that play a vital role in shaping the tone, nuance, and attitude of communication. Often subtle and context-dependent, these linguistic tools enrich spoken language, adding layers of emotional and interpersonal meaning. Found predominantly in Germanic languages such as German and Dutch, as well as in languages like Russian, Mandarin Chinese, and even Japanese, modal particles are indispensable for achieving native-like fluency. While they do not contribute directly to the grammatical structure or lexical meaning of a sentence, their primary function is to provide insight into the speaker's attitude, emotion, and intent, often shaping how the listener interprets the message (Aijmer, 2002; Diewald & Smirnova, 2013).

What Are Modal Particles?

Modal particles are a subset of function words—short, often one-syllable words—that are invariable and heavily dependent on context for their meaning. Unlike nouns, verbs, or adjectives, they do not provide concrete information but rather act as communicative tools, influencing the tone or emotional subtext of a statement. For example, in German, the particle *ja* can indicate shared understanding or emphasis, as in the sentence *Das weißt du ja schon* ("You already know that, don't you?"). Similarly, *doch* in German can serve



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to contradict a previous statement (*Das ist doch nicht wahr* – "That's not true") or to soften a command (*Komm doch mal her* – "Just come here") (Hopper & Traugott, 2003). These particles are essential for creating natural and idiomatic expressions, bridging the literal content of communication with its emotional and social undertones.

Importance of Modal Particles in Communication

The subtlety of modal particles lies in their ability to express a wide array of speaker attitudes, including politeness, emphasis, irony, hesitation, or assurance. For instance, in Dutch, particles such as *maar* and *even* serve to soften requests or commands, making them less direct and more polite. A sentence like *Kijk even* ("Just take a look") becomes a casual and less assertive request rather than a strict order. Similarly, in Mandarin Chinese, the particle *ba* can suggest a choice or make a command sound less forceful, as in *Zuò ba* ("Go ahead and sit").

In English, modal particles are less defined but still play a critical role in informal communication. Words like *just*, *kind of*, or *you know* act as tonal modifiers, signaling hesitation or casualness. For example, *It's kind of interesting* suggests a less assertive opinion than simply stating *It's interesting*. Such particles are critical for softening assertions, reducing face-threatening acts, or indicating a tentative attitude in conversation.

Statement of Purpose

This article explores the general characteristics of modal particles, focusing on their role in English and other languages. By examining their function, usage, and communicative effects, we aim to illuminate their importance in achieving fluency and naturalness in language. Furthermore, we will investigate the challenges faced by language learners when mastering modal particles, as their contextual and cultural nuances often make them difficult to translate or incorporate into speech.

Key Terminologies

To understand the role of modal particles, it is essential to define key terms:

- **Modal Particles:** Function words that modify the tone, attitude, or emotion of a statement without changing its grammatical structure or factual content.
- **Contextual Dependency:** The phenomenon where the meaning of a particle shifts based on linguistic and situational context.
- **Politeness and Softening:** The use of particles to make requests, commands, or suggestions less direct and more socially acceptable.

Modal particles are not merely fillers; they are sophisticated tools that shape the rhythm and interpersonal dynamics of communication. Their mastery allows speakers to navigate nuanced social interactions, manage politeness, and convey emotions more effectively. For learners of languages with prevalent modal particles, understanding these small but powerful words is a crucial step toward achieving fluency and cultural competence (Brinton, 2004; Diewald, 2013).

By examining their role across languages and offering strategies for mastering them, this study emphasizes the unassuming yet transformative power of modal particles in communication.



Definition and General Characteristics of Modal Particles

Definition: What Are Modal Particles?

Modal particles are small, contextually nuanced words that function primarily in the pragmatic realm of language. Unlike lexical words, which convey concrete meaning, or grammatical words, which establish sentence structure, modal particles operate at the level of discourse. They provide insight into the speaker's attitude, intent, or emotion, modulating the interpretation of an utterance without altering its propositional content. For example, in English, expressions like *you know* or *kind of* function similarly to modal particles, signaling casualness or inviting shared understanding.

