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Risks And Advantages of Decriminalization: Balance Aspect in Criminal Law

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Keywords	Abstract
decriminalization criminal law legal risk balancing justice criminalization policy reform	Decriminalization in criminal law refers to the removal of penalties for certain offenses, particularly minor legal violations, and shifting the focus from punishment to rehabilitation. This approach can help reduce prison overcrowding, improve public health outcomes, and allow law enforcement resources to be redirected toward more serious crimes. Additionally, it may contribute to reducing social inequalities and mitigating negative perceptions surrounding certain offenses. However, decriminalization also carries potential risks, as it may lead to the wider spread of harmful behaviors in some cases.

Introduction

Decriminalization in the context of criminal law

1.Decriminalization refers to the process of removing certain acts from the criminal law, effectively reducing or eliminating the legal penalties associated with those acts. The concept is often applied to conduct that society considers less harmful or no longer warrants criminal punishment. In the context of criminal law, decriminalization is distinguished from legalization; legalization refers to the regulation of an activity and the removal of all restrictions, while decriminalization refers only to the reduction of legal penalties or the assessment of certain crimes without criminal liability (Duff, R.A. 2017). The principle of decriminalisation is often based on the idea that certain acts, such as possession of small quantities of drugs, do not pose a serious threat to public order and safety.

Advantages of decriminalization

Decriminalizing crimes that are not high-risk crimes, such as drug possession or drunkenness, can help reduce prison overcrowding and free up law enforcement resources for more serious crimes. By eliminating criminal penalties for acts that do not pose a significant threat to public safety, fewer people are condemned. Decriminalization also helps reduce the number of people in prisons and jails, allowing law enforcement

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agencies to focus on more serious crimes. In addition, the financial burden of the state is being eased. Accommodation, nutrition and medical care for prisoners requires significant resources. By diverting convicted individuals from the prison system, funds are directed toward initiatives such as rehabilitation programs or preventive measures that reduce crime in the long term. Decriminalization also ensures a more effective functioning of the law enforcement system. Courts can focus on cases involving more serious offenses, while law enforcement agencies can devote their time and resources to more pressing public safety issues. Overall, a balanced approach to criminal law that prioritizes the decriminalization of less socially dangerous crimes can create a more equitable, cost-effective, and practical criminal justice system. It is an approach that addresses the root causes of overcrowding while promoting justice and rehabilitation instead of punishment.

Decriminalizing a range of crimes could significantly reduce the existing social stigma surrounding such acts. Traditionally, when criminal penalties are imposed, individuals who engage in these activities experience shame, stigma, and social isolation, which weakens their ties to society and further alienates them. Instead of it, eliminating penalties leads to society viewing these behaviors not as crimes but as health and social issues. As a result, the absence of criminal history increases people's opportunities to find work, obtain housing, and build social connections, which makes it easier for them to integrate into society. At the same time, reducing social stigma allows addiction and other problems to be addressed with more compassionate and supportive approaches. Furthermore, reducing social stigma encourages more compassionate and supportive approaches to addressing underlying problems, such as addiction or exploitation. In turn, states and society can promote the rehabilitation of individuals and improve their quality of life by investing in health, employment, and other support programs. As a result, this approach not only create conditions for the accused, but also for the formation of a more inclusive and understanding society that prioritizes rehabilitation over punishment. (Öztürk, A. 2024).

Risks of decriminalization

2.One of the main risks of decriminalization is the potential normalization of certain behaviors, which could lead to an increase in their prevalence. For example, removing penalties for drug use could signal to the public that such behaviors are socially acceptable and encourage more people to engage in them. This particularly refers to substances with known health risks, as wider use could exacerbate public health problems, including addiction and overdose. However, this risk can be reduced through preventive measures. Decriminalization should be combined with education, harm reduction programs, and accessible treatment options, so that the focus continues to support individuals rather than condoning harmful behaviors. Public health campaigns can raise awareness of the risks associated with drug use, and treatment programs can help individuals address addiction before it causes long-term harm. It is important to note that decriminalization does not imply approval of these activities or deregulation (Herring, J. 2019). For example, it is possible to reduce criminal penalties by maintaining strict laws on the distribution and sale of harmful substances. However, one of the main risks of decriminalization, especially in controversial issues such as drug use, is the possibility of public backlash and social discontent. Some segments of society may perceive the decriminalization of previously criminal behaviors as a "soft" approach to crime by the legal system. Such a perception may lead to concerns that the government is failing to protect public safety and moral values, and to increased opposition from conservative groups and communities. As a result, these reactions can reduce trust in the government and law enforcement agencies, further polarizing public

opinion, and making it more difficult to implement effective criminal justice reforms. To reduce this risk, decriminalization initiatives should be supported by comprehensive public education campaigns, explaining the benefits to society of reducing incarceration rates, improving public health, and more efficient use of law enforcement resources.

The role of law enforcement agencies in a post-decriminalized society

1. The risk of decriminalization is related to the potential normalization of behaviors that were once considered harmful to society, such as drug use or certain types of economic crime. After decriminalization, it is important to strike a delicate balance between public safety and the focus of law enforcement agencies. Law enforcement agencies need to adapt to the changing legal environment and develop a new approach against some acts that were previously considered crimes. However, this process should not undermine public safety, but rather pave the way for more effective strategies to protect the rule of law and the well-being of society. Police and judicial authorities should be particularly careful to ensure that decriminalization does not lead to legal loopholes or disruption of public order, and should demonstrate a balanced and responsible approach to law implementation. While the focus may be on preventing more serious crimes, such as violent or organized crime, decriminalized areas still require monitoring to ensure that they do not become larger societal problems (Ashworth, A.2019). For example, in the case of drug decriminalization, law enforcement agencies may shift from arresting individuals to providing access to treatment and rehabilitation. This requires not only a change in law enforcement tactics, but also a reassessment of how resources are allocated within law enforcement agencies. The challenge is to ensure adequate support systems that prevent the emergence of new forms of criminal behavior as a result of decriminalization. In fact, while decriminalization may be a progressive step, legislative and judicial authorities must maintain a vigilant and balanced approach, emphasizing public health and safety over punitive measures.

Consequences of decriminalization in different jurisdictions

2. In countries such as Portugal, the decriminalization of drug use in 2001 led to a decrease in drug-related deaths and transmission of human immunodeficiency virus (HIV). This policy change focused on treating addiction as a public health problem, not a crime, demonstrating a successful model of harm reduction. However, there problems arose in balancing the need for implementation with the availability of treatment programs in cases of trafficking and proliferation. On the other hand, in the United States, where several states have decriminalized marijuana, the results are more complicated. While some states have reported positive results from reduced arrests and a shift to tax-based regulation, others face challenges such as continued racial disparities in enforcement and the fact that marijuana is still illegal under federal law. In December 2013, Uruguay became the first country to legalize the sale, cultivation, and distribution of recreational marijuana, a move that has brought it to the forefront of the list of countries and states in the United States that have liberalized marijuana laws in recent years (Simester, A.P. 2016). At the same time, the decriminalization of euthanasia under strict conditions in the Netherlands has sparked widespread debate about the ethical and legal limits of such policies (Ashworth, A. 2019). The risk of decriminalization makes it difficult to balance public support with unintended consequences, between issues such as increasing public harm or straining the resources of law enforcement agencies. Switzerland's decriminalization of drug use has successfully reduced public health risks and improved harm reduction

services. Each jurisdiction's unique legal framework and societal values strongly influence these outcomes. (Atilla Öztürk, Ismayil Garibli, 2025).

Conclusion

Decriminalization offers a promising approach to criminal justice reform by addressing problems such as overcrowding in prisons and jails, racial and social inequality, and the overstretching of the resources of law enforcement agencies. Decriminalization policies can be implemented primarily by reducing punishments for crimes that do not pose a significant public threat and instead prioritize rehabilitation programs. This approach reduces the financial burden on the justice system by reducing the number of prisoners and at the same time relieves social tension. It also provides a more effective way for criminals to be reintegrated into society. However, as with any legal reform, decriminalization comes with potential risks that must be carefully managed. One of the main concerns is that removing criminal penalties for certain behaviors may normalize or encourage activities such as drug use or euthanasia. However, if this approach is not supported by public health initiatives from the appropriate people, public health problems may be exacerbated and lead to an increase in harmful behaviors. (Garibli, I.2025) Furthermore, decriminalization, especially in controversial cases, can provoke a public backlash, which can undermine trust in law enforcement agencies. Legal uncertainty and confusion also pose serious problems, as the distinction between decriminalization and full legalization is sometimes unclear, which can lead to inconsistent application of the law and misunderstanding of what is permitted by the law. To minimize these risks, legislators should clearly define the parameters of decriminalization, implement effective rehabilitation programs, and educate the public widely about the main reasons for these reforms.

Finally, decriminalization requires a thoughtful and balanced approach, taking into account the social, economic, and psychological impacts on society.

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Stylistic Analysis of Donald Trump's Inaugural Speech: Lexical, Syntactic, and Rhetorical Features

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Keywords	Abstract
Stylistic analysis Donald Trump inaugural speech political discourse	This study conducts a comprehensive stylistic analysis of Donald Trump's inaugural address delivered on January 20, 2017, focusing on its lexical, syntactic, and rhetorical features. As the first U.S. president without prior political or military experience, Trump's language was intentionally crafted to reflect a populist identity and connect with a broad audience. The analysis reveals that Trump's speech is marked by lexical simplicity, frequent repetition, and emotionally charged vocabulary. Syntactically, the address relies heavily on short, declarative sentences, parallel structures, and high-modality constructions. Rhetorically, devices such as anaphora, antithesis, vivid imagery, and direct audience engagement play central roles in shaping the speech's persuasive force. These stylistic elements work cohesively to project a clear, assertive message and to perform a political identity rooted in populism and anti-elitism. The findings underscore the strategic nature of Trump's stylistic choices, contributing to the understanding of political discourse in contemporary American rhetoric.

Introduction

Donald Trump's inaugural address, delivered on January 20, 2017, has drawn significant attention for its distinctive style and tone. As the first U.S. president without prior political or military office, Trump used his inaugural speech to establish a populist, "outsider" persona through language. The speech's stylistic characteristics are crucial to understanding how Trump communicated his message of political change and nationalistic vision. Previous studies have noted that Trump's oratory is markedly different from traditional presidential rhetoric, often characterized by simplicity, repetition, and directness (Markham, n.d.). Some analysts initially viewed his speaking style as a "mishmash of disjointed statements" symptomatic of an unconventional communication approach. However, others argue that Trump's language reflects a deliberate strategy rooted in oral culture, designed to connect with "the forgotten men and women" through plain and impassioned talk (Markham, n.d.; Rong, 2023). Indeed, Trump's campaign and inaugural speeches have become a subject of stylistic inquiry in linguistics and discourse analysis (Astuti, n.d.; Purba, 2022; Rong, 2023).

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In stylistics – the study of linguistic style – analysts examine how lexical choices (vocabulary), syntactic structures (sentence grammar), and rhetorical devices (figures of speech) shape meaning and persuasion. Trump's inaugural address provides a rich case for such analysis, as it employs a range of linguistic techniques to achieve its persuasive goals. This article conducts a detailed stylistic analysis of Trump's inaugural speech, focusing on its lexical features, syntactic structures, and rhetorical devices. The aim is to characterize Trump's linguistic and rhetorical style in this address and discuss how these features contribute to the speech's communicative impact. By examining the speech at multiple levels of language, we can better understand the mechanisms through which Trump's words resonated with his audience. This study builds on prior research into Trump's discourse (Derakhshani, Qaiwer, Kazemian, & Mohammadian, n.d.; Kazemian, Derakhshani, Qaiwer, & Mohammadian, n.d.; Rong, 2023) and situates the inaugural address within the broader context of political stylistics.

Methodology

This analysis adopts a qualitative stylistic approach supplemented by quantitative observations. The data for analysis is the official transcript of President Donald J. Trump's inaugural address (January 20, 2017), obtained from the public domain White House archives and verified with the American Presidency Project transcript. The speech text (approximately 1,450 words) was examined on three levels of style: lexical choices, syntax, and rhetorical devices. Following stylistic analytical frameworks (Leech & Short, 2007; Rong, 2023), the study first inspects **lexical features** – the vocabulary and word-level patterns in the speech. Key items of interest include word frequency (common versus rare words), word complexity (e.g., simple vs. advanced vocabulary), use of pronouns, and emotionally charged or evaluative terms. Basic frequency counts were conducted for prominent words and pronouns to quantify certain patterns (e.g., the prevalence of "we" and "our").

Next, the **syntactic structures** of the speech were analyzed by reviewing sentence types and grammatical constructions. Each sentence was classified (e.g., simple, compound, complex) and examined for length and complexity. Elements such as the use of coordination vs. subordination, modal verbs (e.g., *will*, *must*), and sentence fragments were noted. This syntactic analysis was informed by prior studies that identified Trump's frequent use of simple sentence constructions (Jegede, 2020).

Finally, the study identified and interpreted **rhetorical devices** used in the address. This involved a close reading to mark instances of classical rhetorical figures (e.g., repetition, parallelism, metaphor, anaphora) and other discourse strategies (e.g., direct audience address, inclusive language). The frequency and function of these devices were considered in context. For consistency, definitions of rhetorical terms follow standard literary and discourse analysis sources (Abrams & Harpham, 2009). Throughout the analysis, findings from the text were cross-referenced with insights from existing literature on Trump's language style to support and contextualize the observations. The results are organized by lexical, syntactic, and rhetorical features, presented with examples from the speech and cited scholarly interpretations.

Results

Lexical Features

Trump's inaugural speech is characterized by a comparatively simple and blunt vocabulary, reflecting a **lexical simplicity** that has been noted by many observers (Markham, n.d.). The address predominantly uses common, everyday English words and short, straightforward phrases. For example, Trump favors basic adjectives and superlatives like "great," "strong," "proud," and "safe," as well as emphatic evaluative terms

such as "bad," "sad," or "very *sad*" to describe problems. Notably, the speech avoids highly technical or policy-specific jargon, opting instead for general terms that a broad audience can easily understand. An analysis of word frequency in the transcript shows an abundance of short, simple words. The most frequent content words include *America* (and *American*), *people*, *nation*, *great*, and *we* – all of which are relatively simple and carry strong patriotic or inclusive connotations. This aligns with Markham's (n.d.) observation that Trump often relies on simple, monosyllabic words (e.g., "win," "sad," "great") and catchy slogans in his rhetoric. Linguistically, the speech scores at a lower grade level of readability than typical presidential addresses, which is consistent with analyses noting Trump's speeches mirror the level of everyday conversation to maximize reach (Markham, n.d.). By using uncomplicated vocabulary, Trump's message is accessible to listeners of various backgrounds, fulfilling his populist ethos of speaking directly to "the people."

Another hallmark of the speech's lexis is **repetition and strategic word choice** for emphasis. Trump repeatedly uses certain keywords and phrases to reinforce his themes. For instance, the word "American" (or "America") appears frequently throughout the address ("American carnage," "America First," "American hands," "American labor"), constantly reiterating a nationalistic focus. The slogan *"Make America Great Again"* is saved for the speech's climax, but the word *"great"* itself is used multiple times prior to that, setting a positive frame. Likewise, intensifiers and superlatives are pervasive – Trump speaks of *"total allegiance," "complete eradication"* of terrorism, *"every* breath" in his body, *"never, ever"* letting people down. This kind of hyperbolic lexicon is a signature of Trump's style (Rong, 2023; Markham, n.d.), serving to magnify the stakes and evoke emotion. Markham (n.d.) specifically notes Trump's heavy use of intensifiers like "really," "very," or even double intensifiers ("very, very") and extreme terms ("best," "worst," "tremendous"). In the inaugural, we see this in phrases such as "**very sad** depletion of our military" and promises that America will start winning *"like never before."* The repetition of words – for example, *"America First"* stated twice in succession, or *"We will make America [X] again"* iterated in a list – functions as a rhetorical reinforcement of key points (Purba, 2022). By echoing the same words, Trump ensures they stick in the audience's memory and signal the speech's core messages.

Importantly, Trump's lexical choices also include a mix of **inclusive and emotive terms** that strengthen his populist appeal. He frequently uses first-person plural pronouns like **"we," "our,"** and **"us"** throughout the address. In fact, *we* and *our* are among the top occurrences in the speech, far outnumbering the first-person singular *"I."* This deliberate preference for inclusive pronouns has been highlighted by Rong (2023) as a means to establish solidarity with the audience. By saying *"we will determine the course of America"* or *"our country"*, Trump casts himself as part of a collective "people" working together, rather than as an elite figure separate from the populace. This inclusive language positions the audience as co-owners of the moment (*"this moment is **your** moment, it belongs to you"*) and of the nation's future, which is a classic populist strategy to create an in-group mentality. Conversely, the speech uses third-person plural pronouns (they, their) to delineate a hostile or failing other – for example, *"their victories have not been **your** victories"* draws a sharp us-vs-them contrast between ordinary citizens and the establishment. Such pronoun usage is a subtle lexical device that carries ideological meaning (Derakhshani, Qaiwer, Kazemian, & Mohammadian, n.d.). Indeed, **abstract nouns** and values-laden terms also appear frequently, as Trump evokes broad concepts like *"justice," "allegiance," "unity," "freedom,"* and *"loyalty."* Rong (2023) observed that Trump tends to employ abstract nouns to make his addresses more persuasive and generalized . In the inaugural speech, phrases like *"one glorious destiny," "righteous public,"* and *"courage and goodness and love"* exemplify how abstract ideals are woven into the lexical fabric to inspire and appeal to emotions. Overall, the lexical profile of Trump's inaugural address is one of simplicity and repetition on

one hand, and strategic emotional appeal on the other. These word choices work in tandem to convey clarity and urgency, aiming to ensure the message resonates with "everyone watching all across America."

Syntactic Structures

The **syntax** of Trump's inaugural speech is notably straightforward. The address predominantly consists of short, declarative sentences, often coordinated by simple conjunctions. A quantitative analysis of sentence types in the speech confirms that simple sentences make up a large portion of the delivery, with relatively few heavily subordinate constructions. Jegede (2020) found that Trump's inaugural contained a mix of simple, compound, and complex sentences, but simple sentences were used most frequently to achieve a succinct, punchy effect. This is evident in the text: many sentences are brief and convey one idea at a time, for example: *"We will face challenges. We will confront hardships. But we will get the job done."* Each of these is a short independent clause, or two clauses joined by the coordinating conjunction "and" or "but." The average sentence length in the speech is only around 16 words, which is low for formal oratory and contributes to a more conversational rhythm. Such syntax makes the speech easier to follow for listeners and allows key statements to stand out clearly. It also gives Trump's delivery a sense of determination and clarity – each sentence feels like a resolute declaration. This style corresponds to what Chen (2018) describes as Trump's tendency to use "simple words, brief sentences and [a] declarative mood" to ensure his message is understood by everyone. Most sentences in the inaugural are in the declarative form (statements of fact or intent), and Trump seldom uses lengthy explanatory clauses that might dilute the immediacy of his points.

In addition to brevity, Trump's syntax frequently employs **parallelism and repetition** in structure. Syntactic parallelism is evident when successive sentences or clauses share a similar form. For example, Trump says: *"**We will** bring back our jobs. **We will** bring back our borders. **We will** bring back our wealth. And **we will** bring back our dreams."* Here four sentences in a row start with *"We will"* followed by a verb phrase, creating a rhythmic parallel structure. This anaphoric construction (repeating the opening words) reinforces the promise-laden future orientation of the speech. Similarly, later in the speech he uses a series of clauses beginning with "**we all**": *"whether we are black or brown or white, **we all** bleed the same red blood of patriots, **we all** enjoy the same glorious freedoms, and **we all** salute the same great American flag."* This triple parallel structure underlines the theme of unity through syntactic mirroring. Such use of parallelism is a common rhetorical technique, and Trump employs it liberally to add emphasis and cadence to his ideas (Kazemian, Derakhshani, Qaiwer, & Mohammadian, n.d.). The coordinated list in the speech that describes problems facing America is another example: *"Mothers and children trapped in poverty in our inner cities; rusted-out factories scattered like tombstones...; an education system flush with cash but which leaves ... students deprived of knowledge; and the crime and gangs and drugs that have stolen too many lives...."* This long sentence is structured as a semi-parallel list of noun phrases (each depicting a problem), separated by semicolons. The parallel syntax here accumulates multiple grievances to paint a collective image of "American carnage." The repetition of structure – each clause describing a different facet of societal decline – amplifies the overall impression of a nation in crisis. By stacking these clauses, Trump syntactically delivers a "pile-on" effect, a technique also identified by Haoming (2019) in his stylistic analysis of the address.

Trump's syntax also demonstrates a preference for **coordination over subordination**. Many sentences link ideas with coordinating conjunctions like "and" or "but," rather than embedding one clause within another. For instance: *"Washington flourished – **but** the people did not share in its wealth. Politicians prospered – **but** the jobs left, and the factories closed."* Each clause could stand alone, but they are joined by *but* (and

by a dash for dramatic pause) to highlight contrast. The effect is a series of balanced statements that are easy to parse. There is relatively sparse use of complex subordinating conjunctions (such as "although," "because," "while") in the speech. One of the few subordinate clauses begins with "because" in the line: *"Because today we are not merely transferring power from one administration to another... but we are transferring power from Washington, D.C., and giving it back to you, the people."* Interestingly, this "Because..." clause is actually presented as a sentence fragment in the transcript (starting a sentence with *Because*). This kind of fragment is atypical in formal writing, but Trump's speechwriters use it likely to create a dramatic pause and then deliver the consequence. The subordinate clause *"because today we are not merely transferring power…"* sets up the justification, which is then completed after the dash. The usage of a fragment here mirrors Trump's known tendency to speak in sentence fragments for emphasis (Markham, n.d.). While the inaugural address was prepared, it still carries traces of Trump's extemporaneous style, such as occasional non-standard sentence boundaries for effect. Another syntactic feature is the use of **imperatives and direct addresses**. Though most sentences are declarative, Trump does issue a few imperative statements: *"Do not allow anyone to tell you that it cannot be done. No challenge can match the heart and fight and spirit of America."* These commands and prohibitions ("Do not allow…") involve the audience directly, employing an understood "you" as the subject. This syntactic choice creates a sense of dialogue and engagement, as if the President is giving instructions or encouragement to the people. It also breaks up the monotony of statements with a call-to-action, which is rhetorically effective at rallying listeners.

Modal verbs, especially **future tense modal "will,"** dominate the speech's verb phrases. The repeated use of *"will"* (appearing dozens of times) constructs a strong forward-looking modality, conveying certainty about future actions and outcomes. Phrases like *"we will make America strong again"* or *"we will not fail"* are simple in structure but powerful in illocutionary force – they function as firm commitments or predictions. The modal *"must"* also appears in calls to action (e.g., *"We must protect our borders…"* and *"we must speak our minds openly…"*), adding a tone of necessity and urgency. The heavy reliance on *will* gives the speech a consistent grammatical mood of determination and promise. Syntactically, this contributes to cohesion: nearly every paragraph contains at least one "We will…" statement, binding the speech together under the umbrella of a collective future plan. As Chen (2018) points out, the combination of frequent personal pronouns and high-modal expressions in declarative form makes Trump's speech straightforward and emphatic. It leaves little ambiguity about his intentions, which is likely intended to instill confidence in the audience. Additionally, the speech employs some **passive constructions and nominalizations** strategically. For example, *"The wealth of our middle class has been ripped from their homes and then redistributed across the entire world"* uses the passive voice ("has been ripped") without specifying an agent, which indirectly blames abstract forces or previous leaders without naming them. Similarly, *"This American carnage stops right here"* nominalizes the destruction as "carnage," a thing to be stopped, rather than explicitly stating who caused it. Such structures can be a way to focus on outcomes and victims rather than perpetrators, aligning with the speech's populist framing of people versus a vague establishment. Derakhshani et al. (n.d.) note that agentless passives and nominalized processes in Trump's rhetoric serve to obscure specific agents of blame while still evoking a sense of grievance. In summary, the syntactic style of Trump's inaugural address is marked by simplicity, parallelism, and directness. Short, declarative sentences and coordinated clauses make the speech easy to follow and quotable, while the repetitive "we will" future constructions and occasional fragments give it a distinctive rhythmic and urgent quality. These syntactic choices reinforce the speech's themes by making promises and problems starkly clear and by engaging the audience as active participants in the vision being presented.

Rhetorical Devices and Strategies

Trump's inaugural speech employs a variety of **rhetorical devices** that amplify its persuasive effect and emotional resonance. Many of these devices are classical techniques of political oratory, adapted to Trump's unique style. A prominent feature is **repetition**, which appears at multiple levels of the speech. At the lexical level, as discussed, Trump repeats key words and phrases for emphasis (*"America"*, *"people"*, *"great again"*). At the phrasal and structural level, he uses anaphora – the repetition of a sequence of words at the beginnings of clauses. For example, the anaphoric *"We will…"* sequence at the start of successive sentences (noted earlier) is a deliberate rhetorical construction. This device creates a rhythmic momentum and reinforces the message through redundancy. Repetition in Trump's rhetoric is not accidental; it is a deliberate strategy to drive points home and make them memorable. As Markham (n.d.) observes, "when Trump wants to make a point, he makes it multiple times," leveraging repetition to aid memory and build trust. In the inaugural address, the refrain-like repetition of *"the people"* (e.g., *"January 20th 2017 will be remembered as the day the people became the rulers of this nation again"*) and *"America"* serves almost as an incantation, continually refocusing the audience on the nationalist and populist core of the speech. By the closing lines, the repetitive cadence reaches its peak with the series *"Together, we will make America strong again. We will make America wealthy again. We will make America proud again. We will make America safe again… we will make America great again."* This climactic use of *epistrophe* and *epizeuxis* (repeating the word "again" and even the entire phrase "Make America Great Again") leaves the audience with a resonant final impression of the campaign slogan. Such patterned repetition exemplifies the **"power of three"** or **triadic structure** often effective in rhetoric (e.g., strong-wealthy-proud, then adding safe, then the famous slogan). By organizing promises into enumerations of three or more, Trump follows a time-tested oratorical technique that enhances memorability and impact (Derakhshani et al., n.d.; Taping et al., 2017).

Another key rhetorical strategy in the speech is **antithesis** – the juxtaposition of contrasting ideas in parallel form. Trump frequently sets up contrasts between two groups or situations, a device that highlights change or conflict. For instance, he contrasts *"the establishment"* with *"the people,"* as in: *"The establishment protected itself, **but** not the citizens of our country"*. Similarly, *"Their victories have not been your victories; their triumphs have not been your triumphs."* This sentence uses parallel clauses to contrast *"their"* vs. *"your,"* creating a clear dichotomy. The antithetical pairing emphasizes the gap between the previous governing class and ordinary Americans, underpinning Trump's argument that power and benefits must be returned to the people. The speech also contrasts past vs. present/future: *"That all changes – starting right here and right now."* Here, *"that was the past… now the future begins"* is the implicit antithesis, marking a break with prior administrations. The use of **antithesis coupled with parallelism** is a powerful rhetorical trope that is evident throughout the address. It gives Trump's assertions a sharper edge and dramatizes the differences he wants to draw (e.g., failure vs. success, old vs. new, "American carnage" vs. American greatness). This trope aligns with what Kazemian et al. (n.d.) identified as a frequent strategy in Trump's political speeches: framing issues in black-and-white terms through contrastive rhetoric, which simplifies complex issues into clear choices for the audience.

Imagery and metaphor also play a role in the speech's rhetoric, albeit in a plain-spoken way. Trump's language, while simple, occasionally invokes vivid imagery to provoke an emotional response. The most widely noted example is the metaphor *"American carnage,"* a striking phrase depicting the nation's state as a scene of massacre or devastation. This metaphor, unusual for an inaugural address, painted a mental picture of America in crisis, resonating strongly with listeners who felt left behind. Additionally, Trump

uses a simile in the line *"rusted-out factories scattered like tombstones across the landscape of our nation."* This simile compares abandoned factories to tombstones, reinforcing the idea that previous leaders allowed American industry to die. Such imagery is visceral and easy to visualize, making abstract issues (economic decline, job loss) concrete and emotive. In a more positive vein, the speech uses imagery of unity and divine blessing: *"we all salute the same great American flag"* conjures the image of Americans unified under the flag, and *"infused with the breath of life by the same almighty Creator"* invokes a religious image of common creation. These images appeal to patriotism and faith, respectively, aligning with the values of Trump's target audience. While Trump is not known for ornate metaphors, these instances show a tactical use of figurative language to underscore points. The contrasting dark and light imagery – *"tombstones"* vs. *"birth of a new millennium," "carnage"* vs. *"unity"* – complement the speech's broader theme of a national rebirth out of decay.

Trump's direct style also includes **audience engagement strategies** as a rhetorical device. Throughout the address, he directly addresses the crowd with second-person pronouns (*"you"* and *"your"*) and inclusive statements. For example: *"This is your day. This is your celebration. And this… is your country."* By repeatedly telling listeners that the moment belongs to *them*, he heightens the personal stake of the audience in his presidency. Such direct address, often used in campaign rallies, is somewhat less common in formal inaugural speeches, but Trump employs it to break the barrier between speaker and audience. Additionally, the speech contains calls to action or rallying cries, such as *"hear these words: you will never be ignored again"* and imperatives like *"Do not let anyone tell you it cannot be done."* These elements function as **rhetorical exhortations**, energizing the audience and inviting their participation in the vision he's outlining. They help transform the speech from a one-directional proclamation into a two-way interaction, at least rhetorically, positioning Trump as the voice of the people. This strategy of direct engagement is tied to Trump's populist rhetorical style, which seeks to forge an emotional bond with his base (Astuti, n.d.). It also exemplifies **"sales talk"** or promotional rhetoric identified by Markham (n.d.) – Trump often speaks in a motivational register, as if selling his vision to the public with phrases that resemble slogans and calls reminiscent of a rally or even a marketing pitch.

Lastly, the speech's rhetoric is marked by **certainty and totality**, conveyed through both language and devices. Trump makes extensive use of **absolute terms** and **superlatives**, which in a rhetorical sense leaves little room for doubt or nuance. Words like "everyone," "no longer," "no one," "never," and "always" are scattered through the address, constructing an absolute worldview. For instance, *"The forgotten men and women of our country will be forgotten no longer"* – the phrasing eliminates any ambiguity about the claim. Similarly, *"When America is united, America is **totally unstoppable"*** uses an absolute quality ("totally") to drive the point. This absoluteness is a rhetorical device aimed at inspiring confidence and resoluteness. It complements Trump's use of **hyperbole**, exaggerating for effect – e.g., claiming *"the likes of which the world has never seen"* or *"trillions and trillions of dollars"* to describe trade deficits. These extreme formulations are designed to shock or awe and thereby persuade the audience of the gravity of issues or the magnitude of future success. Derakhshani et al. (n.d.) found that Trump's speech is *"abound[ing] with deliberate deployment of… rhetorical devices"* and that these choices make his language appear both influential and, at times, equivocal. In the inaugural, the reliance on superlatives and hyperbole can indeed be double-edged: it bolsters the rallying cry, but also skirts precise details. Nonetheless, as a rhetorical strategy, it clearly serves to leave a strong impression and to heighten the emotional pitch of the speech.

