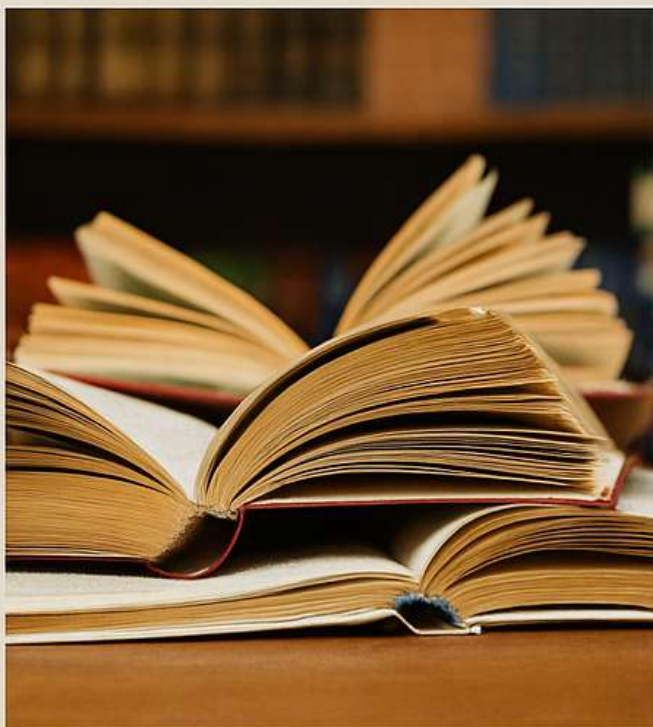




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Executive Secretary: Gerda Urbaite

Salomėjos Neries g. 57, Vilnius, Lithuania

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Contents

| | |
|--|----|
| Practical Classroom Techniques for Successful CLIL Implementation | 7 |
| From Neologisms to Idioms: Tracing Literary Innovation in the Evolution of the English Lexicon | 15 |
| Multilingualism and Translanguaging: The Dynamics of Language Use in Multilingual Communities | 21 |
| Machine Translation vs. Human Translation: A Linguistic Analysis..... | 28 |
| Editorial Team..... | 34 |

Practical Classroom Techniques for Successful CLIL Implementation

Hasan Alisoy

Nakhchivan State University, alisoyhasan@nedu.edu.az.

ORCID: <https://orcid.org/0009-0007-0247-476X>

<https://doi.org/10.69760/6q8nqn08>

Abstract:

This article explores practical classroom techniques for effective CLIL (Content and Language Integrated Learning) implementation. It presents a structured approach that integrates content objectives with language development through clear lesson planning, targeted vocabulary support, interactive and collaborative activities, and tailored differentiation and scaffolding strategies. Emphasis is placed on the importance of establishing measurable learning objectives and embedding assessment and feedback mechanisms to continuously refine instructional practices. The discussion includes specific examples and references to recent studies, providing educators with a comprehensive framework to enhance both academic and linguistic outcomes. By fostering an inclusive and dynamic learning environment, the techniques outlined serve as a guide for educators to bridge the gap between subject content and language acquisition, ultimately leading to enriched educational experiences and empowered learners.

Keywords: CLIL, integrated learning, scaffolding, interactive techniques, bilingual education

INTRODUCTION

Content and Language Integrated Learning (CLIL) has gained considerable attention worldwide as an approach that blends subject-specific content with language development, allowing learners to simultaneously build academic knowledge and linguistic competence (Massler, Ioannou-Georgiou, & Steiert, 2011; Meyer, 2010; De Graaff, Jan Koopman, Anikina, & Westhoff, 2007). In many contexts, CLIL takes the form of teaching core subjects—such as science, history, or mathematics—through a target language, thereby immersing students in meaningful, authentic communication. For example, a middle school biology lesson might be conducted entirely in English, prompting learners to acquire scientific terminology and concepts while refining their speaking and writing skills (Ruiz de Zarobe, 2015).

This integrated approach not only helps students become more adept at using a foreign language, but also encourages deeper engagement with the curriculum (Bárcena-Toyos, 2020; Wang, Muñoz, & Yang, 2024). Teachers often utilize task-based methods, where collaborative activities—like group projects or problem-solving tasks—reinforce both subject matter and language practice (OGLU, 2023). However, designing and delivering effective CLIL lessons can pose challenges, particularly when educators must balance linguistic goals with demanding academic content (Thi Thuy, 2016). Thus, practical, well-structured techniques and strategies become crucial for success.

Building on existing research, this article focuses on practical classroom techniques that empower educators to implement CLIL more effectively. By exploring lesson planning, scaffolding strategies, and examples of interactive activities, educators can tailor their teaching to the unique linguistic and

cognitive needs of their students. Such approaches help teachers bridge the gap between theory and practice, leading to more confident instruction and stronger learner outcomes (Meyer, 2010; De Graaff et al., 2007).

In the following sections, we will discuss how to set clear content and language objectives, plan interactive lessons, differentiate for varying levels, and assess progress in a CLIL environment. These considerations, grounded in recent studies (Bárcena-Toyos, 2020; Wang et al., 2024), provide a solid foundation for educators seeking to enhance the integration of language and content in their classrooms.

ESTABLISHING CLEAR OBJECTIVES

One of the first steps to successful CLIL implementation is setting precise objectives that cater both to content mastery and language development. Clear goals provide a framework that guides lesson planning, informs instructional strategies, and helps evaluate student progress throughout the unit.

- **Content Objectives:**

Begin by pinpointing the key subject matter concepts you want students to grasp. For instance, in a geography lesson on climate zones, the objective might be for students to identify and describe the characteristics of tropical, temperate, and polar climates. This focus on subject content ensures that learners build a solid foundation of academic knowledge.

- **Language Objectives:**

Equally important is defining what language skills students should develop alongside the subject matter. In the same geography lesson, language objectives could include the correct use of descriptive adjectives and comparative structures to articulate differences between climate zones. Teachers might include activities such as vocabulary pre-teaching or sentence construction exercises that mirror the scientific language used in the lesson (Massler, Ioannou-Georgiou, & Steiert, 2011).

- **Example in Practice:**

Imagine a history lesson on the Industrial Revolution. A content objective might be for students to understand the impact of technological advancements on urbanization. Simultaneously, the language objective could require students to learn and practice specific academic verbs like "transform," "accelerate," and "revolutionize" while discussing historical changes. This dual focus allows for integrated learning, where students are not only absorbing historical facts but also acquiring academic language that enhances their critical thinking and writing skills (Meyer, 2010).