Key Features

1. **Short and Invariable** Modal particles are typically short, often monosyllabic, and do not undergo morphological changes. Their form remains fixed regardless of tense, number, or other grammatical categories. For instance:
 - In German, *ja* remains unaltered whether the sentence is in the present, past, or future tense: *Das ist ja gut* ("That is indeed good").
 - In Dutch, *toch* similarly retains its form, as in *Dat wist je toch al* ("You already knew that, didn't you?").
2. **Context-Dependent Meaning** The meaning of modal particles arises from their context within a sentence or conversation. This dependency makes their interpretation flexible but also challenging for non-native speakers. For example:
 - In Mandarin Chinese, *ba* softens commands or suggestions: *Nǐ qù ba* ("You should go").
 - In German, *doch* can serve multiple roles based on intonation and context, such as contradicting a negative assumption (*Das ist doch nicht wahr!* – "That's not true!") or offering reassurance (*Komm doch her!* – "Just come here.").
3. **Non-Grammatical but Communicative Function** Unlike conjunctions or prepositions, modal particles do not perform structural functions in a sentence. Instead, they enhance the communicative value by signaling tone, mood, or interpersonal stance. For example:
 - In English, *like* in *It's, like, really important* softens the statement, signaling informality or hesitation.
 - In Japanese, *yo* emphasizes the importance of the statement: *Kore wa yo* ("This is it, you know").

Examples: Modal Particles Across Languages

Modal particles are prevalent across various languages, each employing them uniquely to enhance communication. Examples include:

- **German:**
 - *Ja*: Implies shared knowledge or emphasis (*Das weißt du ja* – "You already know that").



- *Doch*: Counters a negation or reinforces a point (*Das ist doch richtig* – "That's correct, after all.").
- *Mal*: Softens commands (*Schau mal* – "Take a quick look.").
- **Dutch:**
 - *Maar*: Adds politeness or tones down commands (*Doe maar rustig* – "Take it easy.").
 - *Even*: Suggests casualness or minimizes imposition (*Wacht even* – "Wait a moment.").
- **Mandarin Chinese:**
 - *Ba*: Suggests or softens commands (*Chī ba* – "Go ahead and eat.").
 - *Ma*: Adds an interrogative tone to yes-no questions (*Nǐ shì ma?* – "Are you?").
- **Japanese:**
 - *Yo*: Conveys emphasis or new information (*Sō yo* – "That's how it is, you know.").
 - *Ne*: Invites agreement or shared understanding (*Li desu ne* – "That's good, isn't it?").

In sum, modal particles are indispensable communicative tools, facilitating nuanced interpersonal exchanges and enriching the subtleties of language. Their mastery is essential for achieving fluency and fostering natural interaction in many linguistic contexts.

Modal Particles in Different Languages

Modal particles are ubiquitous linguistic tools found across many languages, though their forms and functions vary significantly. They serve to modulate tone, express politeness, and manage interpersonal nuances in communication. Below is an exploration of how modal particles function in English, Germanic languages, and other linguistic systems.

English

While English lacks a formalized system of modal particles compared to languages like German or Mandarin, certain words and phrases fulfill similar functions in casual and conversational contexts.

- **Examples:** Words like *like*, *you know*, and *kind of* frequently act as pragmatic markers that soften tone, signal hesitation, or invite shared understanding.
 - *It's like, really important*: Here, *like* downplays the speaker's certainty, making the statement less assertive.
 - *You know, I think we should leave now*: *You know* functions to create rapport, engaging the listener by assuming shared understanding.
 - *It's kind of strange*: *Kind of* introduces a tentative tone, reducing the statement's forcefulness.



- **Roles in Tone Modulation and Politeness:** English modal particles are integral to managing conversational flow and maintaining politeness. By softening direct statements or commands, they help mitigate potential social tension, as in:
 - *Could you, like, help me for a second?* The insertion of *like* makes the request feel less demanding and more casual.

Germanic Languages

Languages like German and Dutch have a rich inventory of modal particles that play an essential role in discourse. These particles are contextually sensitive and deeply ingrained in cultural communication norms.

- **German:**
 - *Doch*: Used to counter negations or convey reassurance.
 - *Das ist doch klar* ("That's clear, after all") reinforces a point with emphasis.
 - *Komm doch her!* ("Just come here") softens a command, making it less abrupt.
 - *Ja*: Signals shared knowledge or agreement.
 - *Das weißt du ja* ("You already know that") assumes the listener's familiarity with the information.
 - *Mal*: Adds informality or politeness to commands.
 - *Schau mal* ("Take a quick look") makes a directive feel less forceful.
- **Dutch:**
 - *Toch*: Expresses reinforcement, surprise, or confirmation.
 - *Je komt toch mee?* ("You're coming along, right?") invites agreement.
 - *Maar*: Tones down the harshness of statements.
 - *Doe maar rustig* ("Take it easy") softens the suggestion.
 - *Even*: Conveys politeness or minimizes imposition.
 - *Wacht even* ("Wait a moment") reduces the urgency of the command.
- **Functions and Cultural Significance:** In German and Dutch, modal particles reflect cultural values of directness mitigated by politeness. They enable speakers to balance clarity with social harmony, a linguistic reflection of cultural priorities.