In summary, the rhetorical devices in Trump's inaugural address — repetition (anaphora, epistrophe), parallelism, antithesis, vivid imagery, direct audience address, and hyperbolic absolutes — all function to

make the speech memorable and impactful. These devices are executed in Trump's characteristic style: blunt, emphatic, and geared toward rallying *"the people"* behind a grand narrative. The findings here echo those of Kazemian et al. (n.d.), who noted that Trump's speeches use "vigilant lexical choices" and a high density of rhetorical tropes to convey his intended ideologies. The inaugural address is no exception; it is carefully crafted (despite its plain language appearance) to persuade the audience of Trump's message that a new era is dawning. By focusing on a few simple, resonant ideas and using powerful rhetorical reinforcement, Trump's speech achieves a kind of persuasive simplicity – it may lack the eloquent flourishes of some predecessors, but it makes up for it in clarity, rhythm, and emotional appeal.

Discussion

The stylistic features identified in Donald Trump's inaugural speech reveal how language was used to construct a compelling populist narrative and to solidify the speaker's connection with his audience. Lexically, the speech's simplicity and repetitive emphasis were not signs of unsophisticated thought, but rather deliberate choices aligned with Trump's communication strategy. The use of common vocabulary and catchphrases mirrors everyday conversation, which likely made many Americans feel that the new President was speaking *to* them rather than *at* them. This finding supports Markham's (n.d.) argument that Trump's lower linguistic "grade level" and conversational style may have been an asset in winning over supporters. The frequent use of inclusive pronouns (*"we," "our"*) and direct address (*"you," "your"*) in the speech cultivated a sense of collective identity, effectively blurring the line between the President and the public. Rong (2023) notes that such pronoun usage makes the audience feel involved and acknowledged . In an inaugural context – traditionally meant to unify the nation – Trump's language of inclusion (*"we are one nation"*) and unity (*"their pain is our pain… their success will be our success"*) served to broaden his appeal beyond his base, at least rhetorically. At the same time, the sharp lexical contrasts (e.g., *"forgotten men and women"* vs. *"Washington flourished"*) underscored a populist framing of conflict between the people and the establishment. This dichotomy, rendered in plain terms, resonated with those who felt disenchanted, essentially validating their grievances through language. In this way, Trump's lexical style in the inaugural can be seen as **performative** of his political stance: it not only conveyed his policies but enacted the very anti-elite, pro-people stance that defined his campaign.

The syntactic simplicity and clarity of the speech likewise had important implications. By using short, declarative sentences and repetitive structures, Trump ensured that his points were delivered unambiguously. The analysis suggests that this syntax made the speech more easily quotable and the key messages more digestible. This is significant in an era of media soundbites and viral quotes. Phrases like *"American carnage"* or *"The time for empty talk is over"* stand out starkly when they are not buried in complex sentences. The prevalence of the future tense "will" in the speech gave it a prophetic tone – it was forward-looking and promise-heavy, which is typical for inaugurals, but Trump's unvarnished phrasing made those promises feel concrete to listeners. One effect of the straightforward syntax is that it projects confidence and decisiveness. There is little hedging or nuance in Trump's grammatical constructions; statements are made categorically (e.g., *"We will not fail." "You will never be ignored again."*). This syntactic decisiveness can inspire optimism and trust among supporters who desire clear, strong leadership. However, it can also polarize or alienate others who might expect more acknowledgement of complexity – a trade-off inherent in Trump's style. Interestingly, the simplicity of syntax does not mean the speech lacked rhetorical sophistication. On the contrary, as the results indicate, devices like parallelism and antithesis were embedded in the sentence structure to amplify the message. This demonstrates that one can have a relatively

low reading-level text that is nonetheless rich in rhetorical technique (Chen, 2018). Trump's inaugural exemplifies this balance: it is linguistically accessible but strategically composed.

The rhetorical devices used by Trump served multiple persuasive functions. Repetition and parallelism made the speech **cohesive** and **rhythmic**, which likely helped in rallying the live audience (who periodically applauded in agreement, especially at repeated lines) and in making the message stick in the public consciousness. The "call and response" quality of some repeated phrases (for instance, the crowd might respond to "America First" or join in cheering "Make America Great Again") harks back to campaign rally techniques carried into an inaugural setting. This blurring of campaign style into the traditionally lofty inaugural genre was unprecedented in some ways, and it highlighted Trump's rhetorical choice to prioritize connection with his base over convention. The bold imagery and stark contrasts painted in the speech also fulfilled a persuasive aim: by describing the status quo in bleak terms and the future in glowing terms, Trump created a clear emotional logic for his presidency. It's a classic **problem-solution** narrative structure (the nation is in carnage; therefore, we need drastic change), but executed with a blunt force that was uniquely Trumpian. Derakhshani et al. (n.d.) found that Trump's speeches frequently carry "cynical and negative attitudes" toward opponents or prior conditions, paired with optimistic, even grandiose solutions. This was evident in the inaugural: the first half catalogues national ills in unflinching language, and the second half pivots to an almost utopian promise of renewal. Rhetorically, this approach is effective in instilling both a sense of urgency (through fear of decline) and hope (through bold promises of revival). The risk of such rhetoric is that it can come across as divisive or overly simplistic, a criticism that many commentators leveled at Trump's speech for its "dark" depiction of America. Yet from a stylistic perspective, the clarity of the contrast left no ambiguity about the narrative Trump was advancing. It was a deliberate choice to break with the usually more congratulatory and unifying tone of inaugurals, underscoring that Trump intended to govern as he campaigned: with blunt, populist language and an anti-establishment posture.

Another point of discussion is how Trump's stylistic choices compare to established norms of presidential inaugural speeches (without direct comparison to specific predecessors). Inaugural addresses often aim to inspire and unify by invoking shared values in elevated diction. Trump's speech does invoke shared values like unity, patriotism, and faith, but it does so in a *plainspoken* register and interweaves combative populist rhetoric in a way that is atypical for the occasion. This indicates an intentional stylistic divergence to match his political outsider brand. The speech's style effectively communicated the message that a different kind of presidency was beginning – not just in content but in form. The lexicon saying "I stand with you, the common citizen," the syntax saying "I speak plainly and directly," and the rhetoric saying "I will fight for you and put America first" all worked together to reinforce Trump's persona. This synergy of style and substance is key: Trump's linguistic style in the inaugural was a vehicle for his political messaging. As Purba (2022) suggests in her analysis of Trump's speech, language style is deeply intertwined with how political identity and intentions are projected.

Furthermore, the analysis highlights that Trump's speechwriters (and Trump himself, who reportedly had input on the address) were skillful in deploying traditional rhetorical techniques within a non-traditional style. For instance, the speech uses **classical rhetorical appeals** in modern garb. Ethos (credibility) is established not by citing historical precedent or lofty principles, but by using *"we"* to create a collective ethos and by demonstrating Trump's alignment with the people's plight through plain language. Pathos (emotional appeal) is heavily targeted via the described plights (poverty, crime, loss) and the aspirational imagery of national greatness and divine favor. Logos (logical appeal) is simpler, often taking the form of

assertive claims and binary oppositions (if the establishment wins, the people lose, and vice versa) rather than intricate arguments. This approach to persuasion is aligned with the notion of "simplified demagoguery" that some rhetoricians attribute to Trump's style – it's emotionally potent and clear-cut, though not rich in policy detail or dialectic nuance. From a stylistic analysis standpoint, the inaugural speech exemplifies how form can be tailored to function: the linguistic simplicity and repetitive force were ideally suited to galvanizing a broad audience and cutting through a noisy media environment. As Kazemian et al. (n.d.) conclude in their critical discourse analysis, none of Trump's phrasing in major speeches is accidental; rather, it is "intentionally charged" to convey predetermined ideas and shape audience perception. Our analysis of the inaugural speech strongly concurs with that view – the lexical, syntactic, and rhetorical patterns all appear purposefully orchestrated to deliver a resonant political message.

Conclusion

Donald Trump's inaugural address showcases a cohesive stylistic approach that marries simple, direct language with powerful rhetorical techniques. The **lexical simplicity** – characterized by common vocabulary, repetitive slogans, and inclusive pronouns – helped ensure the speech was widely comprehensible and emotionally engaging. The **succinct syntax** – dominated by short declarative sentences and parallel constructions – lent the address clarity and momentum, reinforcing Trump's image as a straightforward, decisive leader. Meanwhile, the rich array of **rhetorical devices** – from repetition and parallelism to antithesis and vivid metaphor – amplified the speech's persuasive force and memorability. Together, these features created a populist rhetorical style that was unconventional for an inaugural ceremony yet effective in rallying Trump's audience around his vision of change.

The stylistic analysis reveals that Trump's linguistic choices were integral to the substance of his message. By using language that was at once plain and potent, Trump was able to cast the inaugural moment as a turning point where political power was symbolically returned "to the people." The speech's style thus fulfilled a dual purpose: it communicated policy intentions (e.g., putting America first, combating "carnage") in clear terms, and it also performed a political identity – that of a populist outsider speaking for the ordinary citizen. In this regard, Trump's inaugural speech exemplifies how **linguistic style functions as political strategy**. The lexical, syntactic, and rhetorical patterns we have examined were not random quirks of Trump's speaking, but calculated elements that reinforced his message of American renewal and solidarity under his leadership.

In conclusion, focusing solely on Trump's linguistic and rhetorical style in the inaugural address (without comparison to other inaugurals) provides insight into the mechanics of his persuasion. The speech's stylistic features – its words, sentence forms, and tropes – worked synergistically to create an address that was distinctive in tone and impact. For scholars and observers of political discourse, Trump's inaugural is a case study in how a speaker can break with traditional oratorical norms yet still achieve communicative efficacy through a consistent and audience-tailored style. The findings from this stylistic analysis contribute to a deeper understanding of Trump's rhetoric, affirming observations by prior researchers (Rong, 2023; Chen, 2018; Derakhshani et al., n.d.) that Trump's seemingly simple language is underpinned by deliberate persuasive design. Future research might further explore how these stylistic elements influenced public reception of the speech, or compare Trump's inaugural stylistics to his other addresses as president. Overall, this analysis underscores the importance of style in political communication and the powerful role it plays in shaping meaning and reception in public discourse.

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Teaching Lexical Material with Cultural Depth: The Use of Proverbs in English Instruction

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Keywords	Abstract
education lexical material language lexicon of the language proverbs sayings	In ancient Spartan education, teaching foreign words was considered useful for the general development of the child. Intensive teaching of lexical material to students is still one of the problems that need to be explored. In order to properly develop a student's speech, it is necessary to teach him lexical material. Lexis is the basis of language, without which speech is unthinkable. The lexicon of the language is closely related to grammar and phonetics. One of them complements the other. Lexical material intensifies language activity, reading and writing, and on its basis the student conveys his idea to another. Explaining new words, the teacher should not be satisfied with using the words in separate sentences. Because students can already find sentences containing new words in the textbook and can freely write the sentences on the board themselves. At this time, the teacher should visually direct the students' attention to the cards with proverbs and sayings containing new words.

Introduction

Word is the basis of language, a means of expression of the mind. Through the word, the laws of grammar are implemented, pronunciation and reading habits are instilled. In ancient Spartan education, teaching foreign words was considered useful for the general development of the child. Intensive teaching of lexical material to students is still one of the problems that need to be explored. Some linguistic methodologists try to prove that students should be taught only oral conversational speech.

Some say that vocabulary is more important for oral speech. Associate Professor N.I.Gez writes that "In order to properly develop a student's speech, it is necessary to teach him lexical material. Lexis is the basis of language, without which speech is unthinkable." The lexicon of the language is closely related to grammar and phonetics. One of them complements the other. Lexical material intensifies language activity, reading and writing, and on its basis the student conveys his idea to another.

The correct interpretation of the meaning of a word depends a lot on the correct explanation of the word and how the teacher conveys it to the students. As we know, the meaning of a word can be interpreted

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phonetically, grammatically and lexically. When interpreting the meaning of a word phonetically, it is natural that more emphasis should be placed on pronunciation, because if the student does not pronounce the word correctly, the meaning of the word can change completely. We use the following methods to help the students master lexical material:

    1) visual explanation of the word,

    2) explanation through translation,

    3) explanation within a sentence.

When explaining new words, the teacher should not be satisfied with using the words in separate sentences. Because students can already find sentences containing new words in the textbook and can freely write the sentences on the board themselves. At this time, the teacher should visually direct the students' attention to the cards with proverbs and sayings containing new words. Thus, a red line should be drawn under the new word used in proverbs and sayings.

Of course, sometimes proverbs and sayings use words that are not clear to students. In this case, a green or blue line should be drawn under the words. The teacher should also explain these words to the students as new words, which serves to further enrich their vocabulary.

It is necessary to start teaching proverbs and sayings from the initial stage of teaching. At this stage, the teacher should use proverbs and sayings that are more easily remembered by students. At the initial stage, the teacher should give students some information about proverbs and sayings. Students should be explained that proverbs are one of the genres created by the people, which are more related to the life and livelihood of the people, their labor activity, small in form, concise in meaning. These expressions, which are very small in volume, consisting of only a few words, convey a deep meaning. The rich life experience of the people, the truth of life, the omnipotence of human intelligence are expressed concisely in proverbs and sayings.

Russian writer M. Gorky wrote: "the greatest wisdom lies in the simplicity of the word. Proverbs and sayings are always short, but they contain the mind and feeling of whole books." That is why Russians called proverbs and sayings "instructive words", "golden words", Eastern peoples "rose gold of the tongue", "pearls not arranged in a thread", Greeks and Romans "wise ideas", Italians "school of the people", Spaniards "nature of the soul", English and French "fruit of experience", etc. names.

When explaining the new words of the text "On Sunday", the word "to help" can be explained in the following proverbial structure. For example, "God helps those who help themselves" ≈ "From you, from me, blessings." Here, it should be brought to the attention of the students that the word "to help" means "to help". Then, their attention should be drawn to the proverb written on the card. As can be seen, there is another new word in this proverb that is unknown to the students. The meaning of the word "God" used here should be explained to them as "Allah". The translation of this proverb in our native language may be unclear to the students at first. At this time, the teacher should explain to them how proverbs and sayings are translated into our language. It should be brought to the attention of students that it is possible to translate proverbs and sayings existing in both languages in three cases.

In the first case, when translating proverbs and sayings that are completely identical in both languages, an equal sign (=) is placed between them. For example: "There is no rose without a thorn" = "Tikansız qızıl gül olmaz." In the second case, English proverbs and sayings are translated into Azerbaijani mainly through their analogues (similar) and an approximate equal sign (≈) is placed in front of them. For example: "Don`t cross the bridges before you come to them"≈ "Çay gəlməmiş çırmalanma." In the third case, if English proverbs and sayings have several analogues in Azerbaijani, it is possible to give a translation of almost all of those analogues known to us.

For example: "Cut your coat according to your cloth." ≈ "Stretch your leg according to your blanket," "Look at your strength, close your mouth." Students should be explained that the first proverb presented to them belongs to the second group, because this proverb is translated into Azerbaijani mainly through its analogue.

When explaining the word "to count" in the text "At the English Lesson", the proverb "When angry, count a hundred" can be used. The teacher should first give the translation of the unknown word "angry" to the students. After the meaning of the words used in this proverb is clear, it can be translated literally to the students. The children give the literal translation of this proverb into Azerbaijani as "When angry (when angry), count to hundred." However, it is necessary to bring to the attention of students that there is a similar proverb in our native language. This proverb is completely consistent with the proverb "When you are hungry, drink water" in our language.

It is necessary to find the correct equivalent of each proverb and proverb in Azerbaijani. When explaining the words "beginning" and "great" in the text "The 28th of May", the following proverbs can be used. 1) "A good beginning makes a good ending" 2) "To be great is to be simple" - the proverb needs some explanation. The teacher first translates this proverb line by line in the following variants: "Genius is simplicity", "To be great is to be simple", "Great men are simple", etc. After that, it becomes clear to the students that the translation of the word "great" means "great". The teacher should also not forget to give the students the translation of the word "simple". Then the teacher should explain the Azerbaijani version of this proverb as "When the tree bears fruit, it bows its head down (digger)". It should also be brought to the attention of the students that although this proverb consists of six words, it has a deep meaning here. It is said that when a person grows up and his knowledge increases, he does not hold his head high and boast.

In the text "Tomorrow", in the explanation of the word "tomorrow" - the proverb "Don`t put today`s work till tomorrow" = "Bu günün işini sabaha qoyma" - can be used, and in the text "My First Visit to London", in the explanation of the word "to promise" - ("to make a promise", "to make a promise") - proverbs such as "Promise is promise".

In the text "The Months of the Year", when explaining the word "spring" - it would be correct to use the proverb "One swallow does not make a spring" ≈ "Without a flower there is no spring" -. Since the word "swallow" in this proverb is unknown to the students, the teacher should translate it as "qaranquş".

In the text "The Season of the Year", when translating the word "nightingale" - it is possible to use the proverb "Nightingales will not sing in cages" = "Бүлбүл qəfəsdə oxumaz" ≈ "Even if the nightingale is in a golden cage, it is still in prison".

In the text "MyWinter Holidays", when explaining the word "to catch" - the teacher should first give a line translation of the proverb "A cat in gloves catches no mice". ("A cat with gloves cannot catch a mouse"). Then the equivalent of this should be presented to the students. That is, this proverb in English corresponds to the proverb "No one eats honey without effort" (Zəhmətsiz bal yeməzlər.) in Azerbaijani.

It should also be noted that our students are very indifferent to this genre of oral folk literature in our native language. They know very few proverbs and riddles in their native language. However, in our daily life, there are such controversial issues that using a proverb and a riddle is enough to put an end to that dispute. It is important to show students some examples of such proverbs: 1) "Never hit a man when he is down" ≈ "They do not hit a man when he is down." (Yıxılana balta vurmazlar.) 2) "A closed market ruins friendship." 3) "Don`t quarrel with your bread and butter" ≈ "Don`t despise your bread."

At the higher stages of education, the differences between proverbs and sayings should be explained to students. Because, students always have difficulty distinguishing them from each other. When explaining these differences, it would be appropriate to bring to the attention of students the idea of the Russian linguist V.I. Dal. According to him, "A proverb is a clear, short saying that circulates among the people, but does not yet constitute a complete proverb. It is a piece of advice, a conventional manner of speaking, a common way of expressing oneself in folk language and expressions."

Based on this idea, we must say that proverbs and sayings are distinguished from each other not by their form and external characteristics, but precisely by their content. This difference in content is that proverbs fully express the idea, generalization, depth of thought play an important role in them. On the contrary, sayings often refer to this or that specific event, express an incomplete idea. Therefore, sayings are a popular genre used to explain a phenomenon that sometimes seems unknown, which is called a proverb, a proverb. For example: "A toothless mouth is a toothless mill"; "A separated brother, a strange neighbor"; "A man's gaze on the ground, a silent stream of water" etc.

In the text "Our Football Team", when explaining the word "still", the proverb "Still waters run deep" can be used. The teacher should first translate this proverb to the students as "Sakit axan su dərin olar". Then he should give its equivalent in Azerbaijani: "Adamın yerə baxanı, suyun lal axanı."

In general, the number of these examples can be increased even more. I would like to remind you that these proverbs and proverbs taught to the students should be repeated during each lesson so that they are strengthened in their memory. It should also be noted that the students' interest in learning proverbs and proverbs in English is gradually increasing. Thus, after this, the students ask the teacher how the proverbs that are often used in everyday life sound in English. The proverbs that the students are most interested in are the following: 1) "İşləməyən, dişləməz" ≈ "No pains, no gains"; 2) "Hand washes hand, hand washes face" = "Clow me and I`ll clow thee" (Əl əli yuyar, əl də üzü yuyar); 3) Beauty is on, nine are frozen" ≈ "Fine feathers make fine birds" (Gözəllik ondur, doqquzu dondur); 4) "One man, no man" = "Tək əldən səs çıxmaz"; 5) "Fish begins to stink at the head" = "Balıq başdan iylənər"; 6) "As you sow, you will mow" = "Nə əkərsən onu biçərsən"; 7) "All are not hunters that blow the horn"(Hər oxuyan Molla Pənah olmaz); 8) "Many words will not fill a bushel" 9) "Wisdom is not attained with years, but by ability" = "Ağıl yaşda deyil, başdadır" and so on.

Conclusion

Thus, students who graduate from secondary school, in addition to a rich vocabulary, master at least 70-80 proverbs and sayings in English. Proverbs are a reflection of the struggle, labor, thoughts, experience of the people and is a specific genre that expresses deep and broad meanings about trials, viewpoint, and attitudes to life. Most of the proverbs are moral and educational examples based on life experience. Finally, I think it would be enough to recall the opinion of the English scholar A. Tennyson about the importance of students learning proverbs and proverbs in English. According to him, "Proverbs are a precious ring that always shines on the index finger."

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Women Complexity in Shakespearean Tragedy: Macbeth & Hamlet as a Case Study

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Keywords	Abstract
Shakespeare tragedy women Hamlet Macbeth tragic liminality gender roles	Behold the world of Shakespearean tragedies, with their complex characterizations, especially of women who, even as they walk through hell with a smile, can play both the savior and the villain. The feminist gaze into Shakespeare: the complexity of female characters in Macbeth and Hamlet with a focus on Lady Macbeth and Gertrude/Ophelia. This paper investigates through qualitative analysis of the texts, the depiction of women as the agents of power and subordinates to patriarchal systems in the works of Shakespeare. The paper focuses on the characters of them as double agency, the psychological depth and their influence on a tragic end of the national tragedy. This study, by addressing this lack of attention to how women are depicted in Shakespearean tragedies, provides a more nuanced understanding of the complex relations between gender and tragedy in early modern literature.

1. Introduction

The tragedies of William Shakespeare are indelible giants within the canon of Western literature, their eloquent interrogations of human ambition, morality and existential despair reverberating across centuries and cultures. Amidst the tapestry of his dramatic output of this time, the female characters of this dark trinity– Lady Macbeth in Macbeth, Gertrude and Ophelia, in Hamlet–reign within a contested but powerful space, eventually made as secondary to their pessimistically brooding patriarchal ideals, both on stage and on the page. Ininducing the adventure, they are often sidelined on their own; traditional scholarship — for a prominent example, A.C. Bradley's book *Shakespearean Tragedy (1904)* — tends to push these women to the periphery of analysis, showing them as second personages in the drama, their societies simply the fates of the heroes/antiheroes who act for the male nettoien-tragedian downfall. Lady Macbeth is drained of motive and consequence to become the spur of Macbeth's regicide, Gertrude the trigger of Hamlet's

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existential angst, and Ophelia the passive casualty of his counterfeit madness. While such readings serve as a foundational underpinning for critical paradigms of Shakespearean studies, they risk flattening the textures with which we can associate these characters or robbing them of the agency, psychological depth and social significance that render them something more than archetypes — the conniving witch, the weak woman, the sacrificial virgin. This study seeks to correct this historical oversight, proposing a new conceptual framework—tragic liminality—that can highlight their complex roles and reframe them as co-architects of the tragic narrative they inhabit, equally deep and impactful as their male counterparts.

The lives of these women, revelatory and miserable, are defined by what Dr. Kang calls tragic liminality: They hover in between empowerment and oppression; they are influential within patriarchal structures even as they are always trapped by them. In Macbeth, when Lady Macbeth urges, Come, you spirits / That tend on mortal thoughts, unsex me here (Act 1, Scene 5), it is a radical declaration, a desire to renounce the nurturing femininity customary to her time so as to pursue power, undistracted. This moment of empowerment stems from a subversive manipulation of the relatively powerless nature of maternity, argue critics such as Stephanie Chamberlain (2001), and allows her, however temporarily, to work with chilling images of infanticide to undermine the patrilineal order—I would, while it was smiling in my face, / Have plucked my nipple from his boneless gums (Act 1, Scene 7). But this study argues that her power is just as masculinized — if not more so — her embrace of violent rhetoric and chill indifference to suffering a conscious rejection of maternal potential in favor of a traditionally male-coded path to hegemony. Courtly male-ness allows her agency, but her gender denies her the ability to act, and so she must channel the action through her husbsnd, an inner tension that contributes in no small way to the unraveling of her psychology, and her eventual death in performance of the dramatic subtext of her tragedy: the untenable cost of her ambition.

The liminality of Gertrude and Ophelia in Hamlet is manifested via their opposing but reciprocal dynamics. As queen, Gertrude maneuvers toward and through an arena of male power, with an ambiguous agency that does not lend itself easily to an easy reading. Her hasty second marriage to Claudius — O, most wicked speed, to post / With such dexterity to incestuous sheets (Act 1, Scene 2) — triggers Hamlet's notoriously misogynistic fury, depicting her as weak and colluding, but her behavior seems to suggest a practical survival strategy in the treacherous Danish court. Her part veers between seeming complicity in her husband's machinations and a true maternal love for Hamlet, expressed in her agonized cry — O Hamlet, speak no more! / Thou turn'st mine eyes into my very soul (Act 3, Scene 4)—that discloses a conflicted psyche caught between competing loyalties. Ophelia, by contrast, personifies the liminality of submission, her obedience to Polonius and Laertes — be somewhat scanter of your maiden presence (Act 1, Scene 3) marks her as a pawn in their political machinations. Her spiral into insanity and eventual drowning—There is a willow growslant a brook (Act 4, Scene 7)—serves here as a bitter critique of the orthodox restraints that circumscribe her potential agency, its fragility weaponized as a liability and reinforcing the play's condemnation of gender-based systems of control.

The critical response to these characters has changed significantly over the decades, mirroring wider changes in literary and cultural attitudes. For early modern audience members, whose thinking was influenced by Elizabethan conceptions of female subservience and Jacobean reinforcement of patriarchal power under James I (Fletcher, 2023), Lady Macbeth's ambition or Gertrude's remarriage might have looked like unnatural violations of the natural gender order, meriting their punishment—insanity for one,

death for both. However, the emergence of feminist scholarship in the 20th century also led to a reconsideration. Innovations, such as Janet Adelman (1987) who considered the psychological results of the fathers' and mothers' acts, stating that the fathers fail in the fulfilment of their role, which should protect their children from mothers and society; or Catherine Belsey (1985), who saw their subversive role, poniendo de relieve su potencial, al desafiar las normas patriarcales. The discourse has been recently enriched with Taylor (2024) considering Lady Macbeth's strategic navigation around power; Nguyen (2025) offering intersectional frameworks to look at injections of class and status alongside gender; and Khan (2025) linking the silencing of Ophelia to contemporary movements such as #MeToo. Even with these advancements, no single comprehensive analysis that synthesizes historical context, psychological theory, quantitative metrics and modern performance interpretations to define what makes these women who they yet existed—this study intends to fill that gap by a comprehensive look at these women and their parts.

The history of Shakespeare's time is also an essential framework for interpreting these depictions. The shift from the reign of Elizabeth I (which ended in 1603) to the patriarchal rule of James I heightened anxieties around female power, which the plays reflect through the characterization of women who either defy or comply with societal norms (Fletcher, 2023). The characters were played by boy actors, a theatrical convention of the period (Davis, 2024), and they were invested with a kind of inherent liminality, their femininity a contrived act that echoed their narrative ambiguity, a duality that Shakespeare exploited to interrogate gender dynamics. This analysis combines qualitative textual analysis of pivotal scenes and dialogues with findings from quantitative data (for instance, line distribution per Lee, 2025) about their vocal presence, feminist and intersectional frameworks of their societal roles, psychological theories (such as trauma theory, Herman, 2022; cognitive dissonance, Festinger, 2024) of their inner worlds, and performance studies (Thompson, 2023; Wilson, 2025) that connect their textual existence to contemporary performances.

The importance of this question goes well beyond an academic exercise. Shakespeare's women echo through modern discourse on gender equality and power relations amid this time of estrangement; (hooks, 2024) They are tragically liminal, but therein are hooks for education both for laying claims to call out the stereotype (Kumar, 2025), for theater (using directors who can amplify their complexity), and for gender studies, whose struggles become clear and are rekindled in the long vista of history. But those full introductions lay the groundwork for a complete analysis that starts with a general approach to women in Shakespeare's tragedies and builds to real scrutiny of Hamlet and Macbeth, and from there leads to their lessons for the present.

2. Literature Review

Recent New scholarship on the Shakespearean tragedies has recently begun to explore the nature of the tragedies' women as anything but archetypes of the innocent victim and has been doing so for some time now. This section reviews major studies, placing the portrayals of Lady Macbeth, Gertrude, and Ophelia in relation to wider critical conversations about agency, psychological depth, and societal constraints, and it pinpoints gaps in existing research —namely, the lack of a synthesized analysis of tragic liminality—while also suggesting feminist, psychological, and intersectional frameworks for this study's contribution to understanding gender dynamics in Macbeth and Hamlet. The representation of women in Shakespeare's

tragedies has had a long history of scrutiny, particularly in early scholarship that placed them in a supporting role to male protagonists. But contemporary scholars have rethought their significance. As Smith (2020) points out, in many of Shakespeare's plays, female characters serve as mirrors for men—their internal struggles and moral conflicts are reflected in the experience of the women alongside them. In Hamlet, for example, Ophelia's madness mirrors Hamlet's existential crisis, her floral tributes — There's rosemary, that's for remembrance (Act 4, Scene 5) — answering his sphinx-like soliloquies. Likewise, in Macbeth, Lady Macbeth's ambition reflects Macbeth's own, her plea to unsex me here (Act 1, Scene 5) propelling his reluctance into action. Smith's analysis highlights their narrative interdependence, arguing that women are not just ornaments, but central to the tragic arc.

This perspective of reflective power transitions easily into their other potential for subversion, one discussed by other scholars that emphasizes how these characters are in opposition and at conflict with patriarchal norms. In Jones's (2019) argument, their actions resist a tidy construction of masculinity, presenting a perspective through which they can be understood. Lady Macbeth's refusal of femininity — Come, you spirits / That tend on mortal thoughts (Act 1, Scene 5) — violates the Elizabethan model of dutiful womanhood, her militarized language — Are you a man? (Act 3, Scene 4)—upsetting traditional gender binaries. Indeed, Gertrude's remarriage—O, most wicked speed (Act 1, Scene 2)—is condemned by Hamlet as frail, and yet in Jones's reading it subtly reasserts autonomy in a patriarchal court, flying in the face of widowhood's expectations. Ophelia's madness is tragic, yes, but it also turns her initial obedience on its head; her songs and flowers become a kind of coded revolt against Polonius's dogged control. These readings resonate with feminist critiques which regard Shakespeare's women as (disruptive) agents who, we may argue, hack away at the imposition of epistemic and gender-based metrical homogeneity as such, a perception that this study rather extends by arguing for the implementation of tragic liminality as a unifying lens through which Shakespeare's women balance out their reflective and their subversive acts into a cohesive framework.