- **Aligning Objectives with Assessment:**

Ensure that both sets of objectives are measurable through assessments. This might involve formative checks, like in-class discussions or short quizzes, and summative assessments such as projects or presentations. Using well-defined objectives as benchmarks, educators can offer targeted feedback, fostering an environment where both content understanding and language proficiency are continuously refined (De Graaff et al., 2007).

Establishing clear, integrated objectives lays the groundwork for a well-organized CLIL lesson, ensuring that each activity in the classroom is purposefully designed to advance both content knowledge and language skills.

LESSON PLANNING FOR CLIL

Effective lesson planning in CLIL is essential for weaving content and language objectives into a cohesive educational experience. A well-structured plan not only outlines what needs to be taught but also strategically organizes activities to maximize both academic and linguistic growth.

- **Selecting Appropriate Materials:**

Begin by choosing materials that naturally integrate content and language. Authentic texts, multimedia resources, and real-life examples help contextualize abstract concepts. For example, in a lesson on environmental science, using a short documentary clip can introduce scientific terminology while engaging students in discussions about climate change. This approach aligns with recommendations by Massler, Ioannou-Georgiou, and Steiert (2011) to provide contextually rich materials that spark interest and dialogue.

- **Structuring the Lesson:**

A typical CLIL lesson is organized into four stages:

1. **Warm-Up:**

Start with an activity that activates prior knowledge and introduces key concepts. For instance, a brief brainstorming session on related vocabulary or a quick discussion about recent environmental news can set the stage for the lesson.

2. **Presentation:**

Introduce new content using clear, structured explanations and visual aids. In a history lesson on the Industrial Revolution, this might include a timeline or interactive map highlighting technological advancements and their societal impacts.

3. **Practice:**

Provide guided practice through activities that reinforce both content and language objectives. Activities such as role-plays, paired discussions, or collaborative problem-solving tasks encourage students to use new vocabulary and concepts in context. This phase allows for scaffolding, where the teacher supports students through structured practice before moving on to more independent work.

4. **Production:**

Culminate with an activity that requires students to apply what they've learned. This could be a group project, a written report, or a presentation. The goal is to have learners produce content that integrates the subject matter with the target language, showcasing both their understanding and communicative abilities.

- **Integrating Assessment into Lesson Planning:**

From the outset, consider how each activity will be assessed. Incorporate formative assessments—such as quick quizzes or peer reviews—to monitor progress throughout the lesson. Summative assessments, like a final project or presentation, should be designed to evaluate the combined outcomes of content mastery and language proficiency (De Graaff et al., 2007).

By carefully selecting materials and structuring each phase of the lesson, educators can create an environment where content and language support one another. This thoughtful planning is crucial for ensuring that CLIL lessons are both engaging and effective, paving the way for deeper understanding and more dynamic classroom interactions.

VOCABULARY AND LANGUAGE SUPPORT

An integral component of successful CLIL instruction is the proactive support of vocabulary and language structures. To ensure that students can fully engage with both content and language objectives, educators should integrate explicit vocabulary teaching and contextual language support throughout the lesson.

- **Pre-Teaching Key Terminology:**

Before delving into new content, introduce critical subject-specific vocabulary and language structures. For instance, in a lesson on renewable energy, pre-teaching terms like "photovoltaic," "turbine," and "sustainable" helps students to navigate subsequent discussions and texts with greater confidence. This preemptive strategy not only eases comprehension but also reduces the cognitive load during content delivery (Massler, Ioannou-Georgiou, & Steiert, 2011).

- **Utilizing Visual Aids and Graphic Organizers:**

Visual aids—such as images, charts, and mind maps—can significantly bolster understanding. When teaching complex scientific concepts, a diagram of the water cycle or a flowchart depicting energy conversion can bridge the gap between abstract terminology and tangible understanding. Graphic organizers serve as a scaffold, allowing learners to visually connect language elements with the content they represent, thereby reinforcing memory retention and concept integration.

- **Contextualizing Language Use:**

Embedding vocabulary in meaningful contexts is crucial. Rather than isolated word lists, incorporate vocabulary into reading passages, dialogues, or problem-solving tasks that mirror authentic usage. For example, during a history lesson on the Industrial Revolution, students might engage in a role-play exercise where they use terms such as "innovation," "mechanization," and "urbanization" in simulated debates or interviews. This approach ensures that language practice is not decontextualized but instead intimately linked to the content, facilitating deeper learning (Meyer, 2010).

- **Interactive and Collaborative Practice:**

Collaborative activities, such as group discussions or paired exercises, allow students to actively practice new vocabulary in context. For instance, after a vocabulary lesson, students could work in pairs to create short presentations or dialogues that use the newly introduced terms. This not only reinforces language acquisition but also fosters communicative competence in a supportive environment.

By implementing these vocabulary and language support strategies, teachers create a robust learning environment where students are better equipped to handle both the linguistic and conceptual challenges of CLIL. Integrating pre-teaching, visual aids, contextualized language practice, and interactive activities ensures that learners build a strong foundation, enabling them to fully benefit from the dual-focus approach of CLIL (De Graaff et al., 2007; Bárcena-Toyos, 2020).

INTERACTIVE AND COLLABORATIVE TECHNIQUES

Engaging students through interactive and collaborative methods is key to successful CLIL implementation. Such techniques encourage active participation and allow learners to use both content knowledge and language skills in meaningful contexts.

- **Group Work and Pair Activities:**

Incorporate activities that require students to collaborate in small groups or pairs. For example, after introducing a new scientific concept, assign a task where groups discuss its real-life applications. This setting encourages dialogue and peer learning, enabling students to clarify doubts, share perspectives, and practice language in a supportive environment (Bárcena-Toyos, 2020).

- **Project-Based Learning:**

Implement project-based tasks that integrate content objectives with language production. Consider a history lesson on cultural movements where students research and present on various artistic influences. This approach requires them to collect information, synthesize content, and present findings using the target language, thereby enhancing both analytical and communicative skills (Wang, Muñoz, & Yang, 2024).

- **Role-Play and Simulations:**

Role-play activities allow students to step into different roles and simulate real-world scenarios. In a lesson on economic concepts, for instance, students might assume the roles of business owners and consumers to negotiate deals or resolve conflicts. Such simulations not only immerse students in practical language use but also encourage them to apply theoretical knowledge in dynamic, interactive situations (Massler, Ioannou-Georgiou, & Steiert, 2011).