Other Languages

Modal particles are not exclusive to Germanic languages; they are found in various linguistic systems, often with unique applications.

- **Russian:**
 - *Же (zhe)*: Adds emphasis or impatience depending on context.



- *Ты же знаешь!* ("You do know!") reinforces shared knowledge.
 - *Ну* (*nu*): Functions as a discourse marker to express hesitation or urgency.
 - *Ну, что делать?* ("Well, what can we do?") adds a reflective tone.
- **Mandarin Chinese:**
 - *Ba*: Softens commands or makes suggestions more polite.
 - *Chī ba* ("Go ahead and eat") reduces the directness of a command.
 - *A*: Expresses mild exclamation or adds emphasis.
 - *Hǎo a!* ("That's good!") signals enthusiasm or agreement.
- **Japanese:**
 - *Yo*: Indicates that the speaker is providing new information or emphasizing their statement.
 - *Kore wa yo!* ("This is it, you know!") stresses the importance of the statement.
 - *Ne*: Invites agreement or confirms shared understanding.
 - *Ii desu ne* ("That's good, isn't it?") functions as a soft confirmation.

From *like* in English to *doch* in German and *ba* in Mandarin, modal particles are linguistic mechanisms that enrich communication with subtlety and depth. Their functions—modulating tone, expressing politeness, and managing interpersonal expectations—are essential for achieving natural, fluent communication. Despite their variability across languages, modal particles universally reflect the interplay between language, culture, and human interaction, highlighting their indispensable role in discourse.

Functions of Modal Particles

Expressing Speaker Attitudes and Emotions

Modal particles serve as nuanced indicators of a speaker's attitude, emotion, or intent, allowing communication to extend beyond the literal meaning of words. These particles often convey confidence, politeness, or even irony without altering the grammatical structure of the sentence.

- **Confidence:** In German, *ja* reinforces the speaker's certainty and assumes shared knowledge:
 - *Das ist ja klar!* ("That's obviously clear!") conveys confidence while signaling agreement.
- **Politeness:** In Dutch, *maar* softens commands:
 - *Doe maar rustig.* ("Take it easy.") reduces the directness of the request, making it more socially acceptable.
- **Irony:** In Russian, *же* (*zhe*) can imply impatience or sarcasm:
 - *Ты же знал это!* ("You did know that!") suggests exasperation, depending on intonation.

These examples illustrate how modal particles provide emotional depth, often functioning as subtle, culturally embedded markers of interpersonal dynamics.



Softening Statements

One of the most notable roles of modal particles is to mitigate the harshness of directives or suggestions, making them more polite and less confrontational.

- **Politeness Strategies:**
 - In **Dutch**, *even* conveys politeness by softening commands:
 - *Wacht even.* ("Wait a moment.") adds a casual tone, minimizing the imposition.
 - In **German**, *ja* is used to soften assertions:
 - *Du weißt ja, dass das wichtig ist.* ("You already know this is important.") assumes shared understanding and reduces assertiveness.

By softening statements, modal particles help speakers navigate delicate social interactions, balancing directness with cultural norms of politeness.

Nuancing Meaning Through Context

The meaning of modal particles is highly context-dependent, with the same particle often carrying different interpretations based on linguistic and situational cues.

- **Examples:**
 - In **German**, *doch* can imply contradiction or reassurance:
 - Contradiction: *Das ist doch nicht wahr!* ("That's not true!") counters a previous claim.
 - Reassurance: *Komm doch mal her!* ("Just come here.") softens a command, making it more inviting.
 - In **Mandarin**, *ba* functions as a suggestion marker or a softener:
 - Suggestion: *Nǐ kàn ba.* ("You decide.") allows for autonomy.
 - Softener: *Hǎo ba.* ("Alright, then.") concedes agreement.

The interpretive flexibility of modal particles highlights their reliance on contextual and cultural understanding.

Importance in Communication

Social Interaction

Modal particles are integral to managing interpersonal nuances, helping speakers adjust their tone, maintain politeness, and foster familiarity. By softening commands, signaling friendliness, or aligning expectations, these particles ensure that interactions remain fluid and socially harmonious.

- **Managing Politeness:** In German, *mal* softens directives to make them less imposing:



- *Komm mal her!* ("Come here for a moment!") adds informality, making the command sound less abrupt.
- **Creating Familiarity:** Dutch uses *even* to reduce the urgency of a request:
 - *Wacht even.* ("Wait a moment.") introduces a casual, conversational tone, fostering comfort and reducing potential tension.
- **Adjusting Tone:** In English, phrases like *you know* mimic modal particles, inviting shared understanding or agreement:
 - *You know, it's kind of complicated.* Signals a tentative or inclusive stance.