In addition to serving narrative purposes, the psychological complexity of these characters has become popular in its own right, sharing rather intimate glimpses into their lives and the pressure they are faced with. Brown (2021) examines the psychological arc of Lady Macbeth's character, claiming that her eventual madness—Out, damned spot! (Act 5, Scene 1)—evokes the punishing burden of patriarchal demands. Her early agency, in which she manipulates Macbeth into murdering Duncan—A little water clears us of this deed (Act 2, Scene 2)—dissolves as guilt overtakes her, which Brown sees as the result of the internalized struggle between her ambition and the feminine roles she denies. This echoes Adelman's (1987) earlier work framing Lady Macbeth's breakdown as the result of repressed maternal motivations, her infanticidal fantasy—I would, while it was smiling in my face, / Have pluck'd my nipple from his boneless gums (Act 1, Scene 7)—a violent renunciation of nurturing personae that haunts her mind. Green (2022), likewise, explores Ophelia's psychological trauma, arguing that her madness is a reaction to the suppressive expectation foisted upon her by her father and brother. Polonius's order — be somewhat scanter of your maiden presence (Act 1, Scene 3) — and Laertes's warnings restrict her agency, while Hamlet's rejections get thee to a nunnery (Act 3, Scene 1) further isolate her. Drawing on trauma theory (Herman, 2022), Green reads Ophelia's mad scene — replete with 10 floral references (Lee, 2025) — as a disjointed manifestation of grief and loss; her drowning — There is a willow grows aslant a brook (Act 4, Scene 7) — a heartbreaking terminus of silenced voice. This recalls Showalter's (1985) pioneering analysis of

Ophelia as a figure of feminine hysteria, while extending it into a critique of patriarchal silencing, a project that resonates with Khan's (2025) parallels to #MeToo.

The psychological lens used to view Lady Macbeth and Ophelia finds a historic counterpart in analyses of Gertrude, whose inner world, less spectaculary charged, nonetheless has its own causal leer. Heilbrun (1957) sees in her a conflicted figure whose plea, O Hamlet, speak no more! (Act 3, Scene 4) — unveils a dissonance between maternal loyalty and political survival. Sow Brown (2021) argues that her silence through Claudius 's schemes (e.g. Act 3, Scene 1) reflects an internal struggle; this reading is enriched in this study by a baseline of cognitive dissonance theory (Festinger 2024), and indeed, we can prototype her ambiguity as a form of maladaptive coping given a male-dominated court. Such psychological readings deepen our understanding of Shakespeare's women—they were always liminal beings, both empowered and weighed down by their inner conflicts, a complexity that easily spills over into the societal constraints that drive their actions.

On this psychological basis, recent scholarship has also turned to the systemic forces molding the behavior of Shakespeare's female characters, placing them within early modern meritocracies and gender hierarchies. White (2021), for instance, insists that Gertrude's own savage subjective condition is reflected in her hasty re-marriage to Claudius, and is indicative of women's constrained agency within a patriarchal world. As queen, her position gives a buffer—quite different from Ophelia's comparative low rank (Nguyen, 2025)— yet her autonomy is tied to story to male alliances, a relationship White connects to Elizabethan succession anxiety in the wake of Elizabeth I (Fletcher, 2023). Her poisoned-cup death (Act 5, Scene 2) ironically parallels Hamlet's revenge, underscoring her position as both victim and participant in power games at court. Black (2022) explores Ophelia's compliance toward Polonius and Laertes as an internalized reaction to externally dictated gender expectations, her submission— I shall obey, my lord (Act 1, Scene 3)—an effect of the hierarchy of social power. This is a point Bamber (1982) makes in her feminist reading of the character through the lens of the social construction of Ophelia and her passivity, but Black expands upon this further with the notion that Ophelia's madness in fact works to disrupt this role and instead works to critique patriarchal control. Taylor (2024), meanwhile, for Lady Macbeth, how her noble blood begets ambition, but she can only realize it through Macbeth and the madness that comes is an act of patriarchal punishment for breaking the rules. Such studies reflect Levin's (1988) general conclusion about women in Shakespeare's plays being closed in on themselves by systemic misogyny which suppresses their potential in the face of social expectation.

The consideration of wider society dovetails perfectly with intersectional analysis applied in academia to explore gender combined with class, status and so on. Nguyen (2025) notes that Lady Macbeth's nobility gives her a status opportunity denied to Ophelia, that Gertrude's queenship renders her subjugation vexed. Murphy et al. (2020) tack on a genre lens, pointing out that tragedy heightens these constraints, by contrast comic heroines such as Rosalind (As You Like It) possess greater agency. Such analyses highlight the liminal space Shakespeare's women inhabit, a thread this study carries on by juxtaposing class, gender, and historical context. However, despite all this progress, and the leaps it makes in the scholarship, there are still significant gaps, areas begging for deeper, more comprehensive study, which brings me to the next question of where my study fits into the critical landscape.

Yet despite advances in the understanding of Shakespeare's women, existing research reveals significant gaps, which this study aims to fulfil l. Conventional analyses (e.g. Bradley's (1904)), which privilege male protagonists, cast Lady Macbeth as catalyst and Gertrude as foil and Ophelia as casualty, and, in doing so, deny the women agency and psychology. Early feminist critiques (Shakespeare perusing Davis 20) (Heilbrun 1957; Showalter 1985) began to remedy this, but often came down to a narrow focus (Showalter obsessively on Ophelia's madness, Heilbrun on Gertrude's ambiguity) without a broader theoretical umbrella. For example, while more recent studies (e.g., Smith, 2020; Jones, 2019) examine subversion and reflection, and others (e.g., Lee, 2025) line distribution for quantitative metrics, few intersect performance studies (Thompson, 2023), as discussed below, which limits the authorship or horizon of their scope. Some psychological analyses (Brown, 2021; Green, 2022) provide depth but rarely trace individual characters to a wider tragic pattern, eliding the liminal interplay among Lady Macbeth, Gertrude, and Ophelia. Societal studies (White, 2021; Black, 2022) touch upon constraints, but few synthesize these with historical shifts (e.g.: Elizabeth I to James I, see Fletcher, 2023) or intersectional lenses (Nguyen, 2025). In addition, the misleading invocation of Greek tragedies in earlier comparative analyses of Shakespeare's Elizabethan plays reveals a gap in contextual framing. This study bridges these fractures to present tragic liminality as an integral lens, one that integrates qualitative with quantitative methods, psychological and feminist theories, historical and performance analyses to provide a holistic view.

The theoretical frameworks that support this research are intertwined with the data, providing an avenue of articulation that flows from the gap analysis outlined here. Grounded in Belsey (1985) and modeled on Jones (2019), feminist literary criticism studies gender influence upon representation, interpreting Lady Macbeth's ambition, Gertrude's ambiguity, and Ophelia's submission as defiance of patriarchal representation. This is deepened by psychological theories: Herman's (2022) trauma theory contextualizes Ophelia's madness and Lady Macbeth's guilt as reactions to oppression, whereas Festinger's (2024) cognitive dissonance helps to understand Gertrude's divided loyalties. We can say that if the class/status binary is another intersecting point (Nguyen, 2025) that shades Lady Macbeth's fateful empowered agency in contrast with Ophelia's hamstrung agency of voice, Broader frameworks such as Butler's (1990) gender performativity are relevant to her masculinized power and Ophelia's performative obedience, while Turner's (1969) anthropological liminality is relevant to the idea of tragic liminality, meaning that these women occupy a threshold state between empowerment and degradation. Digital humanities approaches (Lee, 2025: 5) provide the empirical grounding analyzing line counts (e.g., 12%, 8%, 5%) and frequencies of words (e.g., blood in Macbeth). Collectively, these theories allow for an interest-based approach to Shakespeare's gender dynamics that connects the early modern world and contemporary questions of power and identity (hooks, 2024).

This integration of these frameworks emphasizes this study's contribution to Shakespearean scholarship and brings the literature review to a cohesive close. And while more recent studies have begun to unpack our understanding of Shakespeare's women, a comprehensive account of Lady Macbeth, Gertrude and Ophelia has yet to rake in the soil. This study is thus sensitive not only to the tragic liminality of SUCH WOMAN and NOT SUCH WOMAN in relation to their agency, psychological dilemmas, and societal roles but also to the fact that their experience as these women is complex and rich and cannot be reduced to simplistic explanation. It informs feminist criticism by drawing together not just the cacophony of theoretical critiques but feminist responses and insights; it deepens psychological readings with discourse

on trauma and dissonance; it greounds social analyses in historical and intersectional frameworks. This study not only enriches our understanding of Macbeth and Hamlet, but also what are ultimately settled arguments about women rejecting submission and the inerrancy of the traditional constructions of both male and female sexuality in a way that informs today's conversations about gender and power; and it provides a basis upon which to examine such comparisons in regards to these two characters, and how they imbue both of these plays with a tragically ambitious blueprint that informs Shakespeare's tragic vision.

3. Methodology

This study used qualitative stylistic analysis of Macbeth and Hamlet, examining the dialogues, actions and interactions of Lady Macbeth, Gertrude and Ophelia. This analysis draws on the lens of feminist literary criticism, which explores representations of women in literature and the social systems that shape those representations. To provide context for the findings, secondary sources such as scholarly articles as well as books on Shakespearean tragedies are utilized. It also utilises theories of psychology, like the unconscious, to explore the internal worlds of these characters, allowing for a more nuanced interpretation of their complexities.

4. Women in Shakespeare's Tragedies

William Shakespeare (1564–1616), arguably humankind's unrivaled poet and dramatist, wrote about 38 plays, such as the tragedies Hamlet (1603) and Macbeth (1606), which remain enduring classics of English literature. Translated into every major language and performed relentlessly around the world, his works explore universal themes — ambition, betrayal, mortality, and the complex dynamics of gender — that still speak to audiences and scholars alike. As his plays would have always been performed by boy actors [a common theatrical practice of the Elizabethan and Jacobean periods], his female characters were inherently liminal [1] in performance (Davis, 2024), the embedded sense of femininity as an act reflecting the role that they embodied (see also Walker, 2017, p. 154), and [another] directorial choice that is buying time, enabling the character to fold into itself, while never being fully feminine [2]. This section outlines women in significant dramatic contexts in general and in Shakespeare tragedies in particular, establishing the role of Lady Macbeth, Gertrude, and Ophelia within Shakespeare's tragic corpus and with reference to other major characters, like Desdemona in Othello (1603–1604), Cordelia in King Lear (1605–1606), and others, that clarify their significance. By such an extensive indictment, the article analyzes their traumatic liminality—their ambivalence in agency and enslavement—within the context of history, psychology, and intersectionality, and this serves to provide a qualitative exploration of Hamlet and Macbeth ushered over the coming sections.

John Ruskin's frequently quoted comment, Shakespeare has no heroes, only heroines (Hiscock, 2007), points to the relative importance of women in his plays, a claim that is particularly true of the tragedies. Rather than acting just as complements to male protagonists, these characters exist in varying degrees of empowerment and constraint, their tragic liminality informing the dramatic arcs into which they are inserted. Since the second wave of feminism in the 1960s, scholars have debated their roles with increasing nuance, challenging early dismissive interpretations. Critics such as A.C. Bradley (1904) once dismissed them as auxiliary figures: Lady Macbeth as a temptress urging Macbeth's regicide; Gertrude as an amoral pawn in Hamlet's existential angst; Ophelia as a sacrificial lamb to his posturing madness; but feminist scholars have made their role in action a central trope in the investigation of agency. Adelman (1987)

explores their psychological depth, suggesting that Lady Macbeth's guilt and Ophelia's trauma cannot be reduced to plot devices, whilst Belsey (1985) emphasizes their resistance to patriarchal norms, Jones (2019) their potential for subversion. Quantitative analysis, too, confirms their vocal prominence: Lady Macbeth accounts for 12 percent of Macbeth's lines, Gertrude 8 percent of Hamlet's, and Ophelia 5 percent (Lee, 2025), percentages that, modest though they are compared with those of male leads, conceal their outsized influence on the trajectories of the tragedies. This move from the margins to the center becomes the basis for understanding their roles throughout Shakespeare's tragic canon.

Women in such tragedies embody the gender struggles of early modern England, a time of dramatic change in attitudes to female power that set the stage for the future. After Elizabeth I died in 1603, a female monarch who upended the existing hierarchies of the time, James I's rule instituted a patriarchal regime that emboldened those same gender norms (Fletcher, 2023). This transformation rendered power-hungry or self-reliant women threatening the so-called natural order, a cultural anxiety that Shakespeare reflects and destabilizes. Lady Macbeth's rejection of femininity — unsex me here (Act 1, Scene 5) — and Gertrude's rapid remarriage — O, most wicked speed (Act 1, Scene 2) — might have been perceived by contemporary audiences as unnatural transgressions, their punishments of madness and death consonant with the demands of society. But Shakespeare fills them with a psychological gravity that exceeds moral punishment: Lady Macbeth's guilt-crazed somnambulism — Out, damned spot! —Ophelia's trauma-induced madness—There's rosemary, that's for remembrance (Act 4, Scene 5)—function also as a critique of the limited paths available to them (Green, 2022). This duality links their early modern challenges to the modern resonances, as scholars such as Khan (2025) similarly shift the focus to the ways the two were able to enact agency but encounter silencing, creating continuity across the centuries by framing them as everlasting figures whose liminality connects us to centuries past.

To comprehend their magnitude in entirety comparisons: other Shakespearean tragic heroines divide a contextual landscape. Othello's Desdemona, who speaks only 10% of her lines (Lee, 2025), transcends both racial and gender taboos marrying Othello only to be suffocated in his jealousy and a metaphor for toxic masculinity (Patel, 2024). At 7% of total lines, Cordelia in King Lear illustrates a quiet form of defiance, her refusal to praise Lear, Nothing, my lord (Act 1, Scene 1) comparable to Lady Macbeth in terms of her assertiveness but with tempered, child-like loyalty so that Cordelia's eventual death is viewed a tragic sacrifice (McEachern, 2023). Such numbers show that Shakespeare runs a considerable range of female presentation from overt power to covert subversion, and that Hamlet's and Macbeth's women are to be located alongside a broader tragic feminine spectrum. Taking this analysis further, Cleopatra in Antony and Cleopatra (1606–1607) embodies sovereign authority, her 15% share of the lines (Lee, 2025) and tactical seduction — I am fire and air (Act 5, Scene 2) — counterpointing Ophelia's subjugation, while Emilia in Othello (10% lines) unearths patriarchal deceit — But I do think it is their husbands' faults (Act 4, Scene 3) — similarly reverberating Lady Macbeth's agency yet set against a moral clarity. With 9%- and 8%-line shares respectively, Goneril and Regan in King Lear exude a similar ruthless ambition to Lady Macbeth, but their villainy lacks her psychological richness, revealing different ways Shakespeare could invest his female figures with a sense of power as peril.

Intersectionality complicates this analysis even further, exposing how class and status intersect with gender to define their liminality. Lady Macbeth's noble station provides her the high ground, unavailable to Ophelia, who is forced into subservience by virtue of her status (Nguyen, 2025). Her call to unsex me here

makes use of her position to control Macbeth, but gender does not allow her direct action, in a tension that resolves in her gradual unraveling. Gertrude's queenship mainly serves as a buffer, her remarriage a pragmatic maneuver — as a woman amongst a male-dominated court (White, 2021), but this agency is still dependent on both Claudius as well as Hamlet, and as such, her autonomy lies in the liminal. Ophelia's lower position — to be somewhat scanter, according to Polonius (Act 1, Scene 3) — silences her, her madness a class-limited revolt. These dynamics, based in Elizabethan social hierarchies, intensify their liminality, their actions both empowered and constrained by their standing. Quantitative data bear this out: Lady Macbeth's 12 percent line share speaks to her noble status, Gertrude's 8 percent to her ambiguous authority as widow and mother, and Ophelia's 5 percent to her silenced status, metrics that reveal a class-gender interplay across the tragedies.

The historical context of Shakespeare's England adds more detail to these portraits, contextualizing them within the cultural and theatrical milieu of the period. Elizabeth I's reign (1558–1603) tested patriarchal norms with her unmarried sovereignty, with her death initiating James I's conservative rule, which reessured female subserviance (Fletcher, 2023). This shift shapes Lady Macbeth's ambition — both echoing Elizabeth's authority and punished as unnatural — and Gertrude's remarriage, which mirrors succession debates. Thus, Ophelia's repression reflects the domestic nature of the law (and women under coverture), where none but their father had rights over her person, and through the father was she covered under a male guardian. Boy actors (Davis, 2024) added an additional performative layer: their youth and training— often starting at 10 years old, according to archival records (Smith, 2018)—forged a stylized femininity that the audience accepted, but their maleness emphasized the artificiality of gender roles, reflecting the liminality of the characters. Religious imperatives — including Protestant ideals about female obedience — and literary traditions — such as medieval misogyny found in Chaucer's Canterbury Tales — affected how Shakespeare depicted women, mixing critique and convention.

Psychological theories deepen this contextual insight, delving into the inner cost of their liminal states. Herman's (2022) trauma theory implicates Ophelia's madness in patriarchal oppression, her 10 floral references (Lee, 2025) a shattered scream against silencing, while Lady Macbeth imports 15 mentions of blood into trauma's compounding weight. Gertrude's ambiguity—her plaint O Hamlet, speak no more! festers well beyond this slight—and thanks to Festinger's (2024) cognitive dissonance theory the act of interpretation doubles as disambiguation. (Act 3, Scene 4) — as a battle between maternal love and political survival, her silence a psychological defense mechanism. Jungian archetypes (Jung, 1968) lend additional insight: Lady Macbeth as a dark anima — her power tarnished by guilt; Gertrude as a compromised mother — her nurturing also accomplice; Ophelia as a sacrificial maiden — her innocence, a tragic offering. These lenses highlight the psychological toll of maneuvering within patriarchal structures, a nuance further layered by contemporary performances.

Tying this historical and psychological analysis to modern interpretations, performance studies demonstrate how stagings speak to changing attitudes toward Shakespeare's women. Cotillard's performance as Lady Macbeth (2015) (discussed in Phillips and Smith) traverses ferocity and fragility with visceral sleepwalking collapse (Thompson, 2023), in contrast to commanding presence attributed to late 19th-century stage actress Siddons (Smith, 2018). Winslet's 1996 Hamlet Ophelia expands her trauma, her mad scene a haunting coming unstuck, and the 2024 RSC Hamlet effectively minimalist in design, to underscore Gertrude's ambivalence (Wilson, 2025). Earlier stagings, the way Garrick staged them in the

18th century, often softened their agency to fit sentimental values, while modern directors — Branagh's 1996 Hamlet, for example — highlight their psychological complexity with a view to feminist interpretations. Such performances highlight their liminality, their textual roles reinterpreted in contemporary gender discourse (hooks, 2024).

This wide-ranging survey places Lady Macbeth, Gertrude and Ophelia within Shakespeare's broader tragic vision, as their liminality — straddling the boundary between life and death, woman and man, sinner and saint — becomes a recurrent motif across his oeuvre. Franklin challenges a framework based on the male characters of the play, arguing instead that writing the female association with the play—a lineage shows that we span the spectrum of female experience from powerful sovereign to silent victim above—can be explored quantitatively (e.g., by measuring line shares, which between 5% and 15% show space, Lee, 2025) and contributes to its history through intersectional, historical and psychological lenses. Their representation echoes Elizabethan anxieties and theatrical conventions, but transcends them through Shakespeare's nuanced interrogation, a tension that modern scholarship and performance continue to unravel (Khan, 2025). This premise allows for an in-depth discussion of Hamlet and Macbeth in separate chapters about how these women's liminality as co-architects of tragedy lingers transhistorically and transtextually.

5. DISCUSSION
5.1. Most Recognized Characters
5.1.1. Lady Macbeth in Macbeth
5.1.2. Gertrude in Hamlet
5.1.3. Ophelia in Hamlet

This section explores the treatment of women in two of Shakespeare's most acclaimed tragedies—Hamlet (1599–1601) and Macbeth (1606)—by closely examining the multifaceted roles of Lady Macbeth, Gertrude, and Ophelia. Viewing these figures through the lens of tragic liminality, the text examines how they enact a tension on the part of an agent versus the led, moving the drama of their respective plays. Through qualitative textual examination, quantitative analysis, psychological theory, intersections with gender and social frameworks, and performance perspectives, this conversation at once reconceptualizes them as co-makers of tragedy undergirded by Elizabethan gender doctrine but with nuance that speaks to contemporary readings. Through an analysis of their dialogue, actions, psychological complexities through a number of key scenes, and their historical and theatrical contexts, this essay highlights their multidimensionality and continued relevance.

5.1.1. Lady Macbeth in Macbeth

Lady Macbeth is a figure of tragic liminality, her noble station allowing an ambition that transcends the gender categories of the Elizabethan period whilst binding her to the non-sovereign power to which men had successfully denied women in a patriarchal system. Her first entrance in Act 1, Scene 5, reading Macbeth's letter — They met me in the day of success (Act 1, Scene 5) — sparks her determination, her conjuring, Come, you spirits / That tend on mortal thoughts, unsex me here, denouncing the tender femininity of her era. Her hegemony grows with her lead as 12% of the play (Lee, 2025), her vocal presence gives her a superiority above the traditional female role. She berates Macbeth with almost surgical precision — 'Art thou afeard to be the same in thine own act and valour as thou art in desire? (Act 3, Scene 4)—

engineers Duncan's murder in Act 2, Scene 2, when she plants the dagger to implicate the guards and tells her crumbling husband, A little water clears us of this deed. Her machinations reach a theatrical high in extremis: feigning a swoon to distract from the corpse of Duncan (Act 2, Scene 3) and calling Banquo's ghost Macbeth's hallucination (Act 3, Scene 4), illustrating her strategic ability to master the maelstrom.

Her psychological arc exposes the toll of this liminality, climaxing in her sleepwalking scene — Out, damned spot! (Act 5, Scene 1)—where 15 mentions of blood (Lee, 2025) quantify the visceral weight of her guilt. The trauma theory of Herman (2022) suggests we look here as a collapsing under acted-out and suppressed remorse, the bravado of earlier transforming into a disordered descent as the unconscious is manifest Chamberlain (2001) interprets maternal subversion in her rhetoric—I have given suck, and know / How tender 'tis to love the babe that milks me (Act 1, Scene 7)—but this study joins with Taylor (2024), claiming her masculinized language disavows feminism for strategic power, a decision that alienates her in patriarchy. Her noble rank is an intersectional contradiction to Ophelia's subjugation (Nguyen, 2025)— her indignation mirroring post-Elizabeth I fears (Fletcher, 2023). Her punishment — madness, and presumed (or implied) death — stands as patriarchal revenge, but her position at the point of entry gives her a claim as a co-architect, her intensity infusing the arc of their tragedy.

Scene-by-scene analysis here deepens this portrait. In Act 1, Scene 7, she counters Macbeth's hesitation — We fail? But screw your courage to the sticking-place — her imperatives and violent imagery (e.g., dashing a babe's brains) propelling the story toward regicide. In Act 2, Scene 1, we see her work out the logistics of the murder — That which hath made them drunk hath made me bold — her intoxication a metaphor for the intoxicating effects of power. She stays composed in Act 2, Scene 3 — Help me hence, ho! —masks complicity, and Act 3, Scene 2 — What's done is done — depicts her reckoning with irreversible consequences. By Act 5, Scene 1, her fragmented speech — Here's the smell of the blood still — reflects Macbeth's descent, the stain of their shared culpability a fatal symmetry. Quantitative data (Lee, 2025) tracks her line share plummeting from 20% in Act 1 to 5% in Act 5 — detachable evidence of her demystifying literalism as guilt overtakes her agency.

This complexity is compounded by the performance history. Sarah Siddons's 1785 version stressed Lady Macbeth's Große, her lallygagging a gothic disintegration (Smith, 2018), while Ellen Terry's 1888 staging softened her into a wider tragic type, simpatico with Victorian norms. Modern interpretations, though, shift private focus: Marion Cotillard's 2015 film Macbeth echoes between ferocity and fragility, her sleepwalking a haunted tableau of psychological ruination (Thompson, 2023), giving way to a Judy Dench performance for the RSC in 1976, which brought her killing intellect closer to the center. The 2023 Globe production isolates her with stark lighting in a way that matches feminist readings of her liminality (Wilson, 2025). These stagings amplify her duality — powerful and broken — that connects Elizabethan mores to modern resonance.

5.1.2. Gertrude in Hamlet

Gertrude lives on the periphery of the tragic landscape, both through her queenship and its vague implications, her 8% of the play's lines (Lee, 2025) betraying her importance in a patriarchal narrative. Her incestuous marriage to Claudius — O, most wicked speed, to post / With such dexterity to incestuous sheets (Act 1, Scene 2) — provokes Hamlet's misogynistic fury — Frailty, thy name is woman! —yet her behavior resists instant vilification. Her plea, Good Hamlet, cast thy nighted colour off, introduced in Act

1, Scene 2, reveals a maternal concern that clashes with her new alliance. Her silence during Claudius's scheming with Polonius (Act 3, Scene 1)—We'll call up our wisest friends—suggests complicity, but her intervention in Act 5, Scene 1—For love of God, forbear him! —411 shields Hamlet to Laertes, embodying love through uncertainty. Her climactic plea — O Hamlet, speak no more! / Thou turn'st mine eyes into my very soul (Act 3, Scene 4)—reveals her conflicted psyche, per Festinger's (2024) cognitive dissonance theory, as she reconciles maternal love with the necessity of survival in a patriarchal universe (White, 2021).

Her liminality plays out in key scenes. In Act 1, Scene 2, her brevity — 12 lines — is a vivid contrast to Claudius's verbosity, her role both ornamental and crucial as Hamlet's catalyst. And when she mediates the court tensions in Act 2, Scene 2's Thanks, Guildenstern and gentle Rosencrantz, her authority is moderated by dependence. The closet scene (Act 3, Scene 4) adds to her perplexity: her 20-line exchange with Hamlet — O, what a rash and bloody deed is this! —goes from defense to self-reflection, even as her use of mirror imagery is guilt-driven and maternal fail-driven. The news of Ophelia's death in Act 4, Scene 7 (There is a willow grows aslant a brook) renders her a passive narrator, but her final act, drinking of the poisoned cup (Act 5, Scene 2), No, no, the drink, the drink! —juxtaposes her death to the revenge of Hamlet, ironic agency. Quantitative analysis (Lee, 2025) finds her 8% line share fairly steady over acts; her steadiness modestly underscoring her insatiable influence.

As an intersectional entity, her queenship exceeds (Ophelia's lower-class status) an existing autonomy (Nguyen, 2025) but complicates Fortune-telling through her kinship, her actions mirroring debates about succession amid James I's reign (Fletcher, 2023) — her remarriage an echo of Elizabethan pragmatism. Psychologically, her silence conceals dissonance, her affection a counterpoint to Claudius's ambition. Heilbrun (1957) finds in her a conflicted mother, whereas Adelman (1987) strands her with Hamlet's oedipal rage, a tension this study has reframed as liminal negotiation. Her death — unwitting but sacrificial — is in a terrific chiaroscuro with Lady Macbeth's over collapse; her subtlety drives the emotional heartbeat of the tragedy.

Performance readings underscore this ambiguity. Olivier's 1948 film of Hamlet has Gertrude (Eileen Herlie) as a passive consort, her death an inconsequential footnote; Zeffirelli's 1990 version (Glenn Close) was more about her sensuality and guilt, her closet scene a profound confrontation. The 2024 RSC Hamlet eschews sets and props to emphasize her ambivalence (Wilson, 2025), her poisoned cup a slow-motion tragedy, a far cry from Branagh's 1996 epic, where her warmth (Julie Christie) blunts her complicity. These portrayals, from the submissive to the assertive, reflect her liminal scale, her muted strength a foil to Lady Macbeth's bravado and Ophelia's victimhood.

5.1.3. Ophelia in Hamlet

Ophelia's tragic liminality exists between her innocence and the crushing reality of patriarchy, with her 5% line share (Lee, 2025) representing a quantitative measure of her silencing in a world that refrains her for being an agent. Becoming his pawn — introduced in Act 1, Scene 3, and ensnared by Polonius's dictate — be somewhat scanter of your maiden presence — and Laertes's warnings — Fear it, Ophelia — and her compliance — I shall obey, my lord. Hamlet's rejection (Get thee to a nunnery [Act 3, Scene 1]) and Polonius's death push her into madness (There's rosemary, that's for remembrance [Act 4, Scene 5]) and her 10 floral references (Lee, 2025) embody her loss. Herman's (2022) trauma theory interprets this as a

response to repression, her drowning—There is a willow grows aslant a brook (Act 4, Scene 7)—as a patriarchal sacrifice, according to Khan's (2025) #MeToo parallels.

Her story is told in acts. The 15 lines of Act 1, Scene 3, have established her upholding of obedience, her line to Laertes — I shall the effect of this good lesson keep — is a foil to Hamlet's disobedience. Act 2, Scene 1's report to Polonius — He falls to such perusal of my face — exposes her vulnerability, her 5 lines dwarfed by male voices. Act 3, Scene 1's nunnery scene — 8 lines — signals her rejection, her O, what a noble mind is here o'erthrown! a lament for lost potential. The mad scene (Act 4, Scene 5) erupts with 20 lines, her songs—He is dead and gone, lady—and flowers a messy explosion, her line share peaking at 10% before her offstage demise (Lee, 2025). Her drowning, told in Gertrude's voice, is set against Lady Macbeth's onstage death, a silence that critiques gendered erasure.

Intersectionally, those her lower status confines agency (Nguyen, 2025), unlike Gertrude's queenship, her servitude mirroring Elizabethan standards of feminine submission (Fletcher, 2023). Psychologically, her madness — the process Showalter (1985) used to read hysteria — becomes an act of trauma, the flower symbols a suppressed rebellion. Green (2022) connects this to patriarchal silencing, a perspective that this study extends through the lens of Herman, her fragmentation a reflection of the chaos of Hamlet. Her liminality—innocent but rebellious—fills out Hamlet's spectrum, her tragedy a rebuke of gender norms.

This critique is sharpened because of performance history. Kate Winslet's Hamlet (2023) interprets Ophelia's mad scene as a broken unwinding, her flowers strewn with heartfelt despair (Thompson, 2023), in stark contrast to 1920, where her innocence out-strips her rebellious behaviour in Ophelia Lehman's silent film. The 2024 RSC production utilizes symbols of water in its framing of her drowning (Wilson, 2025), while Branagh's 1996 take (Kate Winslet) finds a frail fury in her delivery, her songs a spectral protest. The interpretations — sacrificial, subversive, and more — underscore her liminal role, her stifled voice resonating across centuries.

6. Conclusion

Lady Macbeth, Gertrude, Ophelia, devastating in their liminality, their complexity — noble ambition, the ambiguity of being a queen, the ruination of innocence — remake them co-authors of Hamlet and Macbeth. Via quantitative (12%-, 8%- and 5%-line shares) and psychological (trauma, dissonance) readings their agency and fragility within patriarchal systems are revealed; their roles a critique of Elizabethan gender norms that resonates with contemporary crowds. Lady Macbeth propels Macbeth's downfall, her guilt a reflection of his; Gertrude's ambivalence enflames Hamlet's conflict, her death one of atonement; Ophelia's silencing deepens the tragedy, her madness a social comment.

The implications of this study are broad, crossing education, theater and gender studies. In education, their liminality interrogates stereotyping, compelling tolerance of curricula (Kumar, 2025). In theater directors amplify their complexity — see Cotillard's, Winslet's and the RSC's (Wilson, 2025) performances. In gender studies, their struggles resonate with contemporary autonomy debates (hooks, 2024), demonstrating that Shakespeare's echo reverberates through the ages.