- **Interactive Technology Integration:**

Leverage digital tools such as online forums, collaborative documents, or interactive whiteboards to facilitate group discussions and presentations. Digital platforms can extend the classroom interaction, allowing for real-time feedback and broadening the scope of collaborative activities beyond traditional settings.

- **Teacher-Facilitated Discussions:**

Structured discussions led by the teacher can stimulate critical thinking and allow students to articulate their understanding. Pose open-ended questions related to the content and encourage students to debate, compare, and contrast ideas. This method not only reinforces academic content but also promotes language development through thoughtful, reflective dialogue.

By incorporating these interactive and collaborative techniques, educators can foster an environment where language and content learning are intertwined. These methods create opportunities for active engagement, allowing students to experiment with language use, build confidence, and develop deeper understanding of the subject matter (De Graaff et al., 2007).

DIFFERENTIATION AND SCAFFOLDING

In diverse classrooms, a one-size-fits-all approach seldom works. Differentiation and scaffolding are essential strategies that ensure every learner, regardless of proficiency level, benefits from a CLIL lesson. These techniques help tailor instruction to meet individual needs while gradually building students' independence in both language and content learning.

- **Support for Mixed-Level Classes:**

Classrooms often comprise students with varied language abilities and prior knowledge. To accommodate this diversity, educators can adapt tasks by providing tiered assignments or offering alternative materials. For instance, while advanced learners might engage in complex discussions on economic theories, emerging learners could work with simplified texts and visual aids to grasp the fundamentals of the topic. Such differentiation not only promotes inclusivity but also encourages all students to actively participate and progress at their own pace (Bárcena-Toyos, 2020).

- **Scaffolding Strategies:**

Scaffolding involves providing structured support that gradually diminishes as students gain confidence and competence. Initially, teachers might use sentence frames, guided questions, or step-by-step instructions to help students articulate ideas and tackle challenging content. As learners become more proficient, the scaffolds are gradually removed, fostering independent learning and critical thinking. For example, in a science lesson on renewable energy, educators might start by modeling the use of technical vocabulary through guided practice, then move on to collaborative tasks where students apply these terms more autonomously (Massler, Ioannou-Georgiou, & Steiert, 2011).

- **Utilizing Visual and Contextual Aids:**

Tools such as graphic organizers, flowcharts, and visual timelines can serve as effective scaffolds. These aids help students organize information, identify relationships between concepts, and track the progression of ideas throughout a lesson. When applied to a history lesson, a visual timeline not only contextualizes events but also assists students in understanding cause-and-effect relationships, thereby supporting both content comprehension and language development (De Graaff et al., 2007).

- Continuous Monitoring and Adjusting:

Differentiation and scaffolding are dynamic processes. Regular formative assessments and ongoing observations allow educators to gauge student progress and adjust strategies as needed. This flexible approach ensures that support is responsive and tailored to emerging needs, fostering a classroom environment where every student feels valued and empowered to succeed.

By integrating these differentiation and scaffolding strategies, educators create a responsive and supportive learning environment. This approach not only bridges gaps in understanding but also cultivates a more inclusive and effective CLIL classroom, where every learner can thrive in both content mastery and language acquisition.

CONCLUSION

In conclusion, effective CLIL implementation hinges on a thoughtful integration of content and language objectives, clear lesson planning, vocabulary support, interactive methodologies, and adaptive scaffolding. This holistic approach not only ensures that learners acquire necessary subject knowledge but also develop the linguistic skills critical for academic success. By employing diverse assessment strategies and fostering a continuous feedback loop, educators create an environment that supports ongoing growth and refinement in both areas.

Reflecting on the practices discussed—from pre-teaching key terminology and using graphic organizers to designing collaborative, project-based tasks—it's clear that successful CLIL classrooms are built on the principles of inclusivity, adaptability, and continuous improvement (Meyer, 2010; Bárcena-Toyos, 2020). Teachers are encouraged to view each lesson as an opportunity to innovate and adjust, ensuring that their methods meet the evolving needs of their students. This commitment to reflective practice not only enhances instructional quality but also builds a resilient learning community capable of navigating the challenges of multilingual education.

Ultimately, the techniques presented here serve as a foundation for educators who strive to blend content mastery with language development, paving the way for enriched educational experiences and empowered learners.

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From Neologisms to Idioms: Tracing Literary Innovation in the Evolution of the English Lexicon

Zarifa Sadigzadeh

Nakhchivan State University

<https://orcid.org/0009-0007-1179-1214>

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Abstract

This study examines the interaction between literature and the development of the English lexicon, emphasizing the processes by which literary works produce neologisms and idiomatic terms. The project utilizes a¹ mixed-methods approach, integrating corpus-based analysis with historical investigation, to examine texts from the Old and Middle English periods to modern digital storytelling. The study examines processes including compounding, blending, borrowing, and semantic alterations to demonstrate how authors have consistently impacted language innovation, mirroring and affecting cultural and societal changes.

The findings indicate that literary innovation functions as both a reflection and a stimulus for lexical transformation, with historical texts establishing the foundation for contemporary language practices. The incorporation of digital literature underscores the dynamic evolution of vocabulary formation in reaction to globalization and technological progress. This thorough investigation enhances comprehension of literature's transformational role in promoting lexical innovation, providing significant insights for linguistic theory and practical applications in language education and lexicography.

Keywords: Lexical Innovation, Neologisms, Idioms, Literary Influence, Digital Literature

INTRODUCTION

The English lexicon is in constant flux, with literature playing a pivotal role in shaping its evolution. Literary works have long served as a fertile ground for lexical innovation, introducing neologisms—new words and expressions that encapsulate emerging cultural and social realities—and idioms that enrich everyday communication with metaphorical and symbolic depth (Fischer, 1998; Dowson, 2020). This dynamic process not only reflects the creative spirit of its time but also propels language into new realms of expressivity, as authors experiment with form and meaning to capture the nuances of human experience (Llopert-Saumell & Cañete-González, 2023).

This article, "From Neologisms to Idioms: Tracing Literary Innovation in the Evolution of the English Lexicon," aims to trace the intricate pathways through which literary creativity informs and transforms linguistic practices. By examining both historical and contemporary texts—including digital narratives that mirror global cultural exchanges—the study explores the mechanisms underlying the formation of novel lexical items and idiomatic expressions. Drawing on corpus-based research and theoretical frameworks that investigate stylistic as well as functional dimensions of language (Trap-Jensen, 2020; Elfiana, 2018), this work seeks to provide a comprehensive understanding of how literature

continuously molds modern English, underscoring its enduring impact on communication and cultural identity (Frank, 2014, 2021).