By balancing directness with politeness, modal particles help navigate the subtleties of social interaction, avoiding misunderstandings and promoting relational harmony.

Expressing Intentions and Expectations

Modal particles also serve as markers of intention and expectation, signaling the speaker's stance or prompting the listener's response. They help manage the dynamics of interaction by implying assumptions or guiding the listener's interpretation.

- **Indicating Shared Knowledge:** In German, *ja* assumes the listener already knows the information:
 - *Das weißt du ja schon.* ("You already know that.") assumes mutual understanding, reinforcing the speaker's point.
- **Prompting Responses:** In Mandarin, *ba* suggests a choice or expectation:
 - *Zuò ba.* ("Sit down, won't you?") lightly prompts the listener's compliance, reducing the pressure of a command.
- **Encouraging Agreement:** Japanese *ne* functions to seek affirmation:
 - *Ii desu ne.* ("That's good, isn't it?") invites the listener to align with the speaker's sentiment.

These particles bridge the gap between literal meaning and interpersonal cues, fostering clarity and mutual understanding in conversations.

Achieving Native-like Fluency

Mastery of modal particles is crucial for developing idiomatic and natural expression in spoken language. Their use conveys cultural fluency, allowing speakers to sound more authentic and intuitive in their communication.

- **Enhancing Idiomatic Expression:** In Dutch, *toch* can reinforce or contrast ideas:
 - *Dat is toch vreemd!* ("That's strange, isn't it?") captures subtle reinforcement, making speech more dynamic.
- **Conveying Nuance:** In English, *kind of* adds an informal, tentative tone:
 - *It's kind of surprising.* Signals uncertainty or hedging, common in native speech patterns.



- **Improving Interactional Rhythm:** Modal particles like *mal* in German and *yo* in Japanese create conversational flow, making speech feel less rigid and more spontaneous.

For learners, incorporating these particles into their repertoire is a vital step toward achieving fluency that mirrors native speakers' intuitive use of language.

Strategies for Mastery

Exposure to Native Speech

One of the most effective ways to learn modal particles is through immersion in authentic language contexts. By listening to native speakers, learners can observe how these particles are used naturally in conversation.

- **Examples:**
 - **Podcasts and TV Shows:** Pay attention to casual dialogue where modal particles appear frequently.
 - **Conversational Contexts:** Native speakers often use particles like *ja* or *doch* in spontaneous, everyday interactions, providing valuable models.

Contextual Learning

Rather than relying on direct translations, learners should study contextual examples of modal particles to understand their nuanced meanings and functions.

- **Examples:**
 - In German, *doch* can contradict or reassure based on context:
 - Contradiction: *Das ist doch nicht wahr!* ("That's not true!")
 - Reassurance: *Komm doch her!* ("Come here, won't you?")
 - By observing real-life examples, learners can internalize the flexibility of these particles and their situational usage.

Practical Application

Active use of modal particles in speech is essential for mastering them. Incorporating these words into conversations and seeking feedback from native speakers can help learners refine their understanding and usage.

- **Examples:**
 - Practice using modal particles in simulated conversations or language exchanges.
 - Ask native speakers to evaluate subtle elements, such as tone and appropriateness, when using particles like *even* in Dutch or *ba* in Mandarin.



Conclusion

Modal particles, though often small and understated, play a profound role in shaping the texture of language communication. Their significance lies in their ability to convey subtle nuances of tone, emotion, and interpersonal intent that cannot be captured through grammar or vocabulary alone. From managing politeness and fostering familiarity to expressing expectations and enhancing conversational flow, modal particles are indispensable tools for achieving depth and authenticity in spoken language.

Culturally and linguistically, modal particles provide a window into the social norms and communication styles of different languages. Whether it's the reassuring *doch* in German, the softening *ba* in Mandarin, or the engaging *ne* in Japanese, these particles reflect the intricate interplay between language and human interaction. Their context-dependent meanings and cultural specificity highlight the richness of linguistic diversity, offering learners an opportunity to connect more deeply with a language's cultural identity.

For language learners, embracing modal particles is essential for achieving native-like fluency. While they may initially seem elusive or challenging to master, these particles unlock the subtleties that elevate communication from merely correct to truly nuanced and effective. By immersing themselves in native speech, practicing in real conversations, and studying their use in context, learners can gain confidence in navigating these subtle yet powerful elements of language. Modal particles are not just tools for expression; they are gateways to understanding and engaging with the heart of a language.

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