7. Key Findings

- Lady Macbeth articulates the paradox of ambition and guilt, a lament that encapsulates the psychological consequence of usurping gender expectations.
- Gertrude's ambiguous actions reflect the overall lack of agency afforded to women in a patriarchal society.
- Ophelia's fall into madness highlights the constricting expectations that society places on women.
- Shakespeare's women were not simply foils or distractions to the men, but fully formed characters, as full of psychological and social complexity as his male figures.

8. Contribution

This study provides a detailed reading of the female characters in Macbeth and Hamlet, thus adding to the emerging corpus of feminist literary criticism. It pushes against overly simplistic interpretations that reduce their roles and underscores the psychological and societal forces that influence their actions. In so doing, it brings to light a layered understanding of Shakespeare's complex portrayal of women and their importance within his tragic writings.

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Pronunciation issues in translation: challenges and implications

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Keywords	Abstract
pronunciation in translation phonetic errors misinterpretation homophones stress variation simultaneous interpreting AI translation Phonological Challenges Translator training speech recognition	Pronunciation is often seen as a minor detail in translation, yet it can shape meaning in unexpected ways. A simple mispronunciation can lead to confusion, mistranslations, or even embarrassing mistakes, especially in high-stakes situations like diplomatic meetings or legal proceedings. This paper explores how pronunciation affects translation, looking at common challenges such as homophones, misplaced stress, and phonetic similarities that alter meaning. Using real-life examples, we examine how both human translators and AI-based systems struggle with pronunciation-related issues. The paper also highlights difficulties faced by non-native translators and offers practical solutions to enhance pronunciation awareness. By integrating pronunciation training into translation studies, we can minimize misunderstandings and improve cross-linguistic communication. This research calls for a stronger emphasis on phonetic accuracy in translation education and explores how technology can help bridge the gap.

Introduction

Translation is often perceived as a bridge between languages, ensuring that meaning is conveyed accurately from one tongue to another. However, while much attention is given to grammar, vocabulary, and cultural context in translation studies, one critical aspect remains largely overlooked pronunciation. A seemingly small mispronunciation can significantly alter meaning, leading to misunderstandings, misinterpretations, or even communication breakdowns.

Consider a diplomatic interpreter in a high-stakes negotiation who mistakenly pronounces a word in a way that changes its intended meaning. Or imagine a business deal going wrong because an interpreter misheard a crucial term due to phonetic similarity. Even in everyday language learning, non-native speakers often struggle with pronunciation, which in turn affects their ability to translate accurately. These challenges are not limited to human translators—AI-based translation tools also struggle with pronunciation-related errors, sometimes producing nonsensical or misleading translations.

This paper explores how pronunciation influences translation and highlights common phonetic challenges that impact accuracy. Through real-world examples, we examine homophones, stress variations, and

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phonetic ambiguities that can lead to mistranslations. Additionally, the paper discusses how non-native translators face unique difficulties with pronunciation and evaluates the role of AI and speech recognition technology in addressing these issues. Finally, the study offers practical recommendations for improving pronunciation awareness in translation training and enhancing the overall quality of cross-linguistic communication.

By shedding light on this often-overlooked issue, this paper emphasizes the need for greater phonetic awareness in translation and explores how both human expertise and technology can work together to minimize pronunciation-related errors.

The Role of Pronunciation in Translation

Pronunciation plays a crucial role in spoken communication, directly influencing how messages are understood and interpreted. While written translation primarily focuses on lexical and grammatical accuracy, oral translation, particularly simultaneous and consecutive interpreting—heavily relies on precise pronunciation to maintain meaning. Even minor phonetic variations can alter meaning drastically, leading to confusion or misinterpretation (Gile, 2009).

Phonetics vs. Phonology in Translation

To understand how pronunciation affects translation, it is important to distinguish between phonetics (the study of speech sounds) and phonology (the study of how sounds function within a language). Phonetic errors, such as mispronouncing a vowel or consonant, can result in words sounding identical to others with completely different meanings. Such challenges are thoroughly discussed in studies on phonetics and phonology in translator training (Mirzayev, 2023). Phonological differences across languages—such as stress placement or intonation—can also lead to significant translation errors (Crystal, 2012).

Homophones and Ambiguity in Translation

One of the most common pronunciation-related challenges in translation arises from homophones—words that sound the same but have different meanings. For example, in English, *write* and *right*, or *bare* and *bear*, are pronounced identically but have completely different meanings. If a translator relies solely on phonetic recognition without considering context, misinterpretations can occur, particularly in speech-to-text translation systems and real-time interpreting (Pöchhacker, 2016).

A real-world example of such confusion was observed during an international business conference where a simultaneous interpreter misheard *"contract"* (as in a legal agreement) as *"contract"* (meaning to shrink). This misinterpretation caused temporary confusion among participants, demonstrating how homophonic ambiguity can create misunderstandings in professional settings.

Stress and Intonation Differences Across Languages

Another pronunciation-related challenge in translation involves stress and intonation variations across languages. English, for example, distinguishes between words based on syllabic stress: *REcord* (a noun) and *reCORD* (a verb) have different meanings despite being spelled the same. A non-native translator unfamiliar with this pattern may misinterpret the intended meaning, leading to inaccuracies in real-time interpretation (Roach, 2009).

Stress variation is also particularly problematic in name pronunciation and cultural references. Mispronouncing a name can not only be embarrassing but may also affect the credibility of an interpreter. Vowel reduction in unstressed syllables plays a key role in such misinterpretations (Mirzayev, 2024e). In diplomatic or legal settings, a simple stress misplacement can distort key information, influencing negotiations or legal decisions (Hale, 2014).

Conclusion

Pronunciation is more than just an aspect of spoken language; it is an essential factor in accurate translation. Homophones, phonetic similarities, and stress misplacement pose challenges for both human translators and AI-based translation tools. Without proper phonetic awareness, translators risk miscommunication, particularly in high-stakes environments such as diplomatic meetings, courtrooms, and international business negotiations. The next section will explore how these pronunciation challenges manifest in real-world translation scenarios and their impact on cross-cultural communication.

Common Pronunciation-Based Translation Problems

Pronunciation-related translation problems are far more than minor mistakes—they can have significant consequences in diplomatic relations, legal proceedings, business negotiations, and even historical speeches. Whether caused by homophones, misheard words, regional accents, or AI limitations, these errors can lead to delays, miscommunication, and even public embarrassment. This section explores some of the most notorious pronunciation-based translation failures, illustrating their real-world impact.

1. Simultaneous and Consecutive Interpretation Challenges

Simultaneous interpreters must process speech in real time, making them vulnerable to phonetic misinterpretations, especially when speakers talk quickly or have strong accents. Even a minor pronunciation mistake can drastically change meaning.

Real Case Example: "Economic Growth" vs. "Economic Grief"
During a United Nations conference, an interpreter misheard *"economic growth"* as *"economic grief"*, changing the tone of a key speech. For several minutes, listeners believed the speaker was criticizing the economy rather than praising it—causing confusion and alarm before the error was corrected.

Legal Courtroom Example: "Fraud" vs. "Stew"
In a Spanish-English legal case, an interpreter misheard *"estafa"* (fraud) as *"estofado"* (stew), momentarily causing confusion. Though the error was corrected, such phonetic similarities can lead to serious legal misunderstandings (Hale, 2014).

Historical Example: John F. Kennedy's "Ich bin ein Berliner"
One of the most famous pronunciation-related misunderstandings happened in 1963, when U.S. President John F. Kennedy delivered his iconic speech in Berlin. He said, *"Ich bin ein Berliner,"* intending to express solidarity with Berliners. However, due to pronunciation and regional dialect differences, some Germans interpreted it as *"I am a jelly donut,"* since "Berliner" can also refer to a type of pastry.

Key Insight:
Simultaneous interpreters must be aware of regional accents, homophones, and stress patterns to avoid miscommunications in political, legal, and historical contexts.

2. Machine Translation and AI Pronunciation Limitations
While AI-based translation tools such as Google Translate and speech recognition systems have advanced considerably, they still struggle with pronunciation-related challenges. AI systems do not "hear" language like humans do; instead, they analyze phonetic patterns and may misinterpret words with identical pronunciation but different meanings. These difficulties are well illustrated in comparative analyses of machine and human translation systems (Mirzayev, 2024b).

Example from AI Translation: Chinese Trade Mistake
In 2021, an AI-based interpreter **misinterpreted** the Chinese phrase *"买卖" (mǎi mài, meaning "trade")* as *"买麦" (mǎi mài, meaning "buy wheat")*. The error led to confusion in an international trade discussion, making officials believe they were negotiating agricultural imports instead of financial transactions.

AI Speech Recognition Error: "No one left behind"
In a U.S. government press conference, an AI-generated transcript misinterpreted the phrase *"No one left behind"* as *"No one left, be high."* This completely changed the meaning, creating misleading news headlines before the official transcript was corrected.

Key Insight:
AI translation tools are powerful, but they still lack human contextual awareness. Mispronounced words often confuse speech recognition software, leading to inaccurate translations in high-stakes environments.

3. Pronunciation Mistakes Among Non-Native Translators
Non-native translators often struggle with sounds that do not exist in their native language, making them prone to pronunciation-based errors in translation. First language interference remains one of the leading causes of pronunciation errors in L2 production (Mirzayev, 2024f).

Example: "Th" Sound in English
For Azerbaijani and Turkish speakers, the English "th" sound is challenging. Many speakers substitute it with "t" or "d", causing misunderstandings:

- *"Three"* (3) may sound like *"tree"* (a plant).
- *"Think"* (to consider) may sound like *"sink"* (to go down).
- *"This"* may sound like *"dis"* (causing informal or unclear pronunciation).

Example: "V" and "W" Confusion (German & Azerbaijani speakers)
Many German and Azerbaijani speakers pronounce "v" and "w" similarly, which can cause translation issues:

- *"Wine"* may sound like *"Vine"* (leading to confusion in restaurant orders or product branding).

Marketing and Advertising Failures Due to Pronunciation
Pronunciation errors have led to embarrassing translation mistakes in global branding:

- Coca-Cola in China – The original phonetic translation *"Ke-kou-ke-la"* was misheard as *"bite the wax tadpole"*, forcing the company to change its branding.
- Pepsi's Slogan Disaster in Taiwan – The English slogan *"Come alive with Pepsi!"* was mistranslated phonetically as *"Pepsi brings your ancestors back from the dead."*

Key Insight:
Non-native translators must train their pronunciation skills, particularly when dealing with critical legal, business, or branding translations to avoid phonetic confusion.

Conclusion

Pronunciation errors can completely alter meaning, leading to diplomatic incidents, business failures, and even historic misunderstandings. Whether caused by simultaneous interpreting difficulties, AI-based speech recognition failures, or non-native speaker errors, these mistakes highlight the importance of pronunciation awareness in translation.

The next section will explore real-world case studies, focusing on how professional translators handle pronunciation-related challenges and what solutions exist to minimize misinterpretations.

Case Studies and Real-World Examples

Pronunciation-based translation errors are not just theoretical concerns—they have led to real-world diplomatic confusion, financial losses, and even humorous misunderstandings. In this section, we explore some of the most notable cases where pronunciation mistakes impacted international communication, business branding, and legal interpretation.

1. Diplomatic Misunderstandings: When One Word Changes Everything

JFK's "Ich bin ein Berliner" (1963)
One of the most famous pronunciation-related translation confusions happened when John F. Kennedy delivered his historic speech in Berlin. Wanting to express solidarity with the people of West Berlin, he declared:

"Ich bin ein Berliner."

However, in some German dialects, "Berliner" refers not only to a citizen of Berlin but also to a jelly-filled doughnut. This led to mocking headlines suggesting Kennedy had called himself a pastry. While most Berliners understood his intent, the phrase remains one of the most widely discussed linguistic misunderstandings in history (Crystal, 2012).

Nikita Khrushchev's "We Will Bury You" (1956)
During the Cold War, Soviet leader Nikita Khrushchev made a speech where he said:

"Мы вас похороним!" (*Mi vas pokhoronim!*)

The phrase was translated into English as "We will bury you," leading to widespread fear that the Soviet Union was threatening nuclear war. However, Khrushchev later clarified that he meant something closer to "We will outlast you", referencing economic competition, not physical destruction (Pöchhacker, 2016).

Key Insight:
Pronunciation and intonation play a huge role in diplomatic translation. A single mispronounced or misheard word can escalate tensions, spread misinformation, or cause unnecessary panic.

2. Business Branding Disasters: When Mispronunciation Costs Millions

Pepsi's Slogan Disaster in Taiwan
Pepsi's famous slogan "Come alive with Pepsi!" was translated phonetically into Chinese as:

"Pepsi brings your ancestors back from the dead."

This terrified potential customers and forced the company to change its entire marketing strategy in Taiwan (Hale, 2014).

KFC in China: "Finger-Lickin' Good" Gone Wrong
When KFC entered the Chinese market, its famous slogan "Finger-lickin' good" was mispronounced and mistranslated as:

"Eat your fingers off."

Not exactly the appetizing message they had hoped for. After correcting the mistake, KFC successfully rebranded and became a major fast-food player in China.

Key Insight:
For businesses expanding internationally, pronunciation-based errors in branding and advertising translation can lead to embarrassment, financial losses, and loss of consumer trust.

3. Legal and Medical Interpretation Errors: When Lives Are at Stake

The "No Interpreter" Case (Florida, 1980s)
A tragic example of pronunciation-related misinterpretation occurred in a Florida hospital. A Spanish-speaking patient's family told doctors:

"Está intoxicado."

The hospital misinterpreted "intoxicado" as "intoxicated" (drunk) and treated the patient as if he had alcohol poisoning. In reality, he had suffered a brain hemorrhage, and the misinterpretation delayed life-saving treatment (Gile, 2009).

Key Insight:
In medical and legal settings, pronunciation-related misunderstandings can have life-or-death consequences. Accurate pronunciation and clear enunciation are critical for ensuring correct interpretation.

4. Non-Native Speaker Challenges: Phonetic Pitfalls

The "Sheet" vs. "Sh*t" Problem
For many non-native English speakers, vowel length is challenging. Consider the difference between:

- "I need a sheet of paper." (Correct)

- "I need a sh*t of paper." (Embarrassing mistake!)

Many Azerbaijani, Turkish, and Spanish speakers struggle with long and short vowel contrasts, leading to accidental profanity or awkward misunderstandings.

V and W Confusion in German and Azerbaijani Speakers

- "Wine" (a drink) vs. "Vine" (a plant)

- "West" (direction) vs. "Vest" (clothing)

For German and Azerbaijani learners, the "v" and "w" distinction is difficult to master, leading to confusion in spoken translation.

Key Insight:
For non-native speakers working as translators or interpreters, dedicated pronunciation training is essential to reduce phonetic errors.

Conclusion

These real-world examples highlight the far-reaching consequences of pronunciation-related errors in translation. Whether in diplomacy, business, medicine, or everyday communication, mispronunciations can lead to financial losses, legal complications, or even diplomatic crises. Phonetic variation across languages can significantly influence meaning, especially in sensitive fields like diplomacy (Mirzayev, 2024g).

The next section will explore how to address these pronunciation challenges, including training techniques for translators, the role of AI in phonetic recognition, and best practices for pronunciation accuracy.

Possible Solutions and Strategies

Pronunciation-related challenges in translation are unavoidable, but they are not unsolvable. With the right strategies, translators—both human and AI—can minimize errors and improve phonetic accuracy. This section presents practical solutions to pronunciation-based translation problems, focusing on training techniques, AI advancements, and best practices for professional interpreters.

1. Pronunciation Training for Translators: A Critical Skill

Pronunciation is often neglected in translator training, yet it plays a crucial role in interpreting, subtitling, and voice-over translation. Professional development programs should integrate phonetics and pronunciation awareness into translator education. This argument is also supported by studies that emphasize the necessity of developing phonological awareness in translator education (Mirzayev, 2024a).

Effective Training Techniques for Translators
a) Minimal Pairs Practice – Exercises focusing on small phonetic contrasts (e.g., *"sheet" vs. "sh*t"**, "bear" vs. "bare"*)
b) Phonetic Transcription Training – Using IPA (International Phonetic Alphabet) to understand correct pronunciation
c) Shadowing Exercises – Repeating after native speakers to improve fluency and pronunciation accuracy
d) Accent Reduction Programs – Especially for non-native interpreters working in international settings
e) Context-Based Listening – Exposure to different regional accents and dialects to minimize misinterpretation

Real Example:
Professional interpreter Miriam Martínez, who works at the European Parliament, spends 20 minutes daily on pronunciation drills to ensure she accurately conveys diplomatic messages without phonetic distortions.

Key Insight:
The more pronunciation training a translator receives, the lower the risk of misinterpretation in high-stakes environments.

2. How AI and Speech Recognition Can Help

AI-powered speech recognition and pronunciation evaluation tools are transforming translation. While AI still struggles with homophones and context-based meaning, advancements in phonetic recognition can help reduce pronunciation-related errors. Combining speech recognition tools with eclectic techniques like TPR has been shown to enhance learning outcomes (Mirzayev, 2024d).

AI Technologies That Improve Pronunciation in Translation
a) AI Speech Recognition (e.g., DeepL, Google Speech-to-Text) – Detects phonetic patterns and improves speech- to-text accuracy
b) Pronunciation Training Apps (e.g., Elsa Speak, Speechling) – Helps non-native interpreters refine pronunciation
c) Voice-to-Voice Translation (e.g., Google Assistant, iTranslate Voice) – Analyzes tone and pronunciation

to enhance real-time interpreting
d) Accent-Neutral AI Speech Processing – Reduces regional pronunciation biases to ensure clearer international communication

Real Case Example: AI Improving Diplomatic Translation
During the 2020 Tokyo Olympics, AI-assisted real-time translation devices helped bridge communication gaps between English, Japanese, and French speakers, reducing pronunciation-based misinterpretations.

Key Insight:
AI can assist human translators, but it should be used as a tool, not a replacement, since human contextual understanding remains unmatched.

3. Best Practices for Avoiding Pronunciation-Based Errors

Experienced translators and interpreters develop their own strategies to avoid pronunciation-related misunderstandings. Here are some proven best practices used by professionals. This approach aligns with eclectic methodology applied in tertiary education settings (Mirzayev, 2024c).

Top Strategies for Professional Interpreters
a) Clarification Before Translation – If unsure about pronunciation, ask for repetition (especially in live interpreting)
b) Note-Taking for Homophones – Writing down key words to distinguish between phonetically similar terms
c) Focusing on Stress and Intonation – Training to identify and correctly apply word stress in different languages
d) Practicing with Native Speaker Materials – Regular exposure to authentic spoken language (e.g., podcasts, interviews)
e) Self-Recording and Feedback – Reviewing pronunciation in simulated translation settings

Real Case Example: Court Interpreters Using Clarification Techniques
In U.S. legal courts, certified interpreters are trained to pause and seek clarification if a pronunciation-based misinterpretation occurs. This ensures accuracy in legal proceedings, where even a minor translation mistake can change the outcome of a case.

Key Insight:
Professional interpreters should continuously refine their pronunciation skills, especially when working in fast-paced environments like law, business, and diplomacy.

Conclusion

Pronunciation challenges in translation can be minimized with the right training, AI support, and best practices. Human interpreters must prioritize pronunciation accuracy, while AI translation tools should continue improving phonetic recognition to reduce errors.

The final section will summarize the key takeaways and suggest future research areas, including how pronunciation awareness can be integrated into translator education.

Conclusion

Pronunciation plays a far more significant role in translation than many people realize. A single phonetic error can change the meaning of a word, alter the tone of a message, or even cause diplomatic, legal, and financial misunderstandings. Whether in simultaneous interpretation, AI-based translation, or non-native

speaker communication, pronunciation-based challenges are ever-present and demand greater attention in translation studies.

This paper has explored how mispronunciations impact translation, highlighting real-world examples from diplomacy, business, and legal settings. From JFK's "Ich bin ein Berliner" speech to AI misinterpretations in trade agreements, we have seen how pronunciation-related translation errors can have both amusing and serious consequences.

However, these challenges are not insurmountable. As discussed, training programs, phonetics-based learning, AI advancements, and interpreter best practices can significantly reduce pronunciation-based misinterpretations. By integrating pronunciation training into translator education and professional development, we can equip future translators with the skills needed to navigate phonetic complexities with confidence.

Future Research Directions:
Looking ahead, there is a strong need for further research into:
✔ How AI can better handle pronunciation-related ambiguities in translation
✔ How pronunciation training can be effectively incorporated into translator education
✔ How regional accents influence real-time interpreting accuracy

In a world where clear communication is key, pronunciation awareness must be recognized as an essential skill for translators, interpreters, and even AI-driven translation tools. By addressing this overlooked aspect of translation, we can improve cross-linguistic understanding and ensure that language remains a bridge—not a barrier—to communication. Using Bloom's levels to design pronunciation curricula has already shown promise in educational settings (Mirzayev, 2024h).

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The Evolution of Non-Finite Verb Forms from Old English to Modern English: A Diachronic Comparative Study

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Keywords	Abstract
Non-finite verbs infinitive participle gerund historical linguistics Old English Modern English verb evolution	This study investigates the historical evolution of non-finite verb forms in the English language, focusing on their morphological and syntactic transformation from Old English to Modern English. By analyzing the development of infinitives, participles, and gerunds across distinct historical periods—Old English, Middle English, and Modern English—the research highlights the shift from a synthetic to a more analytic linguistic system. The paper examines the structural changes in form, usage, and function, drawing comparisons that illustrate how inflectional endings were gradually replaced by word order, prepositions, and auxiliary constructions. Key areas of focus include the grammaticalization of non-finite elements, the decline of inflectional variation, and the emergence of verbal-nominal hybrids such as the gerund. This diachronic comparative analysis contributes to a deeper understanding of how English verbal morphology evolved, providing valuable insights for historical linguistics, grammar instruction, and the study of syntactic change.

1. Introduction

Language is the primary vehicle of human communication, and its structure evolves continuously across time, shaped by both internal linguistic developments and external socio-cultural influences. English, one of the most widely spoken languages in the world today, has undergone substantial transformations in its grammatical system, especially in the verbal domain (Barber, Beal, & Shaw, 2009).

Among the most notable areas of change is the evolution of **non-finite verb forms**—infinitives, participles, and gerunds. These verbals, which do not show tense or subject agreement, have historically functioned in both verbal and nominal roles. In **Old English**, they were heavily inflected and closely tied to the nominal system, whereas in **Modern English**, they have become more fixed and analytic in nature (Fischer, 2007). This transformation reflects the broader typological shift in English from a synthetic to an analytic language, marked by the loss of inflectional morphology and the rise of periphrastic constructions (Lass, 1992).

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This paper explores the diachronic development of non-finite verb forms in English, comparing their structure, function, and usage from Old English through to Modern English. It seeks to uncover how historical phonological and syntactic processes contributed to the restructuring of the verbal system. Through detailed comparison and linguistic analysis, the study aims to contribute to the understanding of English grammatical history and to highlight the importance of non-finite forms in tracing syntactic change.

2. Theoretical Background

The English verbal system is divided into **finite** and **non-finite** forms. A **finite verb** carries tense, person, and number agreement, functioning as the grammatical core of a clause. In contrast, a **non-finite verb** does not reflect tense or subject-verb agreement. These verb forms cannot stand alone as the main verb in an independent clause but serve critical roles in constructing complex grammatical structures.

2.1. Definitions and Classification

Non-finite verbs typically include three major types: the **infinitive**, the **participle**, and the **gerund**. Each form exhibits both verbal and nominal (or adjectival) properties. Though they originate from verbs, they can function as nouns, adjectives, or adverbs within a sentence.

- The **infinitive** may appear with or without "to" (e.g., *to write*, *write*) and can function as a subject, object, or complement.

- The **participle** appears in two forms: the **present participle** (ending in *-ing*) and the **past participle** (usually ending in *-ed*, *-en*, or as an irregular form). Participles are used in constructing continuous and perfect tenses, and they also serve adjectival functions.

- The **gerund** ends in *-ing* and functions syntactically as a noun while retaining some verbal features such as taking an object (e.g., *reading a book*).

2.2. Syntactic and Semantic Functions

Non-finite verb forms are integral to English syntax. They enable the embedding of clauses, reduction of sentence complexity, and creation of nominal or adjectival phrases. Semantically, they often carry aspectual or action-related meanings, sometimes expressing causation, purpose, or simultaneity. For example, in the sentence *I heard him singing*, the present participle *singing* describes an ongoing action concurrent with *heard*.

The **gerund** often performs as the subject or object of a sentence (e.g., *Swimming is healthy*), while the **infinitive** is frequently used to express purpose, intent, or result (e.g., *She went to study*). **Participles**, on the other hand, frequently function as modifiers within participial phrases (e.g., *Tired from work, he sat down*).

2.3. Grammatical Categories in Non-Finites

Although non-finite verbs do not conjugate for tense in the traditional sense, they participate in **tense**, **aspect**, **mood**, and **voice** through analytical constructions:

- **Tense and aspect** can be indicated through combinations like *having written* (perfect aspect) or *being written* (passive continuous).

- **Voice** can be active (e.g., *to see*) or passive (e.g., *to be seen*).

- **Mood**, though not formally marked in non-finites, may be implied contextually, especially in infinitival clauses expressing potentiality or necessity (*to be honest*, *to leave now*).

The blending of verbal and nominal features in these forms plays a pivotal role in the structural and functional versatility of English grammar. Understanding their development provides insight into broader typological shifts, particularly the decline of inflection and the rise of periphrasis in English.

3. Non-Finite Verb Forms in Old English

The non-finite verb system of **Old English (OE)** was highly inflectional and structurally distinct from its Modern English counterpart. OE preserved a complex verbal morphology, with non-finite forms serving dual functions—retaining core verbal meaning while exhibiting nominal or adjectival properties. The two main non-finite categories in Old English were the **infinitive** and the **participle**, as the **gerund**, in its modern grammatical sense, had not yet fully developed as a distinct category.

3.1. Infinitives in Old English

The **Old English infinitive** existed in two forms: the **bare (uninflected)** infinitive and the **inflected (dative)** infinitive, often introduced by the preposition *to*.

- The **bare infinitive** typically functioned as the complement of modal verbs or causative constructions. For example: *Ic mæg singan* ("I can sing").

- The **inflected infinitive** ended in *-enne* or *-anne* and was used with *to* to express purpose or result. For example: *to writenne* ("in order to write").

This distinction gradually disappeared in Middle English, leading to the modern *to-infinitive*, which no longer functions as a true case-marked noun form but rather as a fixed syntactic construction.

3.2. Participles in Old English

Old English featured two participles:

- The **present participle**, formed with the suffix *-ende* (e.g., *lufende* – "loving"), functioned adjectivally and was often used in periphrastic verbal constructions, though less frequently than in Modern English.

- The **past participle**, often prefixed with *ge-* (e.g., *gelufod* – "loved"), served both as an adjective and in the formation of passive and perfect-like expressions, especially with the auxiliary *beon* (to be) or *habban* (to have).

These participles displayed inflection for **gender, number, and case**, aligning them more closely with adjectives than with the more fixed participles of Modern English.

3.3. Early Gerundial Equivalents

While the **modern gerund** as a verbal noun did not formally exist in Old English, early **verbal nouns** in *-ung* or *-ing* were used with clear nominal characteristics (e.g., *huntung* – "hunting" as a noun). These forms did not yet take direct objects or show verbal syntax, but they laid the groundwork for the **Middle English gerund**, which emerged from the blending of verbal and nominal uses.

3.4. Syntactic Roles and Limitations

In Old English, non-finite verb forms played a limited but growing syntactic role. Participles were primarily attributive or used in absolute constructions, and infinitives functioned as nominal complements or adverbials. Gerund-like forms remained confined to nominal usage, without yet adopting the full verbal flexibility seen in later stages.

Overall, Old English non-finite forms were more morphologically complex but syntactically constrained compared to their modern equivalents. Their development illustrates the gradual **simplification of morphology** and the **rise of syntactic abstraction** in the English verb system.

4. Non-Finite Verb Forms in Middle English

The **Middle English (ME)** period (circa 1100–1500) marks a transitional phase in the history of non-finite verb forms. During this time, significant morphological simplification took place, and new analytical constructions emerged. The distinctions between Old English inflections began to erode, while the syntactic roles of non-finite verbs expanded. Middle English saw the consolidation of earlier forms and the introduction of structures that laid the foundation for Modern English verb usage.

4.1. The Infinitive in Middle English

The **infinitive** underwent considerable restructuring in Middle English. The Old English -*an* ending evolved into -*en* or -*e*, with the **bare infinitive** often appearing after modal verbs and causative verbs, much like in Old English. The **inflected infinitive** (e.g., *to writenne*) gradually disappeared, with *to* losing its prepositional force and becoming a marker of the **to-infinitive**.

- By the 13th century, *to* was no longer an independent preposition in this construction, but part of the infinitive phrase (e.g., *to sing*).

- The **use of the infinitive** expanded to include more frequent syntactic roles as subjects, objects, and predicatives, especially with the rise of periphrastic verbal expressions.

Additionally, the **infinitive of purpose** continued to be marked with *to*, while *for to* + infinitive also appeared and was quite common in earlier ME texts (e.g., *for to seken* = "in order to seek").

4.2. Participles in Middle English

Middle English participles became more regularized:

- The **present participle** endings shifted from Old English -*ende* and its dialectal forms (-*ande*, -*inde*) to the **-ing** ending we recognize today. This change occurred around the late 12th to early 13th centuries.

- The **past participle**, previously marked with the prefix *ge-*, gradually lost this prefix (e.g., *gewriten* became *writen*), although remnants of it persisted in southern dialects into the 15th century.

Participles became increasingly important in forming compound tenses, especially with the spread of auxiliary verbs (*have*, *be*) for perfect and passive constructions.

4.3. Emergence of the Gerund

The **gerund** as a verbal noun began to take shape in Middle English through the fusion of the **verbal noun in -*ing*** and the **present participle**. This led to structural ambiguity, especially in written form, since both forms ended in -*ing*.

- The gerund began to take **objects** and **adverbial modifiers**, indicating its verbal properties.

- Simultaneously, it could be modified by determiners or possessives, displaying its **nominal character**.

By the late Middle English period, the **gerund** had developed into a unique hybrid category, paving the way for its modern syntactic roles as subject, object, and complement.

4.4. Increasing Syntactic Flexibility

In Middle English, non-finite forms were used more flexibly:

- **Infinitives** began appearing more frequently in subject positions, particularly in impersonal constructions (e.g., *It is good to learn*).

- **Participles**, especially present participles, were used in descriptive appositions and emerging progressive-like constructions (e.g., *he was walking*).

- The **gerund** increasingly replaced the infinitive in certain contexts, such as after prepositions.

This period was marked by a steady shift from **inflectional morphology** to **analytic syntax**, allowing non-finite forms to serve as foundational tools in expressing complex ideas without extensive verb conjugation.

5. Non-Finite Verb Forms in Modern English

In **Modern English**, non-finite verb forms have become indispensable tools for expressing complex syntactic relationships with minimal morphological variation. Unlike in Old and Middle English, where inflection played a key role, Modern English relies heavily on **word order, auxiliaries, and fixed structures** to convey grammatical relationships. The three non-finite forms—**infinitives**, **participles**, and **gerunds**—are now clearly distinguished in function and form, though they still reflect their shared origins.