LITERATURE REVIEW

Research on lexical innovation has increasingly utilized corpus-based methodologies to understand how neologisms emerge, evolve, and become integrated into everyday language. Fischer (1998) provides a foundational analysis by examining the motivation, institutionalization, and productivity of creative neologisms in present-day English. His work highlights the dynamic interplay between language use and cultural shifts, demonstrating that systematic corpus analysis is essential for revealing patterns in lexical change. Complementing this approach, Llopart-Saumell and Cañete-González (2023) explore stylistic neologisms, investigating whether such innovations exhibit distinctive neological features and how these may differ across genders. Together, these studies underscore the value of quantitative methods in capturing the nuances of lexical creativity.

Historical and domain-specific perspectives further enrich our understanding of lexical innovation. Dowson (2020) traces the evolution of Latin philosophical vocabulary from Cicero to Boethius, illustrating how seminal texts can catalyze long-lasting changes in the lexicon. In a similar vein, Anesa (2018) examines lexical innovation within world Englishes, emphasizing the role of cross-cultural interactions in generating new linguistic paradigms. Studies focusing on language-internal processes and specific domains—such as Trap-Jensen’s (2020) work on neologisms and Anglicisms in Danish lexicography, as well as Elfiana’s (2018) analysis of morphological processes in neologisms related to technology, politics, and popular culture—demonstrate that contextual factors are pivotal in shaping lexical evolution. Moreover, Frank’s investigations (2014, 2021) into the language of tourism reveal how sector-specific needs drive the creation and adoption of new lexical items. Collectively, these studies provide a robust backdrop for exploring how literary innovation contributes to the evolution of the English lexicon, setting the stage for a focused inquiry into the role of literature in fostering neologisms and idiomatic expressions.

METHODOLOGY

This study adopts a mixed-methods approach that combines corpus-based textual analysis with historical investigation to trace the evolution of lexical innovation in English literature. A representative corpus of literary texts from distinct historical periods—spanning from Old and Middle English to the modern digital era—will be compiled to identify neologisms and idiomatic expressions. Quantitative analysis will be employed to examine frequency, distribution, and contextual usage of these lexical items, while qualitative methods will provide insights into their semantic shifts and the creative processes underlying their formation. By drawing on established frameworks in corpus linguistics (e.g., Fischer, 1998; Llopart-Saumell & Cañete-González, 2023), this study aims to establish systematic patterns that illustrate how literature has historically influenced the lexicon.

Complementing the corpus analysis, the study also engages in a historical review of key literary texts and critical works to contextualize the linguistic data within broader cultural and social movements. This historical inquiry will involve detailed case studies of influential texts and authors known for their linguistic creativity, such as those discussed by Dowson (2020) and Anesa (2018). By correlating the quantitative findings with historical and contextual analyses, the methodology seeks to provide a comprehensive understanding of the mechanisms behind lexical innovation, ensuring that both the stylistic and functional dimensions of language change are thoroughly explored.

HISTORICAL PERSPECTIVES ON LEXICAL INNOVATION

The evolution of the English lexicon is deeply intertwined with its rich literary history, where seminal texts across various periods have played a transformative role in lexical development. In the Old and Middle English periods, literary works such as "Beowulf" and Chaucer's "Canterbury Tales" not only reflected the linguistic norms of their time but also acted as early incubators for new words and expressions. These texts provided the fertile ground for linguistic experimentation, where the creation of compound words and the adaptation of existing forms signaled the early stages of lexical creativity. As literature evolved, so did its capacity to mirror and influence societal changes, setting the stage for the more deliberate and nuanced wordplay observed in later periods (Fischer, 1998).

The Renaissance and Early Modern English periods witnessed an explosion of literary innovation, fueled by the rediscovery of classical texts and the flourishing of humanist ideas. Authors of this era, including Shakespeare and Milton, not only enriched the English language with inventive metaphors and idiomatic expressions but also laid down patterns of neologism formation that continue to resonate today. Their creative manipulation of language contributed to a dynamic lexicon that gradually assimilated and institutionalized these new forms. Moving into the modern era, the influence of literature further expanded through the integration of digital narratives and global cultural exchanges, illustrating a continuous interplay between creative expression and linguistic evolution (Dowson, 2020; Llopart-Saumell & Cañete-González, 2023).

MECHANISMS OF LITERARY INNOVATION

Literary writings have historically served as a catalyst for the generation of new vocabulary items, utilizing several techniques to construct innovative words and expressions. A notable technique is the creation of neologisms by procedures including compounding, blending, borrowing, and semantic shift. Writers often innovate in word construction to reflect new cultural trends or to introduce novel subtleties to established themes. Shakespeare's innovative application of compounding and morphological modification not only enriched the vocabulary but also shaped the idiomatic expressions that subsequently got ingrained in common language (Fischer, 1998). This inventive use of language highlights how literary works can act as catalysts for lasting linguistic transformation.

Besides the creation of neologisms, literature plays a crucial role in the production of idioms—expressions whose meanings cannot be inferred from their constituent parts. Writers employ metaphor, symbolism, and cultural allusion to create idiomatic terms that appeal with readers on various levels. These idioms frequently embody intricate concepts or societal emotions, connecting abstract thought with concrete articulation. This linguistic inventiveness reflects the cultural and historical context of the work and contributes to the dynamic evolution of the language, as these idiomatic terms are progressively integrated into regular usage. The simultaneous creation of neologisms and idioms exemplifies the complex function of literature in influencing and rejuvenating the English vocabulary (Llopart-Saumell & Cañete-González, 2023).

CURRENT PERSPECTIVES AND CONTEMPORARY IMPLICATIONS

In the contemporary globalized environment, literature is a potent catalyst for lexical innovation, further enhanced by digital media and multicultural interactions. Modern literary creations, encompassing digital tales and online materials, significantly foster the development of neologisms and idiomatic terms that mirror the swift social and technological transformations of our times (Elfiana, 2018). These novel literary forms frequently incorporate aspects from several languages and cultures, enhancing literature's function as a conduit between conventional linguistic practices and contemporary global trends. This continuous evolution is especially apparent in genres like speculative

fiction and social media storytelling, where creative expression is both immediate and extensive, hence expediting the integration of new expressions into ordinary language.

Moreover, the interaction between literature and language in contemporary times defies conventional limits of linguistic creativity. Digital platforms facilitate experimental language usage and allow a wider audience to engage in and impact lexical development. The democratization of literary creation and consumption underscores the interdependent relationship between cultural transformations and language practices, evident in the incorporation of idioms and novel lexical items that resonate within various communities (Trap-Jensen, 2020; Frank, 2021). As literature evolves in response to contemporary difficulties and possibilities, its lasting influence on the English lexicon highlights the necessity of comprehending both historical factors and current dynamics in the formation of language today.

DISCUSSION

This study's findings highlight the persistent impact of literature as a catalyst for lexical innovation. The historical study and corpus-based analysis demonstrate that important literary books have both recorded the history of the English vocabulary and actively contributed to it by generating neologisms and idioms. This dynamic process is seen from the early works of Old and Middle English to the new narratives of the contemporary digital era. The processes of word formation—compounding, blending, borrowing, and semantic shift—illustrate that authors have historically led language evolution, employing creative expression to reflect changing cultural, social, and technological contexts (Fischer, 1998; Llopart-Saumell & Cañete-González, 2023). Furthermore, the incorporation of these novel terms into common English demonstrates the substantial, though intricate, interaction between literary innovation and linguistic development.

This study offers significant insights into the complex role of literature in influencing the English vocabulary, while also identifying limits that provide avenues for future research. A disadvantage is the dependence on chosen literary works, which, while representative, may fail to encompass the entire range of language developments across various genres and cultural contexts. The swiftly changing landscape of digital literature presents difficulties in sustaining a current corpus for analysis. Subsequent study may broaden the corpus to encompass a more extensive array of contemporary digital media and investigate the influence of non-traditional literary formats on lexical innovation. This comprehensive approach would clarify how global cultural exchanges and technology progress persist in redefining the limits of language (Trap-Jensen, 2020; Frank, 2021).

CONCLUSION

This investigation into the literary origins of lexical innovation demonstrates the considerable influence literature has exerted—and persists in exerting—on the development of the English vocabulary. From the foundational periods of Old and Middle English to the revolutionary advancements of the Renaissance and contemporary digital forms, literary works have both mirrored and influenced the language. Authors have utilized innovative techniques like compounding, blending, and semantic changes to create neologisms and idiomatic idioms that echo through generations, becoming integral to everyday language and cultural identity.

The findings emphasize literature's dual function as a reflection and a catalyst of linguistic evolution, connecting historical traditions with modern advances. Although the corpus-based and historical analyses yield substantial insights into these processes, the study underscores the necessity for additional research—particularly in documenting the swift emergence of digital literary forms. In

essence, understanding the interplay between literature and lexical innovation enriches our appreciation of language as a dynamic, ever-evolving medium, offering promising directions for future scholarly inquiry into both its historical foundations and modern manifestations.

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Multilingualism and Translanguaging: The Dynamics of Language Use in Multilingual Communities

Birgul Asadova

Nakhchivan State University
<https://orcid.org/0009-0001-7405-0356>
<https://doi.org/10.69760/mj04tr73>

Abstract

Translanguaging has emerged as a key concept in the study of multilingualism, offering a dynamic perspective on how speakers fluidly integrate their linguistic resources for communication, learning, and identity formation. This study explores the cognitive, educational, and social implications of translanguaging, highlighting its role in enhancing language processing, classroom engagement, and intercultural interaction. Drawing on qualitative data from multilingual communities, the findings reveal that translanguaging supports cognitive flexibility, fosters deeper comprehension in education, and serves as a tool for self-expression in diverse social settings. However, institutional barriers and monolingual language policies continue to challenge its implementation, particularly in formal education and professional environments. The study calls for a more inclusive linguistic framework that acknowledges multilingual speakers' natural language practices as valuable assets rather than deficiencies. It also identifies future research directions, particularly regarding digital translanguaging and its implications for language policy, education, and technological advancements.

Keywords: Translanguaging, Multilingualism, Bilingual Education, Cognitive Flexibility, Language Policy, Digital Communication, Linguistic Identity

INTRODUCTION

Multilingualism has become an essential feature of modern societies due to globalization, migration, and the increasing interconnectedness of cultures (Aronin & Singleton, 2008). It is no longer confined to specific geographical regions but has become a norm in many communities worldwide. The traditional understanding of multilingualism often views languages as separate entities, with speakers switching between them based on context. However, a more recent perspective, translanguaging, challenges this notion by highlighting how multilingual speakers fluidly integrate their linguistic resources to communicate effectively (García, 2009).

Translanguaging is not simply the alternation between distinct languages; rather, it involves the strategic and dynamic use of an individual's full linguistic repertoire to facilitate meaning-making (Wei, 2018). This perspective disrupts monolingual ideologies that view language as compartmentalized and instead promotes the idea that multilingual speakers do not operate with separate linguistic systems but rather with one integrated communicative system (Otheguy, García, & Reid, 2019). As multilingualism becomes more prevalent in education, work environments, and digital communication, understanding how translanguaging functions is crucial.

One of the key domains where translanguaging has been extensively studied is education. Scholars argue that translanguaging can serve as an effective pedagogical tool that allows students to engage with content more deeply, supporting comprehension and academic achievement in multilingual classrooms (Cenoz, 2017; García & Lin, 2017). In contrast to traditional language policies that enforce

strict language separation in schools, translanguaging recognizes that multilingual students naturally draw from all their linguistic resources to construct knowledge (Duarte, 2020).

Beyond education, translanguaging plays a significant role in identity formation and social interaction. Multilingual individuals often use translanguaging as a means of expressing their cultural identities, negotiating social relationships, and asserting their belonging within different linguistic communities (Mazak & Carroll, 2016). In digital communication, translanguaging is becoming increasingly visible, with social media users seamlessly mixing languages in online conversations, demonstrating that linguistic boundaries are often flexible and context-dependent (Horner & Weber, 2017).

Despite its benefits, translanguaging remains a contested issue, particularly in formal institutions where strict language policies persist (Lewis, Jones, & Baker, 2012). Some critics argue that translanguaging may hinder proficiency in standard varieties of languages, while others fear it may challenge linguistic purity (Cenoz & Gorter, 2015). However, emerging research suggests that translanguaging fosters cognitive flexibility, enhances problem-solving skills, and strengthens metalinguistic awareness, making it an asset rather than a deficiency (Adesope et al., 2010).