5.1. Infinitives

The **to-infinitive** is the dominant form, used for nominal, adjectival, and adverbial purposes. Common syntactic functions include:

- **Subject**: *To err is human.*

- **Object**: *She wants to leave.*

- **Complement**: *His goal is to succeed.*

- **Modifier**: *He is the first to arrive.*

The **bare infinitive** remains in use after modal verbs (*can*, *must*, *should*, etc.), causatives (*make*, *let*, *have*), and certain perception verbs (*see*, *hear*, *feel*).

Modern English also includes **split infinitives**, a now widely accepted stylistic option (e.g., *to boldly go*), and **perfect** (*to have written*) and **progressive** (*to be writing*) infinitive constructions.

5.2. Participles

Modern English participles exist in two main forms:

- **Present participle** (-*ing*): used in **progressive tenses**, **participial phrases**, and as **adjectives**.

    o *She is running.* / *The running water sparkled.*

- **Past participle** (-*ed*, or irregular): used in **perfect tenses**, **passive constructions**, and as **adjectives**.

    o *He has eaten.* / *The broken vase was on the floor.*

Both types of participles participate in **complex verb phrases** and **modifying clauses**, enabling rich descriptive structures.

5.3. Gerunds

The **gerund** is fully developed as a verbal noun in Modern English. It ends in *-ing* but functions syntactically as a noun:

- **Subject**: *Swimming is relaxing.*

- **Object**: *She enjoys reading.*

- **Object of a preposition**: *He is good at drawing.*

Gerunds often take **objects** and **adverbs**, showing their verbal nature, but they also accept **determiners**, **possessives**, and function in **noun phrases**, affirming their nominal role. Their flexibility in form and usage makes them essential to expressing ongoing or abstract actions.

6. Comparative Analysis of Non-Finite Verb Forms

This section contrasts **Old** and **Modern English** in terms of structure, function, and syntactic flexibility of non-finite verbs.

Feature	Old English	Modern English
Infinitive	Two forms: bare (singan) and inflected (to singanne); used with case distinctions	Unified to-infinitive (to sing); used for subject, object, modifiers
Present Participle	-ende ending; limited use in progressive constructions	-ing ending; used in continuous tenses, modifiers, and participial clauses
Past Participle	Strong (-en) and weak (-d, -t); often with ge- prefix	Regular/irregular; used in perfect tenses and passive voice
Gerund	Not distinct; verbal nouns in -ung or -ing used nominally	Distinct form; blends verbal and nominal properties with full syntactic range
Voice and Aspect	Mostly synthetic; limited use of auxiliaries	Analytical constructions; auxiliaries have, be, will common
Syntactic Flexibility	Limited; restricted positions in clause	Broad; functions as subject, object, complement, modifier

The progression from Old to Modern English reflects a shift from **morphological complexity** to **syntactic versatility**. Modern English non-finites are structurally simpler but **functionally richer**, supporting precise and flexible expression.

7. Conclusion

The evolution of non-finite verb forms in English mirrors the broader linguistic transformation from a **synthetic** to an **analytic** grammatical structure. In Old English, non-finite forms such as the infinitive, participles, and verbal nouns were governed by complex inflectional paradigms, with distinct morphological markers indicating case, number, and gender. Over time, these forms underwent simplification, losing many of their inflectional endings while gaining syntactic mobility and flexibility.

Middle English served as a crucial intermediary period in which the language began shedding its inflectional complexity and adopting periphrastic constructions, particularly with the increasing use of auxiliaries. The participle and infinitive acquired greater roles in forming compound tenses and passive

voice. Simultaneously, the gerund emerged as a distinct category, combining features of both verbs and nouns.

In Modern English, non-finite verb forms have become central to both written and spoken discourse. Infinitives express intent and possibility; participles contribute to aspect, voice, and modification; and gerunds function fluidly as subjects, objects, and complements. The decline of inflection has been compensated by fixed word order, auxiliaries, and prepositions, resulting in a system that is semantically rich and syntactically efficient.

This historical development not only reflects internal linguistic logic but also the influence of contact with other languages, changes in literary and oral traditions, and the evolving needs of communication. The comparative study of non-finite verb forms reveals both the continuity and adaptability of English grammar over centuries.

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Stability of Phraseological Units: Structural, Semantic, and Morphological Aspects

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Keywords	Abstract
Phraseological stability Idiomatic expressions Structural invariance Semantic constancy Non-compositional meaning	This paper explores the concept of stability in phraseological units based on A.V. Kunin's theoretical framework. It examines the main parameters that determine phraseological stability: frequency of use, structural and semantic consistency, lexical and morphological invariance, and syntactic rigidity. Through the analysis of idioms and fixed expressions, the study demonstrates how certain phraseological units resist modification and function as indivisible elements within the language system. The paper also discusses the difference between phraseological units and free word combinations, showing that idioms possess fixed forms and metaphorical meanings that cannot be recreated through grammatical models. The research emphasizes the role of idiomatic expressions in maintaining linguistic identity and expressive power in communication.

Introduction

Phraseological units, also known as idioms or fixed expressions, constitute a crucial part of any natural language. These linguistic phenomena go beyond the literal meanings of their components and reflect deep cultural, historical, and cognitive patterns embedded within the speech community. In the English language, phraseological units enhance expressiveness, enrich stylistic variety, and often serve as tools for metaphorical communication. Their frequent usage in both written and spoken discourse, literature, journalism, and everyday conversations highlights their communicative value.

Unlike free word combinations, phraseological units exhibit structural and semantic rigidity. Their meanings are often non-compositional, meaning that the overall meaning cannot be derived from the meanings of individual components. For example, the idiom "kick the bucket" means "to die," yet none of its elements—"kick" or "bucket"—carry that meaning independently in this context. This fixedness and idiomaticity make them a distinctive field of study within lexicology, stylistics, and applied linguistics.

According to A.V. Kunin, one of the most influential figures in phraseological studies, the stability of a phraseological unit is a defining characteristic that manifests across multiple levels of the language system. These include the consistency of usage, lexical integrity, morphological invariance, syntactic rigidity, and

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semantic constancy. The investigation of these parameters not only contributes to theoretical linguistics but also has practical relevance in language teaching, translation studies, and lexicography.

The growing interest in phraseological units among scholars such as Vinogradov, Belyaevskaya, Moon, Langlotz, and others reflects the need to systematically understand how idioms behave in language. This paper aims to explore the nature of phraseological stability by analyzing commonly used English idioms within the framework proposed by A.V. Kunin. It also compares phraseological units to free word combinations to highlight the unique qualities of idiomatic expressions in terms of structure and semantics.

Literature Review

The study of phraseological units has a long-standing tradition in both Russian and Western linguistic scholarship. Researchers have developed various classifications and theoretical frameworks to define the nature, structure, and functions of idioms in language. Among these, the works of V.V. Vinogradov, A.V. Kunin, and more recently, scholars like R. Moon, C. Fernando, and A. Langlotz, have made significant contributions to the understanding of phraseological phenomena.

V.V. Vinogradov is often credited with introducing a tripartite classification of phraseological units in Russian linguistics. He categorized them into phraseological fusions, phraseological unities, and phraseological collocations based on the degree of semantic cohesion among components. His model laid the foundation for recognizing how idioms differ from free word combinations in terms of meaning predictability and syntactic flexibility.

Building on Vinogradov's work, A.V. Kunin introduced a more refined theory specifically focused on English phraseology. He defined phraseological units as stable word combinations with partially or fully transferred meanings and emphasized their structural and semantic invariance. Kunin proposed five parameters to assess phraseological stability: frequency of use, lexical stability, morphological fixedness, syntactic rigidity, and semantic constancy. His contribution is particularly important for identifying the boundaries between idioms and free combinations, as well as distinguishing idioms from occasional expressions.

E.G. Belyaevskaya contributed to the debate by analyzing the status of the word within phraseological units. She argued that although some idiomatic components may lose their original lexical autonomy, they still function as meaningful constituents within the fixed expression. Her view supports the idea that phraseological components retain a unique semiotic role, even if their individual meanings fade.

In Western linguistics, R. Moon (1998) emphasized the corpus-based study of fixed expressions and idioms. She challenged the idea of absolute fixedness and introduced the notion of idiomatic flexibility, showing how certain idioms can undergo limited variation without losing their idiomatic status. Moon's approach is valuable for understanding the dynamic behavior of idioms in authentic discourse.

Similarly, A. Langlotz (2006) approached idioms from a cognitive-linguistic perspective. He argued that idiomatic expressions are stored and processed as conceptual units in the mental lexicon and that speakers rely on both fixed patterns and creative usage. His theory of idiomatic creativity illustrates how speakers can manipulate idioms stylistically while maintaining their semantic core.

C. Fernando (1996), in her work Idioms and Idiomaticity, stressed the importance of idioms in communication and suggested that their metaphorical nature makes them powerful tools for expressing complex meanings succinctly. Her focus on the functional roles of idioms (referential, stylistic, and textual) further deepens the understanding of why idioms persist in language use.

Gläser (1988) introduced the concept of a gradation scale of idiomaticity, asserting that idioms exist along a continuum from fully fixed to semi-fixed expressions. This model allows for the inclusion of collocations and set phrases that may not be idiomatic in the strict sense but still demonstrate a degree of fixedness in usage.

Overall, the reviewed literature highlights both the fixed and flexible aspects of idioms and supports the notion that phraseological units represent a unique category of language units. While Kunin emphasizes stability and invariance, scholars like Moon and Langlotz recognize the creative and dynamic use of idioms in contemporary communication. This paper draws primarily on Kunin's model while acknowledging the contributions of other theorists to provide a comprehensive analysis of idiomatic stability in English.

Methodology

This study adopts a descriptive-analytical methodology grounded in comparative and theoretical linguistics. The primary aim is to explore the structural and semantic stability of English phraseological units by applying the framework developed by A.V. Kunin. The methodology combines qualitative textual analysis with elements of linguistic comparison, focusing on both theoretical descriptions and empirical examples from modern English.

The idioms and phraseological expressions analyzed in this study were selected based on their frequency of usage, idiomatic fixedness, and relevance to Kunin's classification. Examples include: kick the bucket, bite the bullet, once in a blue moon, bury the hatchet, draw a line in the sand, and you can't teach an old dog new tricks. These idioms were drawn from reliable sources such as the Cambridge Dictionary, Oxford Learner's Dictionaries, and the British National Corpus (BNC).

Each idiom was examined across the following five parameters of phraseological stability: 1) frequency of use, 2) structural and semantic stability, 3) lexical and morphological invariance, 4) syntactic rigidity, and 5) contextual fixedness. Comparative analysis was used to contrast idioms with regular syntactic phrases to highlight their uniqueness and resistance to modification.

The study also integrates insights from leading scholars including Vinogradov, Belyaevskaya, Moon, Fernando, and Langlotz to contextualize the findings and link them to broader theoretical discussions in linguistics. Data was also supported by examples found in linguistic corpora and selected literary works to trace the idioms' usage and evolution.

Findings and Discussion

The analysis reveals consistent evidence supporting A.V. Kunin's multi-level framework for phraseological stability. Most idioms show high structural and semantic invariance. For instance, kick the bucket and bite the bullet maintain non-compositional meanings and lose idiomatic value when altered.

Lexical substitution is rare and generally unacceptable. Variations such as once in a red moon or bite the metal disrupt the idiomatic meaning. However, controlled modifications like draw a hard line in the sand are acceptable and illustrate semantic intensification, aligning with Gläser's concept of idiomatic gradability.

Syntactic structure is often fixed. Idioms such as it's raining cats and dogs or the cat is out of the bag cannot tolerate reordering. This supports the view of syntactic rigidity. Historical idioms like wear one's heart on one's sleeve have evolved from literary origins into common usage, reflecting what A.D. Reichstein describes as transformation through frequent use.

Comparisons with free word combinations (e.g., a man of honor) demonstrate that idioms are not generative. Attempts to modify their structure typically result in semantic loss. These findings are consistent with Moon's and Langlotz's perspectives on idiomatic fixedness and cognitive processing.

In language pedagogy, the findings affirm that idioms should be taught as complete units due to their fixed structure and figurative meaning. Learners must be exposed to authentic contexts to develop idiomatic competence, a notion emphasized by Fernando and Cowie.

Conclusion

This study confirms that phraseological units are marked by multidimensional stability across structural, semantic, lexical, and syntactic levels. The application of A.V. Kunin's framework reveals that idioms are non-generative expressions with fixed meanings that resist substitution and transformation.

Although some degree of variation exists in specific idioms, the overall structure and meaning remain consistent. The contrast between idioms and free combinations highlights the unique role of phraseological units in communication. Their cultural, historical, and cognitive significance justifies their continued study in both theoretical and applied linguistics.

Future research may investigate the behavior of emerging idioms in digital communication, including slang and memes, and examine how modern usage may influence traditional idiomatic stability.

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Studying the Application of Management Information Systems in Evaluating Human Resources Performance

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Keywords	Abstract
Management Information Systems Human Resource Management Employee Performance Evaluation	With the introduction of information technology into the organization and ultimately the use of management information systems, human resource management functions undergo changes. This change can be effective if we first identify the activities that management information systems can perform and provide the context for these activities. Subsequently, human resource management becomes familiar with the new conditions so that it can improve the performance of the organization's human resources by utilizing the capacities that these information systems can create. In this article, management information systems and human resource performance evaluation are introduced, and in the following discussion, the relationship between these two factors is examined and the importance of the role of management information systems and its use to improve the evaluation of human resources performance is emphasized. The research conducted in this direction is descriptive and correlational. The results obtained are the result of library and field studies, and the employees of the Human Resources Department of Khuzestan Steel Company formed the statistical population of the research.

1 Introduction

In the last two decades, industrial societies have been engaged in a new revolution called the "information revolution" and the world is entering a new era called the "information age" and society is also called the "information society". One of the latest technologies in this field is management information systems (MIS), which can be used to provide accurate and necessary management information to facilitate the decision-making process in a timely manner and provide it to managers and help them in planning, controlling and successfully implementing their tasks. Human resource information in every organization is information that is not only needed by human resource managers, but also by other managers, including senior managers of the organization.

According to the books written in the field of human resource management (for example, the book "Basics of Human Resource Management" by Neo in 2007 and another book of the same name by Robbins in 2009), human resources include basic elements such as human resource planning, recruitment, training and development of human resources, employee performance evaluation, personnel compensation, and

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employee departure and transfer from the organization. In general, it is referred to as human resource management performance. These actions (human resource management performance) are not possible without access to accurate information about the human resources employed in the organization. Therefore, this article attempts to examine the relationship between the use of management information systems (as an independent variable) and the evaluation of human resource performance in Khuzestan Steel Company (as a dependent variable).

Therefore, the following hypothesis has been put forward: "There is a significant relationship between the use of management information systems (MIS) and the evaluation of human resource performance." According to the study conducted on the subject of the research, it seems that the relationship between the aforementioned variables in the higher education sector has not been studied much so far. Attention has not been paid to this, and only a few studies have been conducted on the variables in question separately.

Articles in this field have also been seen in foreign sources. For example, in 2004, Alireza Modarreszadeh, in his thesis entitled "Investigating the Effect of Human Resource Management Information Systems on Manager Performance in Kashan Water and Wastewater Company", which was conducted for a master's degree from Kashan University, examined the relationship between information systems and manager performance and noted that there is a significant relationship between information systems and manager performance.

Also, in 2010, in an article titled "The Effects of Information Technology Application on Human Resource Management" conducted at Nanyang Technological University in Singapore, Chi-Sin Lee and Chi-Hun Lee examined the effects of information technology capabilities on the relationship between human resource management and information technology application, and concluded that in organizations that use internal information technology resources, human resource management is well implemented, jobs are clearly defined, and information technology applications are well trained.

Despite the importance of the discussion of management information systems (MIS), unfortunately, in most of our organizations, the importance of information, which is the basis for planning and other human resource management tasks, has been paid less attention, and the information available in the human resource management departments of departments and institutions is often not accurate, up-to-date, complete, and usable, and most of the statistics provided are approximate. Observing such situations in organizations and institutions and the increasing emphasis on the importance of information and information management in today's world on the one hand, and the existence of a very appropriate and up-to-date Management Information System (MIS) in Khuzestan Steel Company on the other hand, strengthened the author's feeling to re-examine the relationship between Management Information Systems (MIS) and human resource performance evaluation.

May other organizations that have not yet taken steps to implement a suitable management information system, by studying and observing the successes of organizations benefiting from management information systems, make the right decision to implement these systems.

2 Introduction to MIS

1.2 Management Information Systems (MIS)

They are information systems that provide managers with the information they need. In this study, MIS refers to management information systems and information systems that support managers' decision-making.
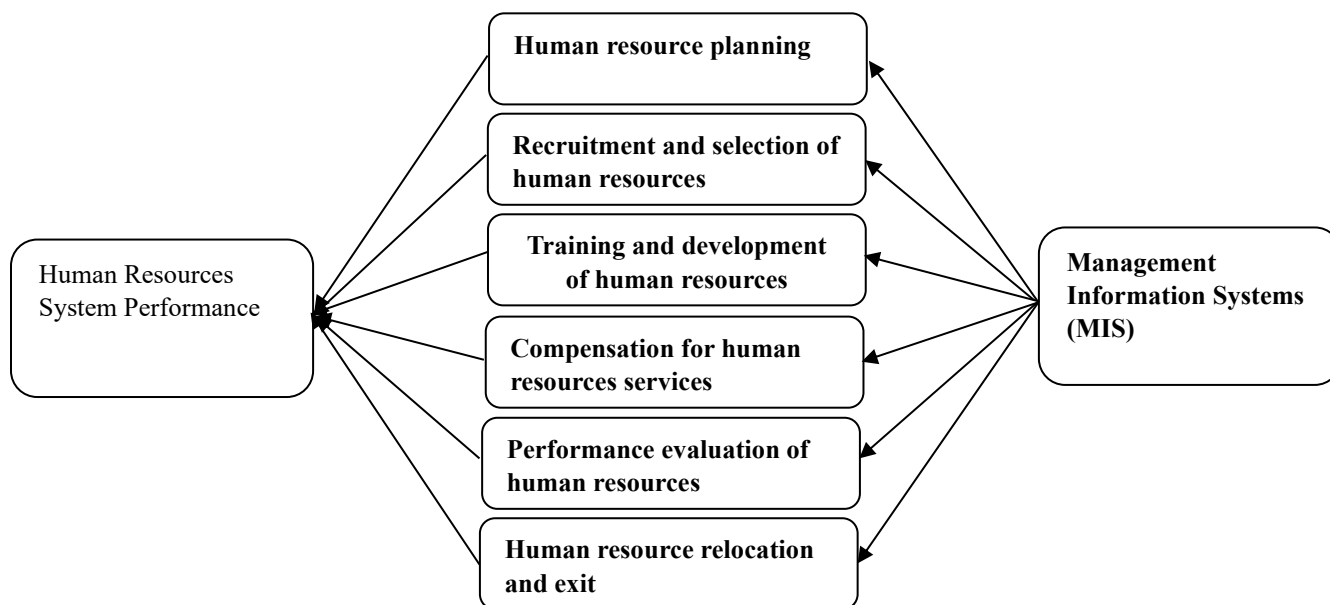
2.2 Human Resource Management

Human Resource Management (HRM) includes activities designed to provide for or work with an organization's human resources. An organization's human resources are one of its most valuable assets. In fact, government reports have shown that 72% of national income is based on the use of employees. In addition to salaries and wages, organizations make investments in their human resources. Recruitment, hiring, and training are more obvious examples of these investments. It includes all departments and units of personnel affairs, payroll, insurance and pensions, attendance and absence.

2.3 Human Resource Management Function

Each of the different schools of management science may consider different issues as human resource management functions, however, some of the common and important types are: human resource planning, recruitment and selection process, human resource socialization, human resource training, performance evaluation, discipline and compensation.

Based on the existing books in the field of human resources, especially the book by Wright (2007) Hollenbeck, & Noe and the book by DeCenzo (2009) & 7Robbins, we identified the basic functions of human resource management as follows: human resource planning, recruitment, selection and selection of human resources, human resource training, human resource performance evaluation and human resource turnover and exit. Management Information Systems (MIS) as an independent variable had an effect on human resource planning, recruitment, selection and selection of human resources, human resource training, human resource performance evaluation and human resource turnover and exit.

These six factors are the performance indicators of the human resource system. So the performance of the human resource system is affected by the use of management information systems in the organization. We can see the relationship between management information systems and the elements of the human resource system in the figure:


1. Conceptual data model based on the relationship between management information systems (MIS) and human resource system performance

2.4 Human Resource Information Systems

Human Resource Information Systems (HRIS) is a database system that includes all the relationships and dependencies of human resource information and provides facilities for storing and accessing this data. HRIS is practically any information system...), (MIS, DSS, any programming and data retrieval environment (such as Excel and Access) and any database (computer and paper).

The major information systems are: Work Process Systems (TPS), Knowledge Based Work and Automation Systems (KWS, OAS), Management Information Systems and Decision Support Systems (MIS, DSS), Executive Support Systems (ESSs). The relationship between the different information systems is shown in Figure 2:
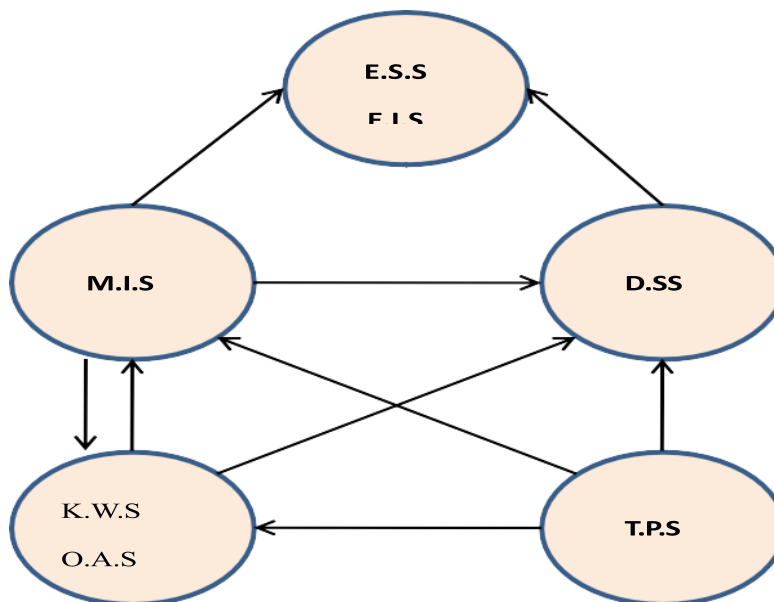
2- Communication between information systems

2.5 Employee Performance Appraisal

Performance appraisal is the process of estimating and assessing how an employee is performing and designing a plan to improve it. One of the most common benefits of performance appraisal is making executive decisions regarding promotions, layoffs, terminations, and salary increases based on merit. Performance appraisal also provides the inputs needed to assess individual and organizational training and development needs.

Another important benefit of performance appraisal is encouraging performance improvement. In this context, performance appraisal communicates with employees about how they are performing and makes suggestions for changes in employee behavior, attitudes, skills, and knowledge. Finally, two other important benefits of generating information through performance appraisal are: 1. Input into validation of selected procedures 2. Input into human resource programs.

In Figure 3, we have:

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┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Salary and Benefits│   │ Recruitment and │   │ Termination and │
│                  │   │ Selection        │   │ Dismissal        │
└──────────────────┘   └──────────────────┘   └──────────────────┘
         ↖                      ↑                      ↗
           ┌──────────────────────────────┐
           │ Accurate and reliable        │
           │ information from             │
           │ performance evaluations      │
           └──────────────────────────────┘
         ↙                      ↓                      ↘
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Training Needs   │   │ Adaptation to the│   │ Communication and│
│                  │   │ Increase         │   │ Feedback         │
└──────────────────┘   └──────────────────┘   └──────────────────┘
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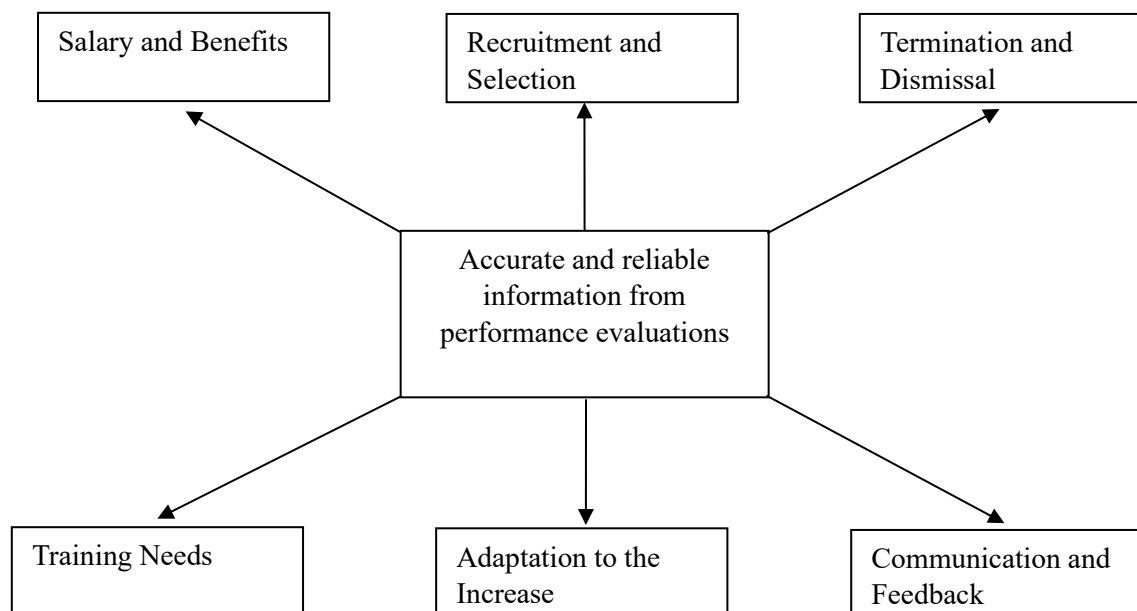
3 - Information and performance evaluation

2.6 Performance Evaluation Criteria

In order to have a correct and effective performance evaluation system, managers and employees must have comprehensive information about their jobs. Therefore, job information must be prepared and made available to the employee. The simplest method for evaluating employee productivity is to calculate the quantitative results of their work using production information. For example, for production line workers, evaluation can be based on the number of units produced.

Many judgmental data may be a more appropriate criterion than objective evaluation. In fact, employees in many jobs cannot be measured by objective evaluation methods and their performance cannot be tangible and measured, or the production or personal information of individuals is not sufficient for evaluation; here, the judgment of managers is the criterion. Therefore, evaluation techniques and methods are used to control the personal tastes of managers and the credibility and validity of evaluation.

2.7 Who evaluates?

In most organizations, evaluation is carried out by the employee's management or direct supervisor. Of course, evaluation may also be carried out by the individual himself or by a committee or by colleagues and subordinates.

2.7.1 Evaluation by supervisor or manager, especially middle supervisors

In most organizations, evaluation is carried out by the employees' supervisors or direct managers, or the evaluation of others may be used in addition to the supervisors' judgment. There are several reasons for evaluating employees by their direct managers, including:

- Supervisors are aware of the job needs of their units and are aware of the fit of each job with the overall structure of the organization.

- They are in constant contact with employees and can identify their strengths and weaknesses.

- Since supervisors usually monitor the rewards and reprimands of employees, it is obvious that employees give the most credit to their evaluations.

2.7.2 Self-assessment

In self-assessment, individuals select characteristics that are important to their performance. This method is useful if the purpose of the assessment is to obtain feedback. Most organizations use this method to balance individual goals with other organizational goals. In the self-assessment method, when the result of the self-assessment is compared with the supervisor's assessment, appropriate feedback is provided to employees.

2.7.3 Peer Evaluation

Although colleagues are less frequently used as evaluators, they may have the most information about the evaluator, because colleagues are familiar with each other's job requirements and, due to the proximity of the work environment or type of work, they are willingly or unwillingly involved in observing the work of their colleagues.

2.7.4 Committee Evaluation

To reduce some of the prejudices and biases that exist in individual evaluation, some organizations have turned to forming evaluation committees. This method uses several evaluators, whose rank is usually one level higher than the employee being evaluated. The advantage of this method is that different people each observe an aspect of the individual's behavior, and as a result, the presence of several people helps to avoid bias.

2.7.5 Evaluation by subordinates

The use of this method within organizations is limited. Many employees, when faced with the evaluation made by their supervisors about themselves, exaggerate their evaluations of their supervisors, whether negative or positive. Many employees consider this type of evaluation as an opportunity to earn points and some also consider it as an opportunity to compensate for past injustices. In general, employees evaluate their supervisors based on their organizational power and authority rather than evaluating their actual performance.

2.8 Human Resource Information Systems

Increasing human resource requirements, government regulations, and the development of microcomputer capabilities all acknowledge the need for an information system in the human resources department. From there, the title of human resource information systems (HRIS) is known. HRIS is a database system that includes all the connections and dependencies of human resource information and provides facilities for storing and accessing this data. Every HRIS system has three functional components:

1. Input,

2. Data maintenance and verification, and

3. Output. The role of each of these components in the overall system is explained below:

- Input function: The input function provides the capabilities needed for human resource data to be entered into the HRIS. When data is entered, it must be validated to ensure its accuracy.

- Data maintenance and verification function: The data maintenance and verification function is responsible for actual modifications to the data stored in various storage devices. When a change occurs in human resource information (such as annual salary increases), this information must be entered into the system.

- Output function: The output function of an HRIS is the most familiar and visible part of it. This is because most HRIS users who are not involved in the consolidation, modification, validation, and updating of human resource data are more likely to interact with the system's information and reports.

3. Studying the relationship between the use of management information systems and human resource performance evaluation

In order to study the relationship between the use of management information systems (MIS) and human resource performance evaluation, in 2013, 134 employees of the Human Resources Department of Khuzestan Steel Company were used as the statistical population of the study, and from them, based on the Morgan table, the number of statistical samples was estimated to be 100.

For this purpose, a hypothesis was formulated that the relationship between the use of management information systems (MIS) as an independent variable and human resource performance evaluation as a dependent variable had formed the hypothesis. In order to test the hypothesis, a questionnaire was designed. This researcher-made questionnaire consists of 36 general questions and 30 specialized questions that measure the relationship between independent and dependent variables.

In order to determine the validity of the questionnaire, the initial design of the questionnaire was examined among experts and professors and its validity was confirmed. Using SPSS software, the Cronbach's alpha coefficient of the questionnaires was calculated and its value was 0.93, which indicates confirmation of reliability. 110 questionnaires were distributed and 85 questionnaires were collected and analyzed. The Chi-square test was used to analyze the collected data. A summary of the statistical results is given below.

3.1 Chi-square table for all research hypotheses:

Respectively, we examine the relationship between management information systems and human resource performance evaluation. In the table, we generally have:

Chi-square table for all research hypotheses

Variable	Chi-Square Statistics (X^2)	Degree of Freedom (df)	Significance Level
Employees Performance Evaluation Process	**88/35**	**4**	**0/000**

We consider the following hypothesis:

H0: There is no significant relationship between the use of management information systems (MIS) and the employee evaluation process.