RESEARCH QUESTIONS

This study aims to explore the following key questions:

1. How does translanguaging function as a communicative and cognitive tool in multilingual settings?
2. What are the pedagogical implications of translanguaging in multilingual education?
3. How does translanguaging impact identity formation and social interaction?

By addressing these questions, this paper contributes to the ongoing discussion on multilingualism and translanguaging, advocating for a more inclusive perspective that acknowledges the real-life linguistic practices of multilingual speakers.

METHODOLOGY

Research Design

This study adopts a qualitative research approach to explore the role of translanguaging in multilingual communication, education, and identity formation. A combination of discourse analysis, ethnographic observations, and semi-structured interviews is employed to examine how multilingual individuals navigate their linguistic repertoires in various settings (García & Lin, 2017). The study is rooted in sociolinguistic and educational perspectives, recognizing that translanguaging is not just a linguistic phenomenon but also a cognitive and social strategy used by multilingual speakers (Cenoz & Gorter, 2015).

Data Collection

Data is gathered from diverse sources to ensure a comprehensive understanding of translanguaging practices:

- **Classroom Observations:** Observations are conducted in multilingual educational settings to analyze how translanguaging is used in teaching and learning. The focus is on teacher-student interactions, peer discussions, and the incorporation of multiple languages in academic tasks (Duarte, 2020).

- **Interviews with Multilingual Speakers:** Semi-structured interviews are conducted with students, teachers, and professionals who engage in multilingual communication. The aim is to understand their perceptions, experiences, and attitudes toward translanguageing in everyday life (Mazak & Carroll, 2016).
- **Digital Communication Analysis:** Online conversations, including social media interactions, messaging apps, and bilingual content creation, are analyzed to examine how multilingual users employ translanguageing in digital spaces (Horner & Weber, 2017).
- **Textual Data:** Written documents, including student essays, workplace reports, and multilingual educational materials, are analyzed to explore how translanguageing manifests in written communication (Velasco & García, 2014).

Analytical Approach

To interpret the collected data, the following analytical methods are applied:

- **Discourse Analysis:** Examines how speakers mix languages in spoken and written communication, focusing on linguistic patterns, interactional functions, and meaning-making strategies (Otheguy, García, & Reid, 2019).
- **Thematic Analysis:** Identifies recurring themes related to identity, cognitive benefits, and pedagogical applications of translanguageing (Cenoz, 2017).
- **Comparative Analysis:** Contrasts translanguageing practices across educational, professional, and digital contexts, highlighting differences in linguistic flexibility and social acceptability (Lewis, Jones, & Baker, 2012).

Ethical Considerations

- **Informed Consent:** Participants are fully informed about the purpose of the study, and their consent is obtained before data collection (Aronin & Singleton, 2008).
- **Anonymity and Confidentiality:** All personal identifiers are removed to protect the privacy of participants (García, 2009).
- **Cultural Sensitivity:** The study respects linguistic diversity and avoids bias in interpreting multilingual language use (Wei, 2018).

RESULTS

Patterns of Translanguageing in Everyday Communication

The data reveal that translanguageing is a natural and strategic linguistic practice across various multilingual settings. In spoken communication, multilingual speakers seamlessly integrate elements from different languages, not only to fill lexical gaps but also to enhance clarity, establish rapport, and express identity (García & Lin, 2017). In classrooms, teachers and students engage in translanguageing to facilitate comprehension, clarify complex concepts, and bridge the gap between home and school languages (Cenoz, 2017). Similarly, in workplace and professional environments, translanguageing enables individuals to negotiate meaning, accommodate diverse audiences, and foster inclusion (Mazak & Carroll, 2016).

Cognitive and Educational Benefits of Translanguageing

The findings support the argument that translanguaging enhances cognitive flexibility, problem-solving skills, and metalinguistic awareness (Adesope et al., 2010). Multilingual speakers who engage in translanguaging demonstrate greater adaptability in language processing, switching between different linguistic structures with ease (Cenoz & Gorter, 2015). In educational settings, translanguaging has been observed to:

- Improve academic performance by allowing students to engage with subject matter in multiple languages.
- Reduce language anxiety, making it easier for learners to participate in discussions.
- Promote critical thinking, as students compare linguistic structures across languages (Duarte, 2020).

Social and Identity Implications of Translanguaging

Translanguaging plays a key role in shaping cultural identity and group belonging. Many multilingual individuals use it to assert their bilingual or multilingual identities, resisting rigid language boundaries imposed by traditional linguistic norms (Horner & Weber, 2017). Among younger generations, translanguaging is a marker of hybrid cultural identity, particularly in digital spaces where users mix languages creatively in social media posts, memes, and online conversations (Lewis, Jones, & Baker, 2012).

In professional and academic settings, translanguaging fosters collaboration and inclusivity. Participants report that using multiple languages fluidly allows them to connect with peers from diverse linguistic backgrounds, reinforcing the notion that language is a tool for social connection rather than a rigid structure (Velasco & García, 2014).

Challenges and Misconceptions

Despite its benefits, translanguaging remains controversial in some educational and institutional contexts. Some critics argue that it may lead to language interference or hinder mastery of standard language varieties (García, 2009). Additionally, strict monolingual language policies in schools and workplaces often discourage the use of multiple languages, reinforcing linguistic hierarchies (Otheguy, García, & Reid, 2019).

However, the findings suggest that these concerns are largely unfounded. Instead of disrupting language acquisition, translanguaging supports language learning and cognitive development by encouraging deeper engagement with multiple linguistic structures (Wei, 2018).

DISCUSSION

Implications for Linguistic Theory

The findings of this study reinforce the notion that translanguaging challenges traditional linguistic boundaries by positioning language as a fluid and dynamic system rather than a collection of separate, fixed entities (Otheguy, García, & Reid, 2019). Traditional views of bilingualism often emphasize code-switching as a structured alternation between two languages, but translanguaging highlights how multilingual speakers draw from their entire linguistic repertoire without clear-cut separations (Wei,

2018). This supports the argument that language should be studied as an integrated system, rather than as distinct monolingual modes coexisting within an individual (Cenoz & Gorter, 2015).

Furthermore, translanguaging demonstrates that linguistic competence is not solely about adhering to standard norms but also about effective meaning-making in diverse social contexts (García & Lin, 2017). This challenges traditional educational and linguistic models that prioritize monolingual proficiency over multilingual flexibility.

Educational and Social Relevance

One of the most significant implications of translanguaging is its potential to revolutionize multilingual education. The results suggest that translanguaging can serve as a pedagogical strategy that:

- Bridges home and school languages, improving students' comprehension and engagement (Duarte, 2020).
- Encourages deeper cognitive processing, as learners draw upon multiple linguistic structures to construct meaning (Adesope et al., 2010).
- Promotes linguistic inclusivity, particularly in multicultural classrooms where strict language policies may alienate students from diverse backgrounds (Cenoz, 2017).

However, institutional resistance to translanguaging remains a barrier. Many schools, universities, and workplaces still adhere to monolingual ideologies, reinforcing linguistic hierarchies where certain languages (often dominant national languages) are prioritized while others are marginalized (Lewis, Jones, & Baker, 2012). The results of this study emphasize the need for education policymakers to adopt translanguaging-friendly approaches that value multilingualism as an asset rather than a challenge (García, 2009).

Beyond education, translanguaging plays an essential role in social identity construction and intercultural communication. The study finds that multilingual speakers strategically use translanguaging to navigate social interactions, establish cultural belonging, and express hybrid identities (Mazak & Carroll, 2016). This aligns with research suggesting that translanguaging fosters a sense of community among multilingual individuals, allowing them to bridge linguistic and cultural gaps (Horner & Weber, 2017).

Future Research Directions

While this study provides valuable insights, several areas require further exploration:

- Longitudinal studies could examine the long-term cognitive and academic effects of translanguaging in multilingual education.
- Digital translanguaging needs more attention, particularly as social media, messaging apps, and online learning platforms continue to shape language use (Lewis, Jones, & Baker, 2012).
- Further research is needed to evaluate policy changes that incorporate translanguaging in educational and workplace settings, ensuring that linguistic diversity is supported rather than restricted (Cenoz & Gorter, 2015).

CONCLUSION

Translanguaging is a powerful linguistic practice that reflects the fluid and dynamic nature of multilingual communication. This study highlights how translanguaging serves as a cognitive tool, an educational resource, and a social identity marker, allowing speakers to navigate complex linguistic landscapes with flexibility and creativity. The findings suggest that rather than viewing translanguaging as a deviation from monolingual norms, it should be recognized as an adaptive and strategic linguistic behavior that enhances communication, supports learning, and strengthens cultural identity.

In educational contexts, translanguaging has been shown to facilitate deeper understanding, improve engagement, and promote linguistic inclusivity. However, despite its benefits, institutional resistance and strict language policies continue to challenge its acceptance. The study emphasizes the need for multilingual-friendly policies in schools and workplaces, recognizing the value of linguistic diversity in an increasingly interconnected world.

Beyond the classroom, translanguaging plays a crucial role in identity construction and intercultural communication, particularly in digital and social media spaces where multilingual individuals engage in fluid language practices. Future research should further explore the long-term implications of translanguaging in cognitive development, policy reforms, and digital language use to fully understand its evolving role in society.

Ultimately, this study reaffirms that multilingualism is not a barrier but a resource—one that, when embraced through translanguaging, fosters inclusion, innovation, and cross-cultural understanding in both local and global contexts.

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Machine Translation vs. Human Translation: A Linguistic Analysis

Ilhama Mammadova

Nakhchivan State University
<https://orcid.org/0009-0001-7405-0356>
<https://doi.org/10.69760/vhrq8s76>

Abstract

Machine translation (MT) has advanced significantly with the development of neural machine translation (NMT), raising discussions about its ability to match human translation (HT). While MT systems offer speed and cost-effectiveness, they often struggle with contextual adaptation, idiomatic expressions, and syntactic variations between languages. Human translators, on the other hand, excel in linguistic nuance, cultural interpretation, and accuracy but require more time and resources. This paper examines the strengths and weaknesses of both approaches, focusing on linguistic challenges and translation quality assessment. The study also explores the role of hybrid translation models, where MT and HT complement each other to achieve efficiency and accuracy. The findings suggest that while MT is improving, it cannot yet fully replace human translation in complex and context-sensitive tasks.

Keywords: Machine translation, human translation, neural machine translation, translation quality assessment, linguistic challenges, hybrid translation models, post-editing machine translation, artificial intelligence in translation

INTRODUCTION

1.1 Background of Translation Technology

Translation has played a fundamental role in human communication, enabling the exchange of knowledge and cultural perspectives across languages. With the advancement of artificial intelligence and deep learning, machine translation (MT) has evolved from early rule-based systems to statistical models and, more recently, neural machine translation (NMT). This shift has significantly improved MT's performance, making it a widely used tool in professional and casual translation settings (Koehn, 2009). Despite these advancements, the debate continues on whether MT can match the accuracy and contextual awareness of human translation (HT).

1.2 Objectives of the Study

This paper aims to analyze the linguistic differences between MT and HT, focusing on their strengths and weaknesses. Specifically, it will explore how MT handles syntax, semantics, and pragmatics compared to human translators. Another key objective is to assess translation quality using evaluation metrics and examine the potential of hybrid approaches, where MT and HT are combined to enhance efficiency and accuracy.

1.3 Significance of the Study

The increasing reliance on MT in professional fields such as law, medicine, and literature raises important questions about its effectiveness and limitations. While MT is faster and more cost-effective, its ability to convey meaning accurately remains a challenge. By comparing MT with HT, this study contributes to a better understanding of linguistic adaptation in translation and its implications for professional translators, educators, and AI developers. Recent studies indicate that although MT continues to improve, human translators remain essential for tasks that require cultural and contextual adaptation (Cadwell, O'Brien, & Teixeira, 2018).

METHODOLOGY

2.1 Comparative Approach

This study employs a comparative analysis to evaluate the linguistic differences between machine translation (MT) and human translation (HT). The analysis focuses on key linguistic aspects, including accuracy, syntactic structure, semantic coherence, and contextual adaptation. Given the rapid development of neural machine translation (NMT), its ability to handle complex language structures and cultural nuances is compared with the expertise of human translators. Previous research has highlighted that while NMT systems outperform earlier rule-based and statistical models, they still struggle with idiomatic expressions and discourse-level coherence (Läubli, Sennrich, & Volk, 2018).

2.2 Case Studies and Examples

To provide empirical evidence, this study examines translated texts produced by machine translation systems such as Google Translate and DeepL. These translations are compared to human-generated translations to assess their quality and accuracy. Particular attention is given to common errors in MT, such as incorrect word sense disambiguation, syntactic mismatches, and failure to adapt idiomatic expressions. Human post-editing strategies are also analyzed to determine the extent to which MT output requires refinement. Research indicates that professional translators frequently reject raw MT output due to errors in pragmatics and cultural adaptation (Wu et al., 2016).