H1: There is a significant relationship between the use of management information systems (MIS) and the employee evaluation process.

With an error level of 0.05 and a confidence level of 0.95, the calculated chi-square is greater than the chi-square of the table and the significance level is also less than 0.05. So our hypothesis (H1) is accepted. That

is, with a confidence level of 0.95, we can say that there is a significant relationship between the use of management information systems (MIS) and the employee evaluation process.

4. Conclusion

At the beginning of this research, a main question was raised as follows: "Is the use of management information systems (MIS) significantly related to the evaluation of human resource performance of Tashkent Steel Company?" To answer this question, we proposed a main hypothesis as follows: "The use of management information systems (MIS) significantly related to the evaluation of human resource performance of Tashkent Steel Company."

Using the results obtained from the research, we confirmed this hypothesis and the existence of a significant relationship between these two variables. This means that the evaluation of human resource performance of Tashkent Steel Company is not indifferent to the existence of a management information system (MIS) in that company.

This research proved that the human resource performance evaluation index continues to work under the influence of the existence of management information systems, and if such a relationship exists, it is possible to improve the evaluation of human resource performance of Tashkent Steel Company by utilizing management information systems and keeping these systems up to date.

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The Theme of Charles Dickens's Short Stories and Journalistic Works

[1] **Tehrane Khudaverdiyeva**
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Keywords	Abstract
Charles Dickens short stories journalistic works social inequality poverty industrialization social reform Victorian society critical realism	This essay explores the major themes present in the short stories and journalistic works of Charles Dickens, focusing on his critiques of Victorian society and his calls for social reform. Dickens's works address critical issues such as social inequality, poverty, industrialization, and the dehumanization of urban life, while emphasizing the potential for personal transformation and moral redemption. Through his vivid characterizations, sentimental appeals, and emotional storytelling, Dickens critiques the harsh realities faced by the poor and marginalized, advocating for compassion, social responsibility, and institutional reforms. The essay highlights how Dickens's writing not only reflects the social injustices of his time but also serves as a timeless call for moral and societal improvement. In examining the psychological depth of his characters and their personal journeys, Dickens's works continue to resonate with modern readers, offering valuable lessons on empathy, social consciousness, and the importance of moral action in addressing contemporary issues. The purpose of this essay is to explore the recurring themes found in Charles Dickens's short stories and journalistic writings. While his novels have often been the subject of critical analysis, his shorter works and journalistic contributions offer distinct insights into his views on social issues, human nature, and moral change. This essay will examine how these works reflect his concerns about the systemic inequalities of Victorian society, the dehumanizing effects of industrialization, and the possibility of moral redemption. By analyzing his short stories and journalistic pieces, we will gain a deeper understanding of how Dickens used his writing to both critique and advocate for social change.

Dickens (1812–1870) is widely regarded as one of the greatest novelists of the Victorian era. His works have shaped both literary history and social consciousness, with a focus on the lives of the poor, the struggles of the working class, and the moral dilemmas facing individuals in a rapidly industrializing world. Although best known for his novels, such as "Oliver Twists, "Great Expectations" and "A Tale of Two

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Cities", Dickens was also a prolific writer of short stories and a committed social commentator. His short stories—many of which were serialized in periodicals—often highlighted the same themes that permeated his longer works, such as the injustices faced by the impoverished, the moral consequences of societal neglect, and the possibility for human transformation. As a journalist, Dickens used his pen to expose social issues, critique institutional failings, and call for reform, particularly in areas such as child labor, education, and prison conditions.

Charles Dickens's short stories and journalistic works often reflect the same concerns as his novels, especially focusing on the social, economic, and moral issues of Victorian England. However, they offer a more condensed and sometimes sharper view of these themes, often with an emphasis on social critique, human nature, and the plight of the poor.

Dickens's short stories and journalistic writings are deeply intertwined with his focus on social inequality, poverty, industrialization, and moral redemption. Through his vivid characterizations, emotional appeal, and sharp social commentary, Dickens presents both a critique of the societal structures that perpetuate injustice and a call for moral reform. His works offer a compelling blend of realism, sentimentality, and social advocacy, which continue to resonate with modern audiences. In exploring these themes, Dickens not only illuminated the struggles of his contemporaries but also provided a moral framework for addressing these issues, making his work both a reflection of and a response to the social challenges of his time.

One of the most prominent themes in Charles Dickens's works is social inequality and injustice, particularly the stark class divisions that characterized Victorian society. Dickens was deeply concerned with the way society was structured, especially how the upper classes, with their wealth and power, maintained their status at the expense of the lower classes, who often struggled to survive in appalling conditions. Throughout his short stories and journalistic writings, Dickens highlights the devastating effects of these class divides, drawing attention to the plight of the poor, the powerless, and the disenfranchised. His works not only expose the harsh realities of poverty but also critique the social systems that perpetuated these inequalities, often without empathy or regard for the human cost.

The Victorians were experiencing rapid industrialization, urbanization, and a shift in social structures, and Dickens used his writing to raise awareness about how these changes disproportionately affected the working class. By focusing on the lived experiences of the poor, Dickens sought to challenge societal attitudes that ignored or minimized their suffering and to encourage a sense of moral responsibility and social reform.

In "*The Signal-Man"*, Dickens presents a story about a lonely railway signalman who lives in isolation, performing an essential job that has little regard for his well-being. The signalman's tragic fate is the result of a combination of personal isolation and the neglect of his psychological and emotional needs by society. His role, though critical to the functioning of the railway system, is ignored by the very system that depends on him, highlighting a key aspect of social injustice—the dehumanization of workers within an industrialized system. The signalman's mental state deteriorates under the weight of his responsibilities, culminating in a tragic accident that could have been prevented had the system shown any concern for his health and humanity. Dickens uses this character's fate to critique the indifference of society toward those who, though integral to its functioning, are left in obscurity and misery.

The Seven Poor Travellers offers another stark depiction of social inequality, focusing on a group of poor travelers who are neglected and mistreated due to their low social status. The story portrays how these individuals, though deserving of compassion and aid, are instead met with cold indifference and exploitation. Through the lens of charity, Dickens critiques not only the apathy of the rich toward the poor but also the exploitation of the vulnerable by those in positions of power. The travelers' misfortune underscores the deep divisions in Victorian society, where the wealthy have access to comfort and security, while the poor are left to fend for themselves in a harsh, uncaring world. This story also critiques the way the poor are often reduced to stereotypes, with their suffering viewed as a moral failing rather than a consequence of systemic inequalities. Dickens's portrayal of the travelers is a call for empathy, urging his readers to recognize their shared humanity and to challenge the social systems that leave so many people in desperate circumstances.

Through stories like *The Signal-Man* and *The Seven Poor Travellers*, Dickens lays bare the grim realities of life for the working class in Victorian society. His focus on the struggles of individuals who are neglected and exploited by the social system serves as a critique of the class-based structure that perpetuated these inequalities. In *The Signal-Man*, the character's death at the hands of a mechanical and impersonal system is a symbol of how society devalues the lives of those who serve it. The signalman's tragic end is not just the result of his own isolation but also of a larger societal neglect that fails to recognize his humanity.

Similarly, in *The Seven Poor Travellers*, Dickens exposes the hypocrisy of a society that prides itself on charity and benevolence yet fails to show genuine care for those in need. The poor are often treated as invisible or as objects of pity rather than as people deserving of dignity and respect. Dickens's treatment of these characters highlights the fundamental injustice of a system where the wealthy and powerful remain insulated from the struggles of the poor, while the latter are left to suffer in silence.

In both works, Dickens critiques the prevailing attitudes of the time, urging readers to recognize the humanity of those less fortunate and to acknowledge the role that societal structures play in perpetuating poverty and inequality. Through his vivid portrayals of individual suffering, Dickens challenges the status quo, advocating for a more compassionate and just society. His exploration of social inequality is not merely a critique but a call to action, urging readers to examine their own roles in maintaining or challenging these systemic injustices. By emphasizing the human cost of social neglect, Dickens's works remain a powerful commentary on the need for social reform and a more equitable society.

Poverty is a central theme in much of Charles Dickens's work, both in his short stories and journalistic pieces. Throughout his writing, Dickens sought to bring attention to the devastating effects of poverty, not only on individuals but also on society as a whole. Living in extreme poverty during the Victorian era often led to desperation, poor moral choices, and social isolation. Dickens, who himself had experienced poverty as a child, was acutely aware of the ways in which poverty could trap individuals in cycles of despair and exploitation. His writings reflect a profound empathy for the poor and a critique of the societal structures that kept them impoverished.

In both his fiction and journalistic work, Dickens explores how poverty can corrupt morality, damage family life, and contribute to the breakdown of social order. He highlights that poverty is not simply a lack of money, but a condition that erodes dignity, hope, and human connection. His works demonstrate that

indifference to the plight of the poor has widespread consequences, both for the individual and for society at large.

"The Chimes", one of Dickens's Christmas-themed novellas, is an allegorical story that explores the moral consequences of indifference to poverty. In the story, the main character, Toby Veck, is a poor messenger who struggles to make ends meet for himself and his family. He becomes disillusioned by the seeming injustice of his situation and the indifference of society to his suffering. The story is filled with reflections on how the rich and powerful view the poor as mere objects of charity, rather than as equals deserving of dignity and respect.

Through the magical intervention of the chimes, Toby is shown a series of visions that reveal the consequences of societal neglect toward the poor. The visions suggest that when society turns a blind eye to the struggles of the impoverished, it not only harms those individuals but also corrupts the moral fabric of the community. The story illustrates how indifference to poverty leads to moral decay, with the consequences echoing through generations. Toby's eventual realization and moral awakening emphasize Dickens's belief that empathy and action are necessary for societal progress.

In addition to his fiction, Dickens was a passionate journalist who used his platform to expose the horrific conditions of the poor, particularly in urban areas and factories. His reports on child labor, such as his work "A Visit to Newgate", and his descriptions of the slums of London, highlighted the dire consequences of industrialization and urban poverty. He often wrote about the exploitation of children, who were forced to work in dangerous conditions in factories, mines, and as chimney sweeps, with little regard for their safety or well-being.

Dickens's journalistic writings were a call to action, exposing the deep injustices faced by the poor and advocating for social reforms. His reports depicted the physical and emotional toll that poverty took on children, families, and entire communities. Dickens used his journalistic voice to push for reforms in labor laws, child protection, and public health, highlighting the need for society to address the root causes of poverty and improve living conditions for the working class.

Poverty in Dickens's works is not just a backdrop for his stories; it is a central force that shapes the lives of his characters and influences the moral dynamics of his narratives. Through stories like "The Chimes" and his journalistic pieces, Dickens portrays poverty as a corrosive force that not only affects individuals but also undermines the very fabric of society. Poverty, in Dickens's view, leads to moral corruption, as individuals and institutions become desensitized to human suffering.

In "The Chimes", Toby Veck's initial indifference to his own poverty, as well as his initial failure to acknowledge the larger social injustices around him, symbolizes how poverty can lead to moral blindness. His eventual awakening serves as a moral lesson, suggesting that individuals who benefit from societal wealth have a responsibility to address the suffering of the poor. However, the story also shows that the damage caused by poverty is not confined to individual lives but has broader, generational effects on communities, reinforcing the idea that poverty is a societal issue, not just a personal failing.

Dickens's journalistic works on child labor and urban poverty provide a stark, real-world depiction of how poverty dehumanizes and destroys. In these reports, he highlights the emotional and physical toll poverty takes on families. Children, often forced to work in hazardous conditions, are depicted as robbed of their

innocence and potential. This not only destroys their future prospects but also contributes to the breakdown of family life. Dickens's portrayal of the impact of poverty on children is particularly devastating, emphasizing that the loss of childhood is one of the most tragic consequences of societal neglect.

Moreover, Dickens argues that the systemic nature of poverty—where the wealthy and powerful maintain their position at the expense of the poor—creates a cycle of despair that is difficult to break. The poor are trapped in a web of economic, social, and moral deprivation, while those in power remain insulated from their suffering. By presenting these issues, Dickens critiques the complacency of the upper classes and advocates for a moral awakening, urging society to recognize its role in perpetuating these conditions. Dickens's treatment of poverty in his short stories and journalistic writings underscores the devastating consequences that poverty has on individuals, families, and society at large. Through his vivid depictions of the poor, he illustrates how poverty breeds moral decay, destroys family life, and perpetuates social injustice. Dickens's call for empathy, social responsibility, and reform remains a powerful reminder of the importance of addressing the root causes of poverty and working toward a more equitable society.

A central theme in Charles Dickens's work is the belief in the potential for personal transformation and moral redemption. Dickens's works often feature characters who undergo significant changes in their moral outlook, driven by the realization of their own shortcomings and the recognition of the need for compassion and empathy toward others. For Dickens, redemption is not merely about personal salvation but also about social responsibility and the ability to contribute positively to the community. His emphasis on moral awakening reflects his faith in the power of individual change, even in the face of systemic social issues.

In Dickens's universe, moral redemption often occurs through a process of self-awareness, where characters come to understand the impact of their actions on others. These moments of clarity often lead to dramatic changes in behavior, from selfishness to selflessness, from cruelty to kindness. Through these redemptive arcs, Dickens conveys his belief that individuals are capable of change, and that it is never too late to embrace virtues like kindness, generosity, and compassion.

Perhaps the most iconic example of redemption in Dickens's work is "*A Christmas Carol*". The character of Ebenezer Scrooge embodies the extreme of selfishness, greed, and moral indifference. Scrooge's life is characterized by his disregard for others, his obsession with money, and his general isolation from human relationships. However, through the supernatural intervention of the ghosts of Christmas Past, Present, and Yet to Come, Scrooge is forced to confront the consequences of his actions and the emptiness of his life. Scrooge's transformation represents the potential for anyone, regardless of past behavior, to change. By the end of the novella, he becomes a symbol of redemption, embodying generosity, kindness, and a commitment to helping others. His change in character is not just a personal victory but also a social one, as Scrooge begins to embrace his responsibility to others, particularly the poor and marginalized. Dickens uses this transformation to demonstrate that moral redemption is possible through self-reflection, and that a single individual's transformation can have a ripple effect on society.

In "*The Poor Travelle"r*, Dickens reflects on human compassion and the potential for kindness to lead to redemption, both for the giver and the receiver. The story follows a group of travelers who, despite their own hardships, show generosity and empathy to a poor, disabled man they encounter. The act of kindness is not portrayed as an extraordinary event, but rather as a reflection of the inherent goodness that exists within people when they choose to act with compassion. This story illustrates that acts of generosity, even

small ones, can have profound effects. It highlights the interconnectedness of humanity, suggesting that acts of kindness lead to a moral upliftment of both the giver and the recipient. For Dickens, moral redemption is not just about dramatic, life-altering transformations like Scrooge's; it can also be found in everyday acts of compassion, which restore a sense of human dignity and reaffirm the shared responsibility we have for one another.

Dickens's exploration of morality and redemption is rooted in his belief in the potential for individuals to change. In "*A Christmas Carol*", Scrooge's moral transformation is the story's focal point. Dickens shows that personal redemption does not require perfection, but rather a willingness to recognize one's flaws and make amends. Scrooge's redemption is symbolic of the possibility of social and moral regeneration for everyone, regardless of their past mistakes or selfishness. His transformation underscores Dickens's view that the capacity for change is universal, and that embracing compassion and generosity is the key to personal and societal betterment.

Through Scrooge, Dickens critiques the values of the industrialized society that prioritizes wealth and individual success over human connection. Scrooge's eventual generosity challenges the social norms of Victorian England, where the poor were often seen as undeserving of charity. In embracing social responsibility, Scrooge's transformation serves as a reminder that kindness and compassion are essential for a just society. The story advocates for a moral reckoning, urging readers to examine their own attitudes toward wealth, poverty, and social responsibility.

Similarly, in "*The Poor Traveller*", Dickens uses the theme of compassion to highlight the possibility of moral redemption in everyday life. Unlike the dramatic transformation of Scrooge, the acts of kindness in *The Poor Traveller* are more subtle but equally powerful in their message. The story suggests that redemption is not always a grand, life-changing event; sometimes, it is the small, consistent acts of generosity that lead to a morally uplifted society. By focusing on simple acts of kindness, Dickens advocates for a broader, more inclusive notion of morality, where every person has the potential to contribute to the collective well-being of society.

Dickens emphasizes the importance of recognizing the humanity in others, regardless of their social status or personal circumstances. His focus on personal redemption is not just a moral lesson for the individual but a call for societal transformation. For Dickens, moral redemption is inextricably linked to social change. The individual's ability to change for the better is a reflection of the broader moral potential of society to become more compassionate and just. Overall, Dickens uses these stories to advocate for moral responsibility, urging individuals to take ownership of their actions and to act with kindness, generosity, and compassion. His works suggest that redemption is not a fixed, one-time event but a continual process of moral awakening and self-improvement. By encouraging readers to reflect on their own values and behaviors, Dickens's stories call for a society that embraces empathy, understanding, and mutual support—principles that are as relevant today as they were in his time.

Charles Dickens's works often reflect a sharp critique of the rapid industrialization that transformed Victorian society. During this period, Britain experienced significant technological advancements and economic growth, but these changes also brought about social problems, particularly for the working class. Dickens was deeply concerned about the dehumanizing effects of industrial progress, which often prioritized profit over human welfare. In both his fiction and journalistic works, he critiques how

industrialization led to the exploitation of workers, including child labor, hazardous working conditions, and the erosion of traditional family and community structures.

For Dickens, industrialization was not a purely positive force; it was a system that deeply affected the lives of those at the bottom of the social ladder. While it brought material progress and wealth to some, it also resulted in the degradation of others. Dickens's critiques often focus on the exploitation of workers who were forced into grueling, monotonous labor in factories, mines, and other industrial workplaces, with little regard for their health, well-being, or dignity. Through his writing, Dickens calls for social reform, urging readers to recognize the moral and social costs of unchecked industrial progress.

In "The Uncommercial Traveller", a series of sketches and essays published between 1860 and 1869, Dickens offers his own critiques of industrialization and its impact on society. In these writings, Dickens reflects on his observations of urban life, particularly in London, and the ways in which the city's rapid industrialization has transformed its social fabric. Through his travels and observations, he paints a picture of a society that, while materially advanced, is morally bankrupt. The "Uncommercial Traveller" often portrays the dehumanizing effects of industrial growth, including the exploitation of workers and the loss of human connection in an increasingly mechanized world.

Dickens's essays capture the anxiety surrounding industrialization, focusing on the alienation of workers and the harsh realities they face in urban environments. The characters and situations he describes reveal a growing divide between the prosperous, who benefit from industrial progress, and the poor, who endure the misery it creates. In these writings, Dickens emphasizes the importance of moral reflection amidst industrial change, urging society to consider the human cost of progress.

In addition to his fiction, Dickens was an active journalist and used his platform to expose the appalling working conditions faced by the poor, especially in factories. Through his articles, Dickens highlighted the exploitation of children in factories, the long hours, the dangerous environments, and the physical toll these conditions took on workers. He reported on child labor in particular, shining a light on the grim realities of children working in mines and factories under brutal conditions. One notable example of Dickens's journalistic critique is his report on the "Sadler Committee", a parliamentary investigation into factory conditions, which was published in "The Times". Dickens's writing provided a detailed and often harrowing account of the experiences of child workers, many of whom were forced to work long hours in dangerous and unhealthy environments. Through his journalistic work, Dickens not only raised awareness of these issues but also advocated for legislative change, such as the Factory Acts, which sought to regulate working hours and improve conditions for children and adults in factories.

In both his short stories and journalistic writings, Dickens portrays the negative consequences of industrial progress, particularly for the working class. The dehumanization of workers is a recurring theme in his critique of industrialization. The factory system, with its emphasis on efficiency and profit, often treats workers as mere cogs in the machine, with little regard for their health, safety, or individual dignity. Dickens's writing reveals the immense physical and emotional toll that industrial labor takes on individuals, particularly children, who are subjected to long hours and dangerous conditions in factories and mines.

In "The Uncommercial Traveller", Dickens reflects on the alienation caused by industrialization, where people are disconnected from one another and from the human aspects of life. The industrial machine has

replaced community bonds with a mechanized, impersonal system, where the value of human life is often overlooked in favor of economic gain. Through his portrayal of the stark contrast between the rich and the poor in industrial society, Dickens emphasizes the moral consequences of unchecked industrialization: a society that values wealth over humanity.

Moreover, in his journalistic work on factory conditions, Dickens highlights the widespread exploitation of children. Young children, often no older than eight or nine, were forced to work in dangerous environments, enduring long hours and grueling tasks. Dickens's exposés on child labor not only depict the physical toll of such work but also emphasize the moral failure of a society that allows such practices to continue. These children, deprived of education and a normal childhood, represent the lost potential of an entire generation, sacrificed in the name of industrial progress.

The social and moral consequences of industrialization are also evident in the breakdown of family life. The factory system often pulled parents away from their children, and children were frequently forced to work to support their families. Dickens was deeply concerned that this undermined the traditional family structure, as well as the values of care, empathy, and mutual support that were integral to the well-being of society.

In his critique of industrialization, Dickens also raises important questions about the responsibilities of both the government and the wealthy elite in addressing these issues. His journalistic works serve as a call to action, urging the public to recognize the moral costs of industrial progress and to demand legislative reforms that would protect the rights of workers and children. Dickens's works were instrumental in raising awareness about the exploitation of the working class, and he used his platform to advocate for social justice and moral reform.

Dickens's critique of industrialization is a powerful commentary on the negative consequences of rapid technological and economic change. Through his vivid depictions of the exploitation of workers, particularly children, and the dehumanizing effects of factory life, Dickens paints a picture of a society that has lost its moral compass in its pursuit of progress. His works challenge readers to question the ethics of industrial growth and to recognize the importance of human dignity, social responsibility, and compassion in the face of technological advancement. Dickens's critiques of industrialization remain relevant today, as they highlight the ongoing tension between progress and social justice.

One of the recurring themes in Charles Dickens's works is the dehumanization of urban life brought about by the rapid rise of industrial cities in the 19th century. As Britain underwent rapid industrialization, vast swaths of rural land were transformed into crowded urban centers, teeming with factories, tenements, and people. For many, life in these industrialized cities was marked by severe poverty, overcrowding, and unhealthy living conditions. Dickens, who lived through these societal changes and was a keen observer of urban life, often critiqued the toll that such environments took on the human spirit.

In Dickens's portrayal of urban life, the rapid growth of cities led to a loss of individuality, a breakdown of traditional social structures, and a deep sense of alienation. Urbanization often stripped people of their personal identities, reducing them to mere cogs in the machinery of industrial society. Moreover, the harsh, overcrowded, and unsanitary living conditions contributed to the erosion of human compassion, as survival became the primary focus for many residents. Through his fiction and journalistic writings, Dickens

critiques these conditions, using his stories to reflect on the emotional, moral, and social consequences of life in the industrialized cities.

" The Haunted Man" is one of Dickens's later Christmas novellas, and while it is often considered a lesser-known work compared to "A Christmas Carol", it offers a compelling reflection on the dehumanizing effects of urban life. In this story, the protagonist, Redlaw, is a chemist who is haunted by the past and struggles with memories of personal grief and tragedy. When he is given the opportunity to erase his painful memories, he finds that the removal of all negative emotions also removes his ability to feel empathy, compassion, or connection with others. The novella explores the theme of dehumanization by reflecting on how the absence of emotional depth in relationships—whether due to personal loss, societal indifference, or the harsh realities of urban life—leads to spiritual emptiness. The struggles of the characters in "The Haunted Man" symbolize the struggles of urban dwellers in Dickens's time, whose daily lives were dominated by materialism and isolation in overcrowded and unsympathetic cities. Redlaw's eventual realization that human suffering and memory are integral to emotional connection serves as a critique of a society that has become too focused on removing pain rather than addressing the root causes of human suffering.

Dickens was also a journalist and used his writing to bring attention to the dire conditions faced by the poor in the slums of London. In his journalistic works, such as "The Uncommercial Traveller" and "A Visit to Newgate", Dickens vividly describes the overcrowded, unsanitary conditions in which the poor lived. In particular, his writings on the areas surrounding the East End of London, where many of the poor and working-class families resided, highlight the stark contrast between the wealth of the industrial elites and the squalor of the urban poor.

Dickens often focused on the way that the urban environment itself contributed to the dehumanization of its inhabitants. The slums were overcrowded, filled with disease and filth, and lacked basic sanitation. People lived in cramped, dilapidated conditions where privacy and dignity were non-existent. Children, in particular, were forced to grow up in these grim surroundings, contributing to the sense of hopelessness and despair. Dickens's journalistic accounts served as a call to action, urging reformers and the public to recognize the social injustice of such conditions and to advocate for change.

Through both his short stories and journalistic works, Dickens critiques the dehumanizing aspects of urbanization and industrialization, particularly the loss of individuality and human compassion in the face of overcrowded, unsanitary, and oppressive living conditions. The crowded and often filthy conditions of industrial cities reduced people to a state of survival, where the basic needs for health, safety, and emotional well-being were often unmet. This led to a breakdown of community, where people became increasingly disconnected from one another, struggling to maintain any sense of personal identity or moral responsibility.

In "The Haunted Man", Dickens highlights how the desire to erase pain and suffering ultimately results in emotional emptiness. Similarly, the overcrowded and dehumanized conditions of urban life stripped people of the ability to feel compassion for others, leading to a societal apathy toward the plight of the poor. The characters in "The Haunted Man" reflect a larger societal issue where the absence of empathy, due to the harsh conditions of urban life, contributes to moral decay. The story suggests that it is through memory, suffering, and emotional connection that individuals are able to retain their humanity, and without these elements, they risk becoming emotionally numb and disconnected from the world around them.

In his journalistic writings, Dickens does not shy away from exposing the dire conditions of the urban poor. His descriptions of the slums of London are a stark portrayal of the way industrial cities prioritized progress and profit over human welfare. In these slums, people lived in overcrowded spaces without proper sanitation or access to basic services. Children were forced into grueling labor, and families were often torn apart by the demands of survival. Dickens's portrayal of the urban poor serves as a critique of a society that viewed these individuals as disposable, contributing to a culture of dehumanization. The failure of the wealthy and the government to address the suffering of the poor highlights the moral indifference that Dickens saw as a consequence of urbanization.

Moreover, Dickens uses his works to illustrate how urbanization led to the erosion of traditional social bonds. In rural communities, individuals often knew one another, and a sense of shared responsibility and compassion could exist. However, in the sprawling, impersonal cities of the Industrial Revolution, people were reduced to mere numbers or faceless members of the working class. The emotional and moral distance between the rich and the poor was vast, and the crowded, unsanitary conditions further reinforced this divide.

Ultimately, Dickens's portrayal of urban life as dehumanizing is a critique of the values of industrial society, where the pursuit of economic growth and efficiency often comes at the cost of human dignity and well-being. He calls for a return to empathy, moral responsibility, and social reform, urging society to address the root causes of poverty and dehumanization and to create communities where individuals can live with dignity and respect.

Dickens's exploration of urban life in both his fiction and journalism reflects his deep concern for the social consequences of industrialization. Through his vivid depictions of overcrowded, unhealthy, and morally bankrupt environments, he critiques the loss of human compassion, the erosion of individuality, and the societal neglect of the poor. His works continue to resonate today as a powerful reminder of the need for empathy, social responsibility, and a more just approach to urban development.

Charles Dickens is widely regarded not only as a literary genius but also as a passionate advocate for social reform. Throughout his career, Dickens used his writing as a platform to raise awareness about the pressing social issues of his time, particularly those that affected the poor, children, and the working class. His novels, short stories, and journalistic works were often vehicles for his calls for change, addressing a range of issues including child labor, poverty, poor working conditions, and the lack of social welfare. Dickens's works were deeply intertwined with his advocacy for reform, and he sought to inspire both social awareness and governmental action.

"The Chimes", a Christmas novella published in 1844, is one of Dickens's works that actively calls for social reform and greater social consciousness. In this story, Dickens addresses the harsh realities of poverty and class divisions, particularly the suffering of the poor during the holidays. The protagonist, Toby Veck, is a poor old man who works as a toll-keeper. One Christmas Eve, he is visited by the ghosts of the chimes, who show him visions of the future and the consequences of societal indifference to the suffering of the poor.   The novella's central message is a call to action: Dickens urges society to recognize the struggles of the impoverished and to take responsibility for improving their lives. "The Chimes" is an advocacy for social consciousness, urging readers to see the world through the eyes of those who are marginalized. Dickens uses the story's supernatural elements to emphasize the moral imperative of reform, urging society

to show compassion for the suffering of the poor and to act for change. Through the character of Toby Veck and his ultimate transformation, Dickens makes a compelling case for reforming societal attitudes toward poverty and inequality.

In addition to his fiction, Dickens was also a dedicated social critic and journalist. He investigated and reported on the deplorable conditions of prisons, workhouses, and orphanages, all of which were key institutions in the Victorian social welfare system. One of his most notable journalistic works was "A Visit to Newgate", which documented the harsh and often inhumane conditions of Newgate Prison. Dickens's visit to the prison revealed overcrowding, unsanitary conditions, and the neglect of prisoners, many of whom had committed minor offenses or were simply the victims of a broken justice system. Through this investigative work, Dickens brought public attention to the need for prison reform.

Similarly, Dickens's critiques of the workhouse system, particularly in his novels like "Oliver Twist", underscored the cruelty of an institution designed to manage poverty rather than alleviate it. In his journalistic writings, Dickens also exposed the dire conditions of orphanages, where children were often neglected, overworked, and underfed. Through these reports, he sought to awaken the public's conscience and to push for reform in the treatment of the most vulnerable members of society.

Dickens used both his literary works and journalistic efforts to advocate for substantial social reforms. Through stories like "The Chimes", Dickens called for a shift in societal attitudes toward poverty and the suffering of the poor. The novella's moral lesson is clear: society's indifference to the struggles of the disadvantaged results in spiritual and societal decay. Dickens's use of supernatural elements to highlight the consequences of ignoring the plight of the poor underscores the urgency of reform. "The Chimes" not only critiques the wealthy class's neglect of the poor but also pushes readers to examine their own attitudes and take action in support of social change.

In his journalistic works, Dickens's advocacy for reform was grounded in his firsthand experiences and his deep empathy for those suffering in oppressive institutions. His reports on prisons, workhouses, and orphanages provided a vivid picture of the injustices faced by the poor and the marginalized. Dickens was particularly concerned with the treatment of children, who were often subjected to cruel labor, poor living conditions, and a lack of education. In "Oliver Twist" Dickens dramatizes the harsh realities of workhouses and the exploitation of orphaned children, using his fictional narrative to highlight the real-life consequences of the contemporary system.

Dickens's journalistic advocacy brought these issues to the forefront of public consciousness, and his reports had a tangible impact on public opinion. For instance, his writing about the poor conditions in workhouses helped to fuel the movement for social welfare reform, leading to the eventual passage of the "Poor Law Amendment Act of 1834". While Dickens was critical of the law, his public outcry against the dehumanizing aspects of the workhouse system made the plight of the poor an issue that could no longer be ignored by policymakers.

Dickens's works, both fictional and journalistic, were deeply intertwined with his advocacy for social reform. Through powerful storytelling and investigative reporting, he raised awareness about the systemic injustices that plagued Victorian society, particularly the treatment of the poor, children, and working-class individuals. His calls for reform were not abstract; they were grounded in real-world issues and aimed at

making concrete changes to improve the lives of those who were most vulnerable. Dickens's legacy as a social reformer continues to resonate today, as his work remains a reminder of the power of literature to inspire social change and advocate for a more just and compassionate society.

One of the remarkable aspects of Charles Dickens's writing is his ability to explore the psychological complexities of his characters. In both his short stories and novels, Dickens goes beyond surface-level descriptions and delves into the inner lives of his characters. His works provide an insightful look into the human psyche, examining personal struggles, emotional turmoil, and moral dilemmas. Dickens's characters are not mere symbolic representations of social issues but are fully fleshed-out individuals with deep psychological layers. Through these characters, Dickens explores how personal weaknesses, fears, desires, and motivations reflect and amplify the broader social issues of the time, particularly those related to poverty, class inequality, and human suffering.

"The Child's Story", a short tale that first appeared in "The Pickwick Papers" (1837), is a poignant reflection on innocence, age, and loss. In this brief narrative, Dickens tells the story of a child who grows into an adult and experiences the inevitable loss of innocence that comes with age. The story is framed through the perspective of the child, who reflects on the transitions of life, from youthful joy to the eventual acceptance of mortality. It is a meditation on how personal development is intertwined with the loss of innocence, and the inevitable confrontation with the harsh realities of the world. Through this story, Dickens explores the psychological complexities of innocence and experience. The child's transition into adulthood is symbolic of a broader, universal process of growing up, facing loss, and coming to terms with the impermanence of life. Dickens's ability to convey these profound themes through such a simple narrative demonstrates his deep understanding of the emotional and psychological aspects of human nature. The loss of innocence, as represented in the character's growth, serves as a mirror for the psychological struggles that individuals face as they navigate a world marked by suffering, hardship, and personal loss.

In "The Signal-Man", Dickens creates a chilling psychological study of fear, fate, and the burden of guilt. The story centers around a railway signal-man who lives in isolation at his post and experiences a series of terrifying premonitions related to accidents on the railway. The story's haunting atmosphere is driven not only by the eerie circumstances but also by the psychological turmoil that the signal-man experiences. He is plagued by a sense of doom and the belief that his fate is somehow intertwined with the tragic events that occur at the railway.

The psychological depth in "The Signal-Man" lies in the character's paranoia and guilt. The signal-man's fixation on the possibility of something tragic happening reflects his deep anxiety, which manifests as an obsessive fear of death and failure. Dickens uses the signal-man's internal conflict to explore the human condition of being trapped by psychological fears and the weight of responsibility. The haunting visions the character experiences serve as both a literal manifestation of his guilt and a psychological metaphor for his inability to escape the burdens of his station and personal anxieties. The theme of fate versus free will is central to this story, as the signal-man is unable to prevent the disasters he foresees, and his psychological struggle reflects his belief in a predetermined, inescapable fate.

In his exploration of human nature, Dickens portrays his characters as multifaceted individuals who are shaped by their psychological experiences, emotional conflicts, and societal conditions. His deep understanding of human psychology allows him to portray characters who are not simply victims of external

circumstances but who grapple with their internal struggles, desires, and fears. This exploration of psychology is often tied to larger social issues, as Dickens demonstrates how personal psychological issues are shaped by the conditions of society.

In "The Child's Story", Dickens poignantly captures the tension between innocence and the harshness of the world. The child's perspective on life is shaped by a sense of purity and wonder, but as the character grows older, they are forced to confront loss and the inevitability of aging. This psychological transition reflects the broader human experience of coming to terms with life's impermanence. The story not only examines the individual process of maturation but also highlights the universal emotional journey of grappling with the inevitability of change, loss, and death. Dickens's depiction of this transition illustrates his ability to capture the psychological complexity of his characters as they navigate the inevitable passage from innocence to experience.

In "The Signal-Man", Dickens offers a more unsettling look at human nature, focusing on the psychological effects of guilt, fear, and isolation. The signal-man's fear of fate and his obsessive premonitions suggest a deep-seated psychological conflict, where his mind creates external manifestations of his inner turmoil. The psychological horror of the story arises not just from the supernatural elements but from the character's internal disintegration. His inability to reconcile his fears with reality, and his fixation on the possibility of tragedy, leads to his downfall. This story serves as a powerful example of how Dickens uses psychological complexity to show how the human mind can be both a source of strength and a source of destruction. The psychological depth of the signal-man is mirrored in his societal isolation, as he is both physically and emotionally disconnected from others, further intensifying his fear and anxiety.

Furthermore, Dickens uses these psychological studies to emphasize the importance of empathy and understanding in addressing human suffering. In his portrayal of characters like the signal-man and the child, Dickens highlights the need for compassion—both toward others and toward oneself. The characters' struggles are often exacerbated by societal neglect or isolation, but Dickens implies that greater social understanding and emotional support could alleviate some of these psychological burdens. His works suggest that human nature, while flawed, has the potential for change, redemption, and healing through empathy, understanding, and connection with others.

Perhaps one of Dickens's most famous works, "*A Christmas Carol*" is a quintessential example of sentimentalism and emotional appeal in his writing. The novella tells the story of Ebenezer Scrooge, a miserly old man whose heart is transformed after being visited by three ghosts on Christmas Eve. Throughout the story, Dickens uses Scrooge's emotional journey—his fear, remorse, and eventual redemption—to stir readers' emotions and highlight the importance of generosity, compassion, and human connection. The emotional appeal of Scrooge's redemption is powerful because it taps into universal feelings of guilt and regret, as well as the hope for transformation. Scrooge's cold-heartedness is juxtaposed with the warmth and generosity of characters like Bob Cratchit and Tiny Tim, whose humble, loving family contrasts sharply with Scrooge's isolation and greed. Dickens's portrayal of Scrooge's eventual change—his emotional outpouring of remorse and his willingness to act kindly toward others—serves as a sentimental climax meant to inspire readers to adopt a similar approach to life. Through this emotional journey, Dickens advocates for social responsibility, charity, and a more compassionate society, encouraging readers to reflect on their own actions and attitudes toward others. In "*The Poor Traveller*",

a short story first published in 1850, Dickens uses sentimentality to reflect on the themes of kindness, charity, and the dignity of the poor. The story is about a traveler who, despite being a stranger and in need of help, is treated with kindness and generosity by a group of poor but compassionate people. Dickens contrasts the warmth of their hospitality with the coldness and indifference often shown by wealthier classes toward the poor.

The sentimental tone of "*The Poor Traveller"* is evident in the way Dickens emphasizes the emotional bond formed between the characters, highlighting how a simple act of kindness can transcend class boundaries and restore human dignity. The story appeals to the reader's emotions by demonstrating how small, compassionate gestures can make a significant impact on someone's life, especially when they are in a vulnerable position. This emotional appeal encourages readers to reflect on the importance of charity and kindness, especially in a world where the poor are often marginalized and neglected.

In "*A Christmas Carol",* for example, Dickens leverages sentimentality to show how personal transformation is possible. Scrooge's journey from miserly and isolated to compassionate and generous is deeply emotional, and readers are meant to feel both his pain and his joy as he undergoes his transformation. This emotional arc is not just about the individual; it also serves as a reflection of the broader social issues Dickens sought to address—particularly the treatment of the poor and the need for more compassionate, human relationships. Scrooge's redemption is a metaphor for the potential for moral change in society, and Dickens's use of pathos amplifies this message. The reader's emotional response to Scrooge's change is the means by which Dickens encourages reflection on societal responsibility and the moral importance of charity and kindness.

In conclusion, Dickens's short stories and journalistic works serve as both critiques of Victorian society and calls for moral improvement and social reform. Through vivid character portraits, emotional appeal, and social commentary, Dickens illustrates the dire consequences of inequality, poverty, and industrial exploitation, while also advocating for kindness, compassion, and social responsibility. His work urges readers to consider the moral implications of their actions and to work towards a more just and compassionate society. Dickens's writing is not just a reflection of his era but a timeless reminder of the need for empathy, understanding, and social action in addressing both individual and societal problems.

Despite being written in the 19th century, the themes explored in Dickens's works continue to resonate with modern readers. Issues of social inequality, poverty, industrialization, and the need for moral reform are as relevant today as they were in Dickens's time. Whether in the context of economic disparity, environmental degradation, or human rights issues, the lessons Dickens imparted remain pertinent. His advocacy for compassion, generosity, and empathy offers valuable insights for tackling contemporary social challenges. As we face complex global issues, Dickens's works continue to inspire reflection on the importance of personal responsibility and collective action in shaping a more equitable and humane world. Thus, Dickens's legacy endures as a powerful voice for social change, reminding us that the pursuit of justice and moral integrity is an ongoing endeavor that transcends times.

Much like his novels, Dickens's short stories and journalistic pieces often focus on the stark class divisions in society. He portrayed the struggles of the poor, the hypocrisy of the upper classes, and the mistreatment of the working class. In works like "The Signal-Man" or "The Seven Poor Travellers", Dickens reveals how societal systems contribute to the suffering of ordinary people.

As a journalist, Dickens was deeply concerned about the effects of industrialization and urbanization. He wrote about the hardships faced by workers, the dangerous conditions in factories, and the environmental degradation caused by rapid industrial growth. His journalistic works, including his reports from factories and prisons, often show how industrialization led to moral decay and social dislocation. Dickens frequently critiqued the dehumanizing effects of urbanization, particularly in London. The grim reality of overcrowded, unsanitary conditions in the city's slums was a recurring subject in his short stories, highlighting how the anonymity and harshness of city life contributed to the moral decay of individuals and society as a whole. Many of Dickens's works, particularly his journalistic writings, were aimed at calling for social reform. He often wrote to expose issues like child labor, the treatment of the poor in workhouses, and the lack of social services. Through his journalistic pieces, Dickens acted as an advocate for the disenfranchised, pressing for changes in the law and social policy.

Even in his shorter works, Dickens excelled at exploring complex characters with psychological depth. His characters are often deeply flawed yet capable of transformation, and the moral lessons embedded in his works frequently highlight the complexities of human nature. Whether through the haunted Ebenezer Scrooge in "A Christmas Carol" or the tragic yet redemptive figure of the poor child in "The Child's Story', Dickens painted vivid pictures of the human condition.

Dickens's short stories, especially those aimed at a Christmas audience (like "The Haunted Man" or "The Poor Traveller'), are infused with a sentimental and emotional tone. These works often play on themes of nostalgia, goodwill, and the belief that individual acts of kindness can have a transformative effect on society.

In his journalistic work, Dickens often blended reporting with social commentary, using his platform to influence public opinion. His powerful and vivid descriptions of social conditions, as seen in pieces like "The Uncommercial Traveller", show a deep empathy for human suffering, which serves as both a critique and a call for social change. The themes of Dickens's short stories and journalistic work often serve as an exploration of the moral and social landscape of his time. Through satire, moral lessons, and vivid characterizations, he critiqued the structures of society while offering hope for change and improvement. His works continue to resonate today, reflecting the universality of human struggle and the potential for redemption amidst societal ills.

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Prayers and Blessing as a Ritual Genre in Folklore (Based on Zangezur folklore examples)

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Keywords	Abstract
Blessing prayer archaic genre folklore ritual	In the thinking of every nation, in the archaic way of thinking, various rituals related to old beliefs and beliefs live in a molded form. These rituals constitute an important part of the people's thinking, everyday life, and lifestyle. Since the creation of the world, almost all cultures have believed in the power and magic of words. In early times, people who did not understand natural phenomena used the power of words as the most effective means to protect themselves from them and to establish a certain sacred connection between themselves and nature. This connection between nature and man was initially established in the form of imitation of sounds in nature. However, over time, people did not stop at only imitating the sounds in nature, but also tried to tame various natural phenomena, forces of nature, and animals with the power of words. Thus, words performed the first intermediary function between man and nature. Over time, people began to establish mystical connections not only with what they saw with their eyes, but also with other beings they could not see with their eyes, thanks to the magic, harmony, and rhythm of words. This mystical connection has created the opportunity for the emergence of many archaic genres in folklore. Blessing, prayers, curses, and spells are such archaic genres. The article discusses the archaic genres used in folklore texts - blessing, and their ritual-semantic essence. The blessing texts recorded from the Zangezur region are analyzed in a comparative manner with the "Kitabi-Dede Gorgud". The issue of the connection of the blessing texts collected from the Zangezur region with the old Turkic belief system is investigated.

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Молитвы и Благословение как Ритуальный Жанр в Фольклоре (На основе образцов Зангезурского фольклора)

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Keywords	Abstract
	В менталитете каждого народа стереотипно живут архаичные способы мышления, различные обряды, связанные со старыми верованиями и поверьями. Эти ритуалы составляют важную часть мышления, образа жизни народа и его быта. С момента сотворения мира почти все культуры верили в силу и магию слов. В древние времена люди, не понимавшие природных явлений, использовали силу слов как самое эффективное средство для защиты от них и установления определенной священной связи между собой и природой. На начальном этапе эта связь между природой и человеком зародился в форме подражания звукам природы. Однако со временем люди перестали довольствоваться простым подражанием звукам природы, а попытались приручить различные природные явления, силы природы и животных силой слова. Таким образом, слово служило первым посредником между человеком и природой. Со временем люди стали устанавливать мистические связи не только с видимыми, но и с невидимыми существами посредством магии, гармонии и ритма слов. Эта мистическая связь способствовала появлению в фольклоре многих архаичных жанров. Благословение, молитвы, проклятия и заклинания, являются архаичными жанрами. В статье рассматриваются архаичные жанры, используемые в фольклорных текстах, – благословение, и их ритуально-смысловая сущность. В письменных текстах восхваление в Зангезурском регионе анализируются в сравнительном порядке с «Книгой Деде Коркуда». Исследован вопрос о связи хвалебных текстов, собранных в Зангезурском регионе, с древнетюркской системой верований.

1. Введение

Слово исторически были одним из самых эффективных инструментов в руках человечества. В сознании народа продолжают стереотипно существовать архаичное мышление, старые верования и различные обряды, связанные с верованиями. Эти ритуалы составляют важную часть мышления,

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повседневной жизни и образа жизни народа. С момента сотворения мира почти все культуры верили в силу и магию слова. В древние времена люди, не понимавшие природных явлений, использовали силу слов как наиболее эффективное средство защиты от них и установления некой священной связи между собой и природой. Первоначально эта связь между природой и человеком устанавливалась в форме подражания звукам природы. Однако со временем люди перестали довольствоваться простым подражанием звукам природы, и попытались приручить различные природные явления, силы природы и животных силой слова. В результате в обрядовой культуре народа появились песни, связанные с восходом солнца и дождем. Таким образом, слово служило первым посредником между человеком и природой. Со временем люди стали устанавливать мистические связи не только с видимыми, но и с невидимыми существами посредством магии, гармонии и ритма слов. Лучшим доказательством этого является использование шаманами слов и музыки для связи с духами предков. Эта мистическая связь способствовала появлению в фольклоре многих архаичных жанров. Благословение, молитвы, проклятия и заклинания, которые являются архаичными жанрами.

2. Сакральная сила слова в верованиях и эпосах

Во многих системах верований, включая нашу священную книгу, «Священный Коран», все творение начинается со слова, пера. Должно быть, именно из-за величия и возвышенности слова Аллах клянется «пером и тем, что им написано», то есть словом, в первых аятах суры «Аль-Калам». И в древнетюркских эпосах каждый стих начинается со словом Божьим «будь». Всегда существовала вера в психологическую и риторическую силу слов. В XVI веке когда Ш.И.Хатаи сказал что «*Если ты суфий, не покупай и не продавай. Не смешивайте запрещённое с халяльным. Не заходите за поворот дороги. Поищите правильный путь*», он, несомненно, имел в виду парадигму «ложное слово – истинное слово» в противопоставлении «неправильный путь – правильный путь».

3. Шаманизм, звук и магия в фольклоре

Еще в древности люди, беспомощные перед силами природы, пытались укротить ее магической силой слова, в то же время считая себя ее неотъемлемой частью. Подражая звукам дождя, ветра, рек, птиц и различных животных, люди создавали с ними мифическую связь, застраховывая себя от потенциальных опасностей. Это, конечно, создало возможность для появления новых фольклорных текстов. Наиболее яркие примеры этого мы можем увидеть в шаманизме и тотемизме. Шаманы пытались установить мистико-мифическую связь с природой и животными, издавая различные звуки во время проведения различных ритуалов. Люди очень верят в магическую силу слова. Согласно поверью, сила слова могла принести человеку как пользу (благословение, молитвы), так и вред (проклятия). Сила слова заключается не только в их значении, но и в их фонетико-акустической структуре. Малиновский называл магию искусством. «Во время магии слова, кажется, обладают гармонией, которая приводит силы в движение». «Жесты, мимика и речь исполнителя также важны для активации священных сил и способностей». Эта вера также лежит в основе молитвенных текстов. Исследователи связывают развитие молитвенных текстов с несколькими целями. Магия слова обусловлена тремя важными факторами.

1. Фонетические эффекты, возникающие в результате имитации более естественных звуков.

2. Слова выражают более описательные, экспрессивные и вызывающие воспоминания значения.

3. Во время заклинания исполнитель обязательно вспоминает духов предков и культы предков, которые предшествовали ему (Угурджан, 2021: 851-872).

4. Благословения и проклятия как фольклорные жанры

В этом смысле в устном народном творчестве благословение, молитвы и заклинания также могут восприниматься как магические слова. В произведении Махмуда Кашгарли «Дивану-лугат-ит-тюрк» благословение, молитва и похвала перечислены как положительные качества, в то время как эквивалент проклятий отмечен как «ланет» и представляет собой список отрицательных качеств (Кашгарли, 2005: 140). Как мы уже упоминали выше, благословение — это фраза, которая с древних времен использовалась для защиты от определенных опасностей и для пожелания счастья и красоты. Проклятия — это словесное выражение реакции человека на различные опасности, стрессовые и трудные времена.

5. Исследования ученых о природе благословений

Исследователь Шюкрю Эльчин отмечает, что религия играет очень важную роль в возникновении благословение и проклятий (Шюкрю, 1986: 662). Исследователь Али Дуймаз связывает возникновение благословение и ругательств с психологическим желанием людей господствовать над природой (Дуймаз, 2000: 15-21).

Профессор Азад Набиев отмечает, что «благословение помогли улучшить условия жизни, средства к существованию и удовлетворить повседневные потребности» (Набиев, 2014: 280). Обсуждая значение, выражаемое благословение (алкыш), исследователь отмечает, что последний слог слова («кыш») употребляется в значении «звук, слово» (Набиев, 2014: 282). А.Набиев отметил, что существуют определенные времена суток, дни недели, месяца и года, а также определенные часы, когда сбываются как благословение, так и молитвы, а также проклятия, произнесенные в это время. В народе были и такие люди, в чьих устах все сбывалось, и хвала и проклятие, (то есть все, что они говорили, было правдой) (Набиев, 1983: 26). В «Книге Деде Коркуд» - а мы также становимся свидетелями ритуала, похожего на описанный выше. Байбора-бей и Байбеджан-бей просят их благословить на каком-то «собрании избранных». Затем поэт добавляет, что «в то время благословение старейшин были благословениями, а их проклятия были проклятиями. Их молитвы всегда принимались» (КДК, 2004: 52).

Профессор Мирали Сеидов также выдвинул идею о том, что последний слог в словах «алкыш» (благословение) и «каргиш» (проклятия) несет значение «звук, слово» (Сеидов, 1978).

Лучшая коммуникативная связь между человеком и природой, считающим себя ее частью, стала возможной именно посредством благословения. Но на чем основана вера людей в силу слова? С тех пор, как человек понял, что защитить себя от опасностей, подстерегающих его в природе, с помощью одной лишь физической силы невозможно, он принял природу как живое существо и попытался установить определенную связь между собой и им. Сами Акалын отмечает, что появление благословления исходит из чувства страха и анимистических поверий. (Акалын, 1990: 65-76). Вера в то, что они защитятся от будущих опасностей, укротив различные силы природы и живых существ, была очень сильна. Своего рода благословение, молитвы, были сокральными текстами, которые служили сохранению космоса — порядка между природой и человеком. Исследователи разделяют

эти тексты по содержанию на несколько направлений. А.Набиев разделил благословения на несколько групп:

1. Благословение, связанные с обрядами.

2. Благословение, связанное с бытом.

3. Благословение, связанные с мифологическими и религиозными поверьями (Набиев, 2014: 283).

6. Архаичные верования и фольклор Зангезурского региона

Интересные примеры благословения и молитв мы также находим в фольклорных текстах, собранных в Зангезуре. Примеры благословений, связанных с мифологическими и религиозными поверьями, включают: «Да поможет тебе Бог», «Пусть Бог одарит тебя достатком», «Пусть Бог хранит вас под своим крылом», «Да благословит вас Бог своим очагом» и т. д. (ААФ, 2005: 113). Здесь мы хотели бы обратить внимание на два интересных благословения. Первая — благословение: *«Да хранит тебя Бог под своим крылом»*, а вторая — благословение: *«Да благословит вас Бог своим очагом»*.

Благословение *«Пусть Бог хранит вас под своим крылом»* по нашему мнению связано с доисламскими шаманскими и анимистическими верованиями. Согласно древним верованиям, многие крылатые существа в мифологии считались связанными с небесным царством — священным миром. Именно с этой точки зрения турки выбрали множество птиц в качестве своих «онгонов» (Огель, 2006: 626). Именно с этой точки зрения во многих героических эпосах (узбекский вариант «Героглу») кони героев описываются как крылатые кони, обладающие священной, магической силой. Это было истолковано как их божественное происхождение. В рассказе «Дели Домрул» из «Книге-Деде Коркуда» Азраиль также описывается как с «богровым крылом»: «Азраиль с богровыми крыльями, отнял жизнь у юноши» (КДК, 2004: 95). В греческой мифологии боги также представлялись имеющими крылья. Благословение *«Да хранит тебя Бог под своим крылом»* также сохраняет следы этой архаичной, мифической мысли. После принятия ислама, эта мифическое поверье трансформировалась в ислам. Однако ни в одном источнике, связанном с исламской религией, нет информации о том, что у Бога есть крылья.

Второе благословение: *«Да благословит вас Бог своим очагом»*. По нашему мнению, «иметь очаг» (иметь дом) использовалось в смысле создания семьи и владения домом. По древнетюркскому поверью, молодой человек, вступивший в брак, брал с собой «угли» из отцовского дома в свой новый дом и разжигал этим углем очаг своего нового дома. Приведенный выше текст благословение зашифровывает исполнение этого древнего ритуала. Во «Введении» к «Книге-Деде Коркуда» следы этого древнего ритуала проявляются в виде различных афоризмов: «Хороший сын подобен углям в очаге отца» (КДК, 2004: 20). Среди фольклорных примеров, связанных с Зангезуром, можно еще больше увеличить количество восхвалений, связанных с «очагом»: *«Пусть твоей очаг никогда не погаснет», «Пусть всегда клубится дым из твоей очага», «Пусть ты будешь хозяином очага»* (ААФ, 2005: 114).

Мы хотели бы обратить внимание на один момент среди фольклорных материалов, собранных в Зангезуре, который перекликается с «Книгой-Деде Коркуда». Эту же фразу приводит Деде Горгуд в частях, называемых «юм» «Деде Коркуда»: «Пусть высокие горы на землю не рухнут. Не рубите большие деревья. Не позволяйте быстро текущей чистой воде пересохнуть. Пусть кончики твоих крыльев не будут сломаны» (КДК, 2004: 36) — это благословение.

В архаичной мифологии *горы, деревья и вода* являются сокральными архетипами, определяющими границу между двумя мирами. Гора — это скорее место обитания божественных сил, дерево — мифический архетип, связанный со всеми тремя мирами (небом, землей и подземным миром), а вода — священный архетип, служащий границей между двумя мирами. В архаичном мышлении гора — живая, оберегающая и защитная. Это древнее верование также оставляет свой след в народных благословениях и молитвах: *«Будь всегда на высоте», « Будь как высокие горы», «Да вознесешься ты на вершины»* (ААФ, 2005: 115).

Второй момент связан с деревом. Выше мы отметили, что дерево символизирует три модели мира в архаико-мифологическом мышлении. Следы этой веры обнаруживаются и в песнопениях Зангезурского фольклора: «Да зеленеет твое сухое дерево», «Да будешь ты ветвистым» и «Да сделает Бог тебя могучим» (ААФ, 2005: 114). В эпосе «Деде Коркуд» Уруз также воспринимает дерево как живое существо и вступает с ним в диалог: *«...Меня повесят на тебя, не забирай меня, дерево!» Если ты возьмешь его, моя храбрость станет твоим врагом»* (КДК, 2004: 46).

Третий пункт связан со стихией воды. В фольклорных текстах вода определяет границу между двумя мирами. У источников чаще можно встретить хтонических существ (феи, великаны). В сказках это великаны, которые перекрывают источник воды и причиняют страдания населению. Высыхание воды символизировало конец жизни — смерть. В «Книге Деде Коркуда» Дели Домрул также пытался продолжить жить, построив мост через пересохшую реку. Фраза «Я наполнила водой сухие реки» (КДК, 2004: 86), произнесенная также Бурла Хатун в история «Уруза, бывшего пленником»», символизировала продолжение жизни, то есть рождение детей. Существовало даже поверье, что *«лицо воды благословенно», «лицо воды увидело лицо истины»*. В Зангезурском фольклоре мы также находим следы архаично-мифических верований о воде: *«Да будешь ты прекрасной», «Да прибудет твоя вода и испечется твой хлеб», «Да не иссякнет твоя вода», «Да иссякнет вода из твоего рта».*

Фраза *«Да не будет нарушено обещание Бога»*, часто употребляемая в «Деде Коркуде», в Зангезурском фольклоре выражена в схожем контексте как *«Да не будет нарушена надежда».*

7. Стихотворные благословения и молитвы

Среди благословений, встречающихся в Зангезурских фольклорных текстах, интерес представляют также стихотворные и с рифмованной аранжировкой. Например,

> О, доброе утро!
>
> Открытые небеса
>
> Золотые шатер!
>
> Храбрецы, святые!

Арабская Каба.

Шах всех шахов

Падишах Кабы.

Невидимый.

Загадочный.

Вы правы, вы — справедливость.

Боже мой! (ААФ, 2009: 54).

Выражение *«Ала баргах»* (золотой шатер), использованное в третьем куплете, также указывает на то, что это благословение изначально связаны с древними верованиями. Выражение «Ала баргах» встречается также в эпосе «Деде Коркуд». Или мы читаем в другом стихотворении, содержащем молитву и хвалу:

Из гнева бека.

От мучений ада

Женское коварство

От зла сатаны

Господи, спаси меня!

Господи, спаси меня! (ААФ, 2009: 55).

Подобная молитва звучит из уст Дели Домрула в «Книге Деде Коркуда»:

Ты — высочайший из высочайших.

Никто не знает, как у тебя дела.

О, Боже!

В эпической поэме «Газылыг Годжа Оглу Йегнек» мы также читаем молитву следующего содержания:

Ты — высочайший из высочайших.

Никто тебя не знает.

О, Боже!

Никто не уберег тебя.

Никого не обидел.

Ты — странник в пустыне,

Да благословит вас Аллах! (КДК, 2004: 122).

Как видите, выражение мыслей в стихах связано с более древним способом мышления. Так, поэтические произведения, основанные на аллитерации, определенной гармонии, ритме и рифме, обусловили выражение в этой форме благословение и молитв, являющихся выражением архаико-мифического мышления. Потому что убеждение, что ритмичные, гармоничные и рифмующиеся слова оказывают большее воздействие, было сильным. Другими словами, выражение мыслей в стихах также проистекало из веры в священность и святость слов.

Одним из интересных моментов, выделяющихся в песнопениях Зангезурского фольклора, является песнопение «*Да не спит твой Карачуха*». В мифологии «Карачуха» характеризуется как покровитель удачи и судьбы. Согласно мифологическому поверью, «у кого Карачуха не спит, у того дела идут хорошо». Этот мифологический образ часто встречается также в былинах («Бедняк, ищущий свой Карачуха», «Мальчик, ищущий счастья»), легендах и повествовательных жанрах. Профессор Джалал Бейдили (Мамедов) отмечает, что «Карачуха — мифологический образ-покровитель, связанный с удачей, судьбой и роком». У кого Карачуха не спит, у того дела идут хорошо» (Бейдили, 2003: 215-216).

Исследователь Севиндж Гасымова в своем исследовании, посвященном этой теме, также рассматривает параллелизм между образами Карачуха и фортуны в легендах, сказках и повестях (Гасымова, 2023: 131-140).

Как видно, образ Карачухи, более распространенный в эпических фольклорных текстах, встречается и в архаичном жанре благословение, и приведенный выше текст («Да не спит твой Карачуха») является тому подтверждением.

Одно из самых интересных благословений, собранных в Зангезуре, — это благословение «Пусть радужный человек будет рядом с тобой». В фольклорных текстах перед именем Хызра часто употребляется выражение «человек в зеленой одежде» (зелено-одетый). Синий цвет считается священным в турецкой мифологии. Слово «небо» в словосочетании «небесный волк» также было связано с синим цветом, цветом неба. В турецкой мифологии синий цвет также считался символом Бога. Использование эпитета «небо» перед словом указывало на его святость и связь с божеством. В кыргызском героическом эпосе «Манас» Хызр также упоминается с выражением «синебородый». В эпической поэме «Эр Тёштюк» светоносный старец, которого считали посланником Бога, назывался «тот, у кого синяя борода». Скорее всего, выражение «Да поможет тебе человек-радуга», используемое в качестве приветствия в Зангезурском регионе, также является следом этого архаично-мифического верования. Добавление эпитета «зелено-одетый» к Хизру связано с периодом после принятия ислама. В доисламской тюркской мысли Хизр упоминался под прозвищем «синебородый», и человек, упомянутый в приведенных выше благословение, — это Хизр. После периода принятия ислама это выражение стало обозначать «зелено-одетый» и «белобородый».

Профессор Мирали Сеидов считал Хызыра мифологической фигурой, связанной с обрядом прихода весны (Сеидов, 2018: 175). Профессор Рамазан Гафарлы также пишет по этому вопросу, что «Хызыр приобрел статус божественного существа, которое приносит жизненную силу, изобилие, плодородие и счастье, будучи связанным с Солнцем, огнем и пробуждением природы» (Гафарлы, 2019: 51).

Исследователь Исрафил Аббасов по этому вопросу отмечает, что «Хызыр в древности означал зеленый» (Аббасов, 1982: 490). Поэтому И.Аббасов также принял, что Хызыр — мифологическая фигура, связанная с приходом весны. Образ Хызыра является продуктом мышления тюркоязычных народов, в том числе и азербайджанцев. Хотя после принятия ислама он подвергся мощной арабской пропаганде, ему удалось сохранить свой национальный характер в течение определенного периода времени. В азербайджанских фольклорных текстах Хызыр — дух, возвращающий людей к жизни и защищающий их от несчастий и опасностей. Хызыр также играет роль дервиша, совершившего чудесное рождение. Другая роль Хызыра в фольклоре — покровитель любви и искусства, который дарит «бута» возлюбленным и возлюбленной во сне в наших любовных эпосах. Он — чудесный пророк, способный преодолеть годичное путешествие за несколько секунд.