The study also considers translation quality evaluation metrics, such as BLEU and METEOR scores, to assess the effectiveness of MT. While these metrics provide a numerical measure of translation performance, they do not always align with human judgments of quality (Lavie & Denkowski, 2009). By comparing automated evaluation scores with qualitative human assessments, this study seeks to determine the extent to which MT systems can replace or complement human translators.

RESULTS AND DISCUSSION

3.1 Strengths and Weaknesses of Machine Translation

Machine translation (MT) has significantly improved in recent years, particularly with the development of neural machine translation (NMT). These systems leverage deep learning algorithms to enhance fluency and coherence, making them more effective than traditional rule-based or statistical approaches (Popel et al., 2020). One of the primary advantages of MT is its speed and scalability, allowing large volumes of text to be translated in seconds. Additionally, MT is cost-effective, making it an attractive tool for businesses and individuals requiring instant translations.

Despite these strengths, MT still faces several linguistic challenges. One of the most persistent issues is polysemy, where a single word has multiple meanings depending on context. NMT models attempt to mitigate this problem by considering surrounding words, but errors still occur, particularly in less common language pairs (Stahlberg, 2020). Additionally, MT struggles with idiomatic expressions, which often require cultural and contextual knowledge that machines lack. For instance, an English phrase like "break the ice" translated literally into another language might not convey its intended meaning. Another limitation is syntax, as some languages have complex grammatical structures that MT systems fail to reproduce accurately, leading to unnatural sentence formation (Yang, Wang, & Chu, 2020).

3.2 Strengths and Weaknesses of Human Translation

Human translation (HT) remains the gold standard for high-quality, contextually accurate translations. Unlike MT, human translators can interpret tone, register, and pragmatics, ensuring that the final output aligns with the intended meaning. This is particularly important in literary, legal, and medical translations, where precision and cultural adaptation are critical (Koehn & Haddow, 2009). Additionally, human translators excel at resolving ambiguities and ensuring stylistic coherence, aspects that even the most advanced MT systems struggle with.

However, human translation has its drawbacks. The most significant limitation is the time required to produce accurate translations. Unlike MT, which operates almost instantaneously, human translators need time to analyze, interpret, and refine texts. Furthermore, professional translation services can be costly, making them less accessible for everyday users. Some studies also indicate that human translation may introduce subjectivity, as different translators might render the same text differently based on personal linguistic preferences (Cadwell, O'Brien, & Teixeira, 2018).

3.3 Evaluation Metrics for Machine Translation

Assessing the quality of MT output requires reliable evaluation metrics. Several automated metrics have been developed to measure translation accuracy, with BLEU (Bilingual Evaluation Understudy) being one of the most widely used. BLEU evaluates translation quality by comparing machine-generated output to human reference translations based on word overlap. However, one of its limitations is that it does not consider semantics or fluency, meaning that a translation can score highly even if it is unnatural to a native speaker (Lin & Och, 2004).

Other evaluation methods, such as METEOR, attempt to improve upon BLEU by incorporating synonym recognition and paraphrase matching, making it more aligned with human judgment (Lavie & Denkowski, 2009). Nonetheless, these metrics still do not fully capture the complexities of human language, as they prioritize word-level accuracy over overall coherence and readability. Recent studies suggest that document-level evaluation, rather than sentence-level scoring, provides a more comprehensive assessment of translation quality (Läubli, Sennrich, & Volk, 2018).

3.4 The Future of Translation: Hybrid Approaches

Given the strengths and weaknesses of both MT and HT, an emerging trend in the translation industry is the adoption of hybrid models. In this approach, MT is used to generate initial translations, which are then refined by human translators. This process, known as post-editing machine translation

(PEMT), combines the efficiency of MT with the linguistic expertise of human translators, leading to faster and more accurate results (Chen et al., 2018).

The increasing use of AI-assisted translation tools in professional settings suggests that the role of human translators is evolving rather than disappearing. Instead of being replaced by MT, translators are becoming post-editors who fine-tune machine-generated texts to ensure quality and cultural appropriateness. Some experts argue that this shift will lead to higher productivity, while others express concerns about the potential deskilling of human translators (Forcada, 2017). The ethical and economic implications of this transformation will continue to be a subject of debate as translation technologies advance.

CONCLUSION

4.1 Summary of Findings

The comparison between machine translation (MT) and human translation (HT) reveals distinct strengths and weaknesses in both approaches. MT, particularly with advancements in neural machine translation (NMT), has significantly improved in terms of fluency, speed, and accessibility. However, challenges such as polysemy, idiomatic expressions, syntactic mismatches, and lack of contextual awareness remain critical limitations (Dabre, Chu, & Kunchukuttan, 2020). On the other hand, HT excels in linguistic nuance, cultural adaptation, and accuracy but is time-consuming and costly. The findings suggest that while MT is a valuable tool for general translations, it cannot fully replace human translators in tasks requiring deep linguistic and cultural understanding (Cadwell, O'Brien, & Teixeira, 2018).

4.2 Limitations of the Study

This study primarily focuses on linguistic differences between MT and HT, without conducting an in-depth experimental analysis of different MT systems across multiple languages. Additionally, while automated evaluation metrics such as BLEU and METEOR were discussed, the study does not provide a comprehensive assessment of their effectiveness in different translation domains. Another limitation is that the study does not explore the long-term impact of AI-assisted translation on professional translators' cognitive load and job market dynamics (Britz et al., 2017). Future research should investigate how emerging AI-driven translation tools influence human translators' work efficiency and linguistic decision-making.

4.3 Final Thoughts

Machine translation continues to evolve, and its role in translation workflows is expanding. However, despite its technological advancements, MT remains dependent on human intervention, particularly for complex, context-sensitive texts. The integration of post-editing machine translation (PEMT) provides a balanced solution, combining the efficiency of machines with the expertise of human translators (Chen et al., 2018). The future of translation lies not in replacing human translators but in leveraging AI to enhance their capabilities. As technology advances, it is crucial to ensure that MT development aligns with linguistic and ethical considerations to maintain translation quality and cultural integrity (Forcada, 2017).

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Editor-in-Chief: Hasan Alisoy

Executive Secretary: Gerda Urbaite

Salomėjos Neries g. 57, Vilnius, Lithuania

E-mail: editor@egarp.lt