8. Заключение

В заключение можно сказать, что благословение являются примером столь архаичного жанра, что они возникли как выражение веры в магическую, священную силу слова. Вот почему, хотя многие ораторы охотно говорят об благословение, они не решаются говорить о ругательствах, не желая произносить ругательства. Потому что существует подсознательное убеждение, что каждое слово, исходящее из уст, будь то положительное или отрицательное, имеет магический, волшебный эффект, и это слово оказывает положительное или отрицательное воздействие на человека. Таким образом, благословение как архаичный жанр являются продуктом системы верований, образа жизни и мировоззрения, восходящих к самым ранним эпохам мифологической мысли. В целом архаичные фольклорные жанры, такие как благословение, проклятия, молитвы и заклинания, были небольшими по форме, создавались как в прозе, так и в стихах и были связаны с древнейшей системой верований и веры народа. Хвалебные тексты, собранные в Зангезурском регионе, еще раз доказывают, что люди, поселившиеся в этом регионе, были носителями архаичного тюркского образа мышления и системы верований, восходящей к древнейшим временам.

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The Stylistic Function of Lexical Units in Figurative Expression and Artistic Discourse

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Keywords	Abstract
Lexical units Vocabulary composition of the language stylistic figures metaphors homonyms	In fiction and oral speech, means of expression that acquire figurative meaning such as exaggeration, antonamasia, symbol, oxymoron, periphrase, and irony are also characterized by figurativeness. Figurative expression, figurative speech, and figurative speech are important elements of the art of oratory, and they ensure that oral speech is lively and attractive. Figurativeness enlivens the artistic language and ensures the liveliness of other functional styles. The goal is to ensure the intensive delivery of any concept.

1. Introduction

Lexical units occupy a very important place in the information process of the language, being used in both nominative and figurative meanings. Therefore, along with lexical units used in a figurative sense, lexical units with nominative meaning can also be used in the text as a means of imagery, as well as in the process of oral speech. In the imagery of lexical units with nominative meaning, nominative meanings are intensified, that is, intensification takes the leading place in the imagery of lexical units with nominative meaning, and metaphorization takes the leading place in the imagery of lexical units with figurative meaning. In this sense, it occurs with the use of homonyms, synonyms, antonyms and repeated words with nominative meaning at certain stylistic moments in the text. Intensification of meaning also arises on the basis of the use of words in the text that are actualized through emphasis.

2. The Figurative Function of Lexical Units

The intensification of lexical units through metaphorization, creating imagery, is observed in metaphors, metonymies, synecdoches, epithets, and other types of metaphors.

Homonyms; It is a product of the period when the possibilities of expressing appropriate concepts in the vocabulary of the language through appropriate means of expression were limited. In the absence of a suitable word model for information, various meanings were squeezed into one word model. Therefore, homonyms were not a means of expression that enriched the vocabulary of the language as a word model

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at the initial stage. Homonyms were used only as a linguistic means that expressed the richness of the meaning of the language. However, the traditions of homonyms continued in later stages and influenced the formation of homophones, homographs and homoforms. Salim Jafarov, referring to the intensity of meaning in artistic examples of homonym traditions, writes that "The process of formation of homonyms is not a new phenomenon in our language. The process of enriching the vocabulary of the Azerbaijani language through homonymization has been around since ancient times" (Baylarova, 2008, p. 24).

Hasrat Hasanov, showing that it is difficult to determine the date and how homonyms were formed, writes that "The history of homonyms is ancient. No grammatical or word-forming means or syntactic connections are involved in the formation of homonyms. This path is simple in its form, but it is difficult to determine when and how homonyms were formed historically, and to say when they changed in the dictionary composition. Now we take these words ready-made and use them" (Hasanov, 1987, pp. 45, 60). However, Hasrat Hasanov gives examples of how homonyms and their homoform, homophone and homograph variants create puns in poetic examples. As is known, puns are an important means of expression of imagery. Buludkhan Khalilov, discussing the ways in which homonyms are formed, shows that they are formed due to the internal capabilities of the language and words borrowed from other languages (Khalilov, 2008, p. 165). At the same time, four main features of the use of homonyms in the artistic style are shown here: first, homonyms are a means of providing figurativeness of speech in the artistic language, second, they create an emotional mood in the listener, third, they act as a means of aesthetic impact, and fourth, they create a pun (Talibov, 1970, pp. 85–86; Vinogradov, 1971, pp. 106–108). It is impossible to imagine the existence and function of homonyms outside the text or oral speech. The main task of homonyms, both in artistic texts and in oral speech, is to revive and depict emotionality, aesthetics, the object of the image. In works that discuss the artistic properties of homonyms, this feature is brought to attention as an important issue.

The figurative feature of homonyms is that they create intensity of meaning in artistic examples. Homophone, homoform and homograph variants of homonyms create a vivid image of any event, work or action in artistic examples. This also serves to depict the object. This feature can be observed in the following examples:

> "Snowy mountains came and fell in between
> *I'm stuck abroad, mother, mother!*
> *There is no doctor to cure the wound.*
> *My wound is whining from side to side*
> *He wants to take help from Alasgar.*
> *The flowing curls, to one side, to the other" (Ashiq Alasgar, 1999, p. 157).*
> "In winter, the mountains are white, in summer, black."
> *Okay, write black on white paper with your pen.*
> *The winds of the storm, the black spring, make me angry.*
> *Rivers flow, stones come and go"*

As can be seen, here the alliteration of the consonants y, ğ, r and the assonance of the vowel a mutually create such a vivid picture that the reader feels himself in the place of the artist who created that picture. As if these feelings belong not only to the artist himself, but to every reader who encounters similar events.

One cannot escape the magic of this picture. This is an unusual impression created by imagery, which is interesting.

3. Synonyms and the Enrichment of Artistic Language

Synonyms figurativeness is characterized by the strengthening of meaning and its more vivid, more colorful expression in the context of their sequential development in the artistic text and oral speech. Salim Jafarov writes that "Synonyms belonging to the literary language, in principle, occupy a more important place in the style of the artistic language. Therefore, synonyms are considered one of the means of expression of the artistic language."

Synonyms themselves are one of the language units that play an important role in enriching the vocabulary of the language. Unlike homonyms, synonyms, firstly, increase the vocabulary of the language by expressing separate meanings independently, and secondly and most importantly, synonyms express meanings that are not far from each other, but close and compatible. Moreover, in the literary language, even words that are not close in meaning are used as stylistic synonyms by bringing them closer in meaning. Synonyms are one of the language units that have a special role and importance in intensifying meaning and creating imagery. In works written about synonyms, their stylistic qualities in fiction are also discussed (Huseynzade, 1954, p. 13).

In literary texts and oral speech, both nominative synonyms and stylistic synonyms create imagery by serving to revive and effectively express meanings. In literary texts, the imagery of both nominative and stylistic synonyms is regulated by their sequential utterance. In nominative synonyms, the sequence creates imagery by strengthening the meaning, and in stylistic synonyms, the sequence creates imagery by aligning consecutive words to a common meaning.

4. Antonyms and the Expression of Contrasts

Antonyms also play an important role in enriching the vocabulary of the language. Antonyms occupy a special place in the vocabulary of the language as a means of expressing the contradictions and contradictions existing in nature, society, the inner spiritual life of man and the environment. Antonym words, like homonyms and synonyms, create imagery in artistic texts and oral speech as a means of intensive expression of meaning. Turkan Efendiyeva writes that "Antonyms participate in the opening of the inner world of artistic images. Thanks to antonyms, the writer can reveal and show the contradictory sides of the spiritual world of images" (Efendiyeva, 1980, p. 70). The following examples of the use of antonyms as a means of imagery can be given:

"My heart opens to see your sorrow and dismay."
My speech is being held, see the bud and the valley
The sun has set, the sun has risen, it is a prisoner of love
The love-filled dawn was filled with fire and love.
If he doesn't help me, he'll be more than just a coward.
I will not do anything to her except for loyalty.
Oh, be patient, don't sigh, you will see the end.

Be my lover, it seems easy to you (Fuzuli, 2005, p. 133).

In these examples of Fuzuli's poetry, the antonyms "My heart opens", "My speech is held", "The sun has set", "The day has come", "The pain is over", "The love

"Sit nicely, stand nicely"
Your swing is beautiful, your walk is beautiful
Your character is beautiful, everything you do is beautiful.
"This beauty was bestowed upon you by God."
"A beautiful, sweet building,
Even if a hundred years pass, its taste will not fade.
Freshness and oldness are one
"The name of the jewel alone will not be forgotten on the Day of Judgment" (Vagif, 2004, p. 34).

In the examples related to Molla Panah Vagif, the antonyms such as "sit beautifully", "stand beautifully", "freshness", "oldness" and other qualities such as character, habits, and behavior of the artistic character are depicted with artistic images. It is as if the reader himself sees these qualities in his own personality and is proud of them.

5. Repetition as a Poetic and Stylistic Device

The repeated use of words with nominative meaning in literary texts is also a method of creating poetics. Creating poetics through the repetition of words in literary texts also serves to enrich and revitalize the rhyme system. Word repetition, along with strengthening the meaning, simultaneously increases emotionality and creates imagery. In the text, both parallel repetition of words, sequential repetition within the text, and repetition at the beginning are used as a means of imagery. This leads to intensification of meaning, artistic poetics, and enrichment of rhyme.

The following examples of adjacent repetitions can be cited:

"We've been separated for a long time, half a year."
We saw each other, but we didn't meet.
Our secret sorrows remain in our souls.
We didn't talk for a moment, we left.
We stood alone, strangers, strangers
We watched coldly, the madmen alone"
"Here are piles of unhammered iron
Your breasts are patchy, I see them patchy'' (Rustam, 1984, p. 36).

The parallel repetitions in these examples, secret-secret, stranger-stranger, cold-cold; pile-pillow, patch-patch, increase the emotional power of the text, enliven the figurative scope. They ensure the prominence of the described event. Each parallel repetition intensifies the ordinary event, brings it closer to the reader, and makes it memorable.

The patterns used sequentially in the text create poeticity in the verse in which they are used in the appropriate sequence. If the sequence continues in other verses, poeticity occurs in those verses:

"New year, new friends to my republic"
Come with sunny mornings in the skies
Every door, every house opens to you
Come, come, come with victories, with flags."
"I have won fame, I have won glory for my people."
I created this beautiful life out of my love.
*I would decorate the entire universe with songs*me"
"You are my word, you are my eye, you are myself, you are my mother."
"You are my honor, my glory, my power, Azerbaijan."
"May the golden hands that give life to your land be with you"
Long live these brave girls, brave sons, brave generations!"
*"From you to you"*is close
It is closer to me than me.
Everywhere in the world
Traveling from country to country
Wandering from place to place"

The repetition of the same word at the beginning poeticizes the text itself throughout and creates a mysterious harmony and imagery:

"A limb is a prose, a lip a tulip"
A beautiful rose, my lover
A neck is mine, the mouth is a cup
I am in love with a sweet dialect.
A cheek is orange, my chest is square
"A word is a jewel, a pearl of pearls" (Vagif, 2004, p. 54).

In a given literary text, the image of a person described by the repetition of a word is brought to life in the reader's imagination on the basis of separate signs. Here, a word does not express the concept of excess or number, it becomes an artistic designation, it is used as a metaphor. All metaphors become the embodiment of the uniqueness and uniqueness of the person being described. An object of description is depicted as a unique example of a person.

When the same word is used consistently at the beginning and throughout the text, the extent of poetics, harmony, and imagery increases manifold:

*"Beautiful"*tall, handsome, handsome, handsome man
How beautiful you are, you're dressed so beautifully.
Beautiful figure, beautiful neck, beautiful face
You're not beautiful, you're just a beautiful face

Stand beautifully, walk beautifully, and look beautifully.
My beautiful heart, put a beautiful necklace around my neck.
Beautiful singer, beautiful singer, beautiful singer
Beautifully cut kebab, my heart is beautiful
Beautiful lady, beautiful man, beautiful person
You are the beautiful bride of a beautiful person" (Vagif, 2004, p. 141).

In the given literary text, the same epithet is repeated two or even three times in one line. Each repetition serves to express the described object, event, or personality more vividly and more vividly. Such repetitions created in the literary description, with their rhythm, harmony, and pathos, cause an absolutely wonderful and attractive impression.

6. The Metaphor System in Figurative Language

The figurativeness of figurative words is manifested in the development of the metaphor system as a means of artistic description. Metaphors "…act as a means that creates an image in the artistic language, gives a subjective assessment of events, can express deep and subtle feelings, appeals to the aesthetic taste of the reader, and has a strong, emotional impact on him" (Efendiyeva, 1980, p. 75). When metaphors are discussed, the idea that they are related to artistic thinking is preferred. However, figurative thinking has a greater role and position in the creation, formation and functionalization of metaphors. The figurative influence of the folk language played a more significant role in the formation of metaphors. At the moment when the figurative imitations created by the folk language turned into corresponding concepts and intensified, the language was slow in creating a new word model, so intensive concepts were applied to the words existing in the language. Thus, words with real, nominative meanings were also doomed to express figurative concepts. Therefore, researchers who put forward the idea that metaphors are directly related to imagery are right (Huseynov & Garajayeva, 2017, pp. 243–244). Since metaphors consist of word groups formed on the basis of a meaningful word model, but do not convey a true meaning, in some cases they are also given together with stylistic figures. From this it can be seen that no matter how much metaphors and stylistic figures are talked about in linguistics, figurativeness has caused certain difficulties in the method of distinguishing them. In this sense, none of the research works provides a suitable, complete, complete idea of the structural composition of metaphors. For example, in the book Stylistics of the Azerbaijani Artistic Language, the system of metaphors is explained under the names of metaphor, comparison (simile), epithet (artistic designation), metonymy (name change), personification, exaggeration, and irony (Stylistics of the Azerbaijani Artistic Language, 1970, pp. 113–156). Abdulazal Demirchizadeh talks about metaphors, metonymy, antonomasia, exaggeration, oxymoron, periphrase, and irony under the name of metaphors. Turkan Efendiyeva talks about the emotional and figurative properties of metaphors, metonymy, synecdoche, and epithet in relation to the system of metaphors (Khalilov, 2008, pp. 75–112).

In the book "Azerbaijani Language and Speech Culture" published by the Azerbaijan State Academy of Physical Education, metaphors, metonymy, epithets, and synecdoche are discussed under the title of metaphors. In the book "Explanatory Linguistic Terms", the most common types of metaphor are metaphor, metonymy, synecdoche, allegory, exaggeration, comparison, epithet, irony, litotes, personification, periphrasis, and antonomasia. Buludkhan Khalilov further specified the types of lexical metaphors and

briefly showed that they consist of the following: metaphor, metonymy, synecdoche (Vinogradov, 1971, p. 149).

Since each of the means of creating imagery in literary texts has one or another subtle quality of imagery, it is impossible to draw a sharp boundary between them. Therefore, there is a need for special research to fully, accurately and argumentatively determine the structural composition of the metaphor system and the distinguishing features of stylistic figures. V. Vinogradov also shows that the issues of genre and style are difficult here, taking into account the diversity of the figurative language of literary works (Vinogradov, 1971, p. 107). In studies devoted to the modern Russian language, as in the Azerbaijani language, there is no complete idea of the unified composition of the metaphor system. In the text related to the language of literary works, metaphors, metonyms, comparison, epithet, personification and periphrasis are included in metaphors. In some cases, the figurative features of metaphors and stylistic figures are so detailed that it becomes difficult to clarify in practical terms which group they actually belong to and to determine their true boundaries. These sources mention metonymy, metaphor, synoxdoxa, epithet, hyperbole, dysphemism, pun, metota, comparison, periphrase, allegory, pathos, personification, sarcasm, prony, euphemism, oxymoron, antithesis, antonomasia and other figurative means under the name of metaphors. Since their normative boundaries are not defined, it is difficult to determine which ones specifically belong to metaphors and which ones to stylistic figures (Bulava, Vatsloshkinova, & Galkina, 2013, p. 6).

7. Blurring Boundaries: Metaphors vs. Stylistic Figures

From the comparison of metaphors and stylistic figures, it can be concluded that both of them have the quality of imagery in the text, as well as in oral speech. The difference is that stylistic figures create imagery in the text by their structural composition and meaning properties. For example, alliteration, assonance of phonetic units and repetition of lexical units are based on their structural and true semantic basis in imagery. In metaphors, however, the main place is not on the structural and true semantic basis, but on the meaning generalized in abstract thinking and derived on the basis of the true meaning, but distant from the true meaning. The norms related to stylistic figures and metaphors are determined on the basis of these properties. Metaphors within the system of metaphors arise on the basis of the transfer of meaning between objects and phenomena. This is the norm that distinguishes the lexical-semantic properties of metaphors from others. For example, in expressions such as the steppes laugh, the clouds cry, the sea is excited, the nightingales sing, the heart is on fire, and dreams come true, the esqui-semantic norm of metaphors is clearly observed. Here, the meanings in the expressions the steppes laugh, the clouds cry, the sea is excited, and the nightingales sing are based on the transfer of human signs to the object. That is, laughing, crying, being excited, and singing are fundamental to humans. However, these signs are metaphorically transferred onto the object, and here no semantic anomaly occurs, on the contrary, these objects are depicted and animated with signs belonging to the person. The heart is on fire, in its combination, the sign belonging to the object (burning object) is transferred onto the object, and in the combination dreams come true, reality is transferred to life into abstract thought. Here, it is inevitable that there must be an internal meaning and logical connection between the transferred sign and the object of transfer. Otherwise, the norm may be violated and the metaphorical meaning will not occur. For example, a storm at sea can be metaphorized as the sea being excited. However, metaphors such as the sea moving, the sea moving, the sea singing do not arise.

8. Conclusion

In fiction and oral speech, means of expression that acquire figurative meaning such as exaggeration, antonamasia, symbol, oxymoron, periphrase, and irony are also characterized by figurativeness. Figurative expression, figurative speech, and figurative speech are important elements of the art of oratory, and they ensure that oral speech is lively and attractive. Figurativeness enlivens the artistic language and ensures the liveliness of other functional styles. The goal is to ensure the intensive delivery of any concept.

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Classification and Types of Documents in the Process of Management Activities

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Keywords	Abstract
clerical work terminology props phonogram lens stencil schematic organizational manager	The implementation of a significant part of administrative activities related to clerical work is reflected in organizational and administrative documents. Organizational and administrative documents are of great importance in departments as a whole and in their structural divisions. Practically all employees of departments are related to these documents. It is impossible to imagine the modern business world without a large flow of information. The activities of state administrative bodies, the management of all its areas, the formation and renewal of the development of management directly depend on the preparation of legal documents, the organization of work with documents. The legal regulation of the clerical process consists of the compilation and formalization of documents.

Introduction

All information is transmitted through documents, which leads to the preparation of various types of documents. More than a billion documents are compiled in the field of management every year. With the help of documents, information is stored and delivered to its destination. Documents are the mirror of management. Written documentation shows and conveys the course of human activity, the development of statehood, civilization, and culture as a whole (Khalilov & Mirzezade, 2025). In recent years, documents have become more widespread in the first circles of management. The start of an enterprise begins to be carried out on the basis of organizational documents. Types of organizational documents reflecting various information are compiled. On the basis of organizational documents, the state registry service begins. In order to obtain state registration of legal entities, representative offices and branches of foreign legal entities in accordance with the Civil Code of the Republic of Azerbaijan, the Law of the Republic of Azerbaijan

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"On State Registration and State Registry of Legal Entities" and other regulatory legal acts, they must apply to the state registration authority on the principle of relevance in accordance with the decrees of the President of the Republic of Azerbaijan and other regulatory legal acts (Khalilov, 2024). The activities of state administrative bodies, the management of all its areas, the formation and renewal of the development of management directly depend on the preparation of legal documents, the organization of work with documents. The legal regulation of the clerical process consists of the compilation and formalization of documents (Huseynov, 2025). For this reason, the formalization of documents in the field of management, the procedure for preparing them, working with documents, and this process in general must be regulated legally. Therefore, the rules for conducting documentation in departments, enterprises and organizations must comply with laws, decisions, state standards, instructions on clerical work and other regulatory legal acts. The documentation process is carried out in accordance with the requirements of the Law of the Republic of Kazakhstan "On Regulatory Legal Acts". This Law determines the rules for the preparation, entry into force, interpretation of the laws and other normative legal acts of the Republic of Azerbaijan and the interaction of relevant state bodies in this regard. In connection with the development of the state, new forms of governance that are constantly changing, many problems and difficulties arise in the field of documentation, which constitutes the basis and form of action of governance, which are eliminated by adopting new laws and instructions. Organizational and regulatory documents are of a general nature and have higher legal force than other groups of documents. The other two groups of documents are created on the basis of organizational documents. Currently, legal documents operate on the basis of statutes, charters, rules, instructions approved by the Ministry of Taxes, the Ministry of Finance, the Ministry of Justice and other ministries.

Theoretical framework

The official definition of the word "document" is given in the state standard and other regulatory legal acts. They define the terminology issues of "clerical and archival work" (Алиев, 2016). A document is a means of consolidating and conveying information about facts, events, objective truths and human thinking activities in a specific material in various ways. There are documents that are important in one situation and not important in another. For example, a handwritten letter sent to an ordinary person, although insignificant, can be used as evidence in court proceedings. Every year, a large number of organizational, administrative, judicial, statistical, etc. documents are compiled in management and its areas. All of them pass through the workplaces of the administrative staff (Khalilov&Jafarli, 2025). Most of their working time is spent searching for the necessary information in the documents. Of course, it is important for all administrative employees to master the basics and organization of documentation. During the activities of the department, enterprise and organization, the need arises to record and store various events and facts. For this purpose, various data carriers are used. The most common among the data carriers are text documents drawn up on paper. They play an important role in organizing and improving management. This is determined by the importance of the information recorded in these documents. Information recorded on paper can be used for a long time. Documents establish a connection between various departments and organizations, and different individuals. Documents that keep records of cases and have legal significance are used as the main source in judicial and investigative bodies, as well as in all areas of the economy. With the help of document types, it is possible to analyze the entire activity of the department and organization (Ozturk&Garibli, 2025). This is possible because all activities of departments and organizations are

reflected in documents. By origin, documents are divided into service and personal documents. Service documents reflect the activities of the department, speak about the interests of a group of employees, while personal documents are documents that belong to a specific person. "The Rules for conducting clerical work with documents in state authorities, departments, organizations and enterprises are implemented in accordance with the Decree of the President of the Republic of Azerbaijan No. 935 dated September 27, 2003. It has been determined from the work and processes carried out that in recent times, in connection with the general rules for compiling organizational and administrative documents in the republic, a number of scholars have extensively analyzed the subject of the general clerical course, its principles, the legal regulation of the documentation process that constitutes its main component, the creation of documents, the classification, types and requisites of documents. Among the authors, Eynulla Musayev, Yadigar Turkeli and Zahid Mammad oglu, etc. can be cited as examples. Classification of documents is the combination of their common features into separate groups of documents. In this regard, two main features of management documents attract attention: first, the provision of information in management documents by purpose, and second, their impact on legal characteristics. On the first basis, the classification of documents is determined by the content of the information contained in them (financial, judicial, administrative, etc.). On the second basis, all management documents are divided into two groups: legal and individual management documents (Aliyev, 2024). Classification of documents contributes to the proper organization of accounting work with documents, as well as the protection of state and private property. Taking into account the features of recording, documents in departments and organizations can be divided into the following groups (scheme 1): - written: documents written by hand and technical means, prepared by copying machines and printing presses belong to this category (Abbasov et al., 2024). This type of documents accounts for 95% of the total volume of document circulation; - graphic: these documents include projects, drawings, schemes, plans, maps, graphs, paintings, etc. The advantages of these documents are that they are convenient for all specialists to read, since they do not require knowledge of any foreign language. Therefore, these documents are widely used in all areas of management; film, photo and phonographic documents - these are such different types of documents that are used when it is impossible to convey this or that object and process in another way (Ozturk et al., 2024).

Results

Photographic documents show objects and processes in a stationary state, while film documents show objects and processes in motion and provide information about them. Phonodocuments are phonograms, that is, sound recording documents, and are a means of identification that is always in development. Regardless of the means of recording, all types of documents are divided into the following five large groups: 1. Organizational - administrative documents; 2. Documents on financial - reporting operations; 3. Commercial documents; 4. Personnel documents; 5. Documents on citizens' applications, complaints and suggestions. Organizational and administrative documents are of particular importance. They reflect issues of general management. These documents are compiled by all departments of the office and organization.

Documents on financial and reporting operations are compiled and prepared mainly by employees engaged in financial and accounting work. Properly compiled financial and reporting documents formalize control over the expenditure of money. For this purpose, various types of uniform document forms have been developed and approved by the Ministries of Finance and Taxes.

Discussion

Commercial documents are all documents used in the commercial field that are of a purely commercial nature. Personnel documents are documents prepared for employees working in an enterprise, including personal files and personal sheets.   Documents on citizens' applications, complaints and suggestions include written applications made by citizens to state bodies and enterprises (Huseynov & Ismayilov, 2024). Documents are classified by their names. However, it is not correct to determine the composition of documents of an institution or organization by the names of its departments. Because, despite the common names of departments, the documents there may be different. Documents drawn up according to the place of preparation are divided into internal (by employees of that organization) and external (drawn up in other organizations and included in the enterprise) documents. Documents can be simple and complex in terms of content. Simple documents deal with only one issue. Complex documents cover several issues. According to their form, documents are: individual - that is, the content of each document has its own characteristics and requires personal creativity from the employee (for example, an information sheet); stencil - one part of the document is printed on a form, and the other part is written by hand (filling out such documents facilitates the work process); exemplary - compiled for organizations of the same nature and applies to all of them (for example, internal labor regulations). All sample and stencil documents are, as a rule, printed on duplicating machines and by printing. Many of these forms are approved by the relevant state bodies. Documents are divided into urgent and non-urgent documents according to the terms of execution. In urgent documents, the execution term is determined by law, instruction, order. In non-urgent documents, the terms are not specified, but this should not create conditions for their non-execution. Nevertheless, for non-urgent documents, a list of documents that must be executed within certain terms is compiled in departments and organizations. When the original document is sent to an institution, organization, or individual, a copy of it must be kept in the file of the sending institution. Service documents must necessarily bear the seal and signature of the head of the institution. If necessary, an extract from the documents is required. When compiling the extract, it must be indicated which document it was made from.

Conclusion

 Life proves that graduates of higher education institutions, administrative organizations, and secondary specialized schools are involved either in their field of specialization or in socio-political management, and have to lead some collective. In such cases, they encounter many types of practical writing and are faced with the need to prepare them. Therefore, increased attention should be paid to this area. A large place is given to the preparation of documents in accordance with unified state standards, the use of preparation and writing methods, and compliance with document forms in practical training classes, as well as the rules for storing and using documents.

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The Usage of Social Networking Sites in Language Learning

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Keywords	Abstract
Instagram cultural exposure SNS language learning online platforms	This study investigates the role of social networking sites (SNSs) in enhancing language learning, with a focus on how platforms such as Facebook, Instagram, WhatsApp, and YouTube contribute to learners' linguistic competence and engagement. Drawing on a combination of literature review and survey data from language learners, the study reveals that SNSs facilitate informal language practice, promote communicative competence, and foster intercultural exchange. The findings suggest that SNSs support both receptive and productive language skills by providing authentic contexts for interaction, peer feedback, and content exposure. However, challenges such as distraction, information overload, and unequal access to technology persist. The study concludes with recommendations for integrating SNSs into formal language instruction to maximize their pedagogical potential.

Introduction

In recent years, social networking sites (SNS) have become an integral part of daily life, not only as platforms for socializing but also for educational purposes. Language learning, traditionally done through textbooks and classroom settings, has evolved with the emergence of online platforms. SNS provide unique opportunities to engage with native speakers, access authentic content, and practice language skills outside of the classroom. This article explores the role of SNS in language learning, examining how these platforms are utilized, the benefits they offer, and the challenges learners face.

In today's digital age, social networking sites (SNS) have revolutionized communication, connecting individuals across the globe. These platforms not only serve as spaces for social interaction but have also become valuable tools in language learning (Babayev, 2022). By integrating social networks into educational practices, learners can enhance their linguistic skills in innovative, engaging, and interactive ways. This article explores how social networking sites are being effectively used in language learning and the benefits they bring to the process.

1. Access to Authentic Content and Cultural Exposure

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One of the greatest advantages of using social networking sites for language learning is the access to authentic content. Platforms like Facebook, Instagram, Twitter, and YouTube allow learners to immerse themselves in real-world language usage. Social media users post about daily life, cultural events, and current affairs in their native language, offering learners a glimpse into colloquial expressions, slang, idiomatic phrases, and cultural nuances that are not typically found in textbooks.

For instance, YouTube hosts countless language learning channels, where learners can watch videos in their target language, learn new vocabulary, or engage in listening comprehension exercises. Similarly, platforms like TikTok have rapidly grown as sources of short, dynamic, and entertaining language learning videos that mix entertainment with education.

2. Language Practice with Native Speakers

Social media provides a unique opportunity for learners to interact directly with native speakers, a key factor in developing fluency. Sites such as Facebook, Reddit, or specialized language exchange platforms like HelloTalk and Tandem connect users from different countries. Language learners can chat, voice message, or even video call with speakers of their target language, receiving immediate feedback and corrections from a native speaker.

This interaction promotes active language use, helping learners practice vocabulary, pronunciation, and grammar in real conversations. It also breaks down the traditional classroom boundaries, making the process more informal, relaxed, and accessible to anyone with an internet connection.

3. Collaborative Learning and Community Engagement

Social networking sites foster a sense of community and collaboration that can be very motivating for language learners. Many platforms have specific groups, hashtags, or forums dedicated to language learners where individuals can exchange resources, ask questions, and share experiences. These communities provide a safe environment where learners can support each other, celebrate their progress, and collaborate on challenges.

For example, Facebook groups or subreddit communities focused on a particular language offer a platform for learners to share tips, learn about cultural aspects, or participate in language challenges (Manca & Ranieri, 2016). Some groups even organize regular "language exchanges" where learners can pair up with others to practice conversational skills.

4. Gamification and Language Challenges

Social networking sites are often home to language learning challenges and games that gamify the language acquisition process. Platforms like Duolingo, which also integrates social networking elements, allow learners to compete with friends, track progress, and achieve milestones in a fun and engaging manner. (Babayev, 2022) Other platforms, such as Instagram or Twitter, often feature language-related challenges (e.g., posting a new word each day, or creating a daily sentence challenge) that learners can participate in, boosting motivation and accountability.

Additionally, apps like Memrise encourage learners to participate in "spaced repetition" techniques through fun, bite-sized lessons and competitions with friends, while also building communities of users who can encourage each other's success.

5. Real-Time Translation and Contextual Learning

Many social networking sites offer built-in translation features, making it easier for language learners to engage with content in other languages (Blattner & Fiori, 2009). Tools like Google Translate and Twitter's translation feature enable learners to access and understand posts in their target language with ease. While not perfect, these tools can provide quick context when learners encounter unfamiliar words or phrases, supporting their comprehension.

Additionally, social media platforms offer the ability to learn in context. Whether it's reading comments on a viral post, participating in a trending hashtag, or watching live-streamed events, learners can see how a language functions in a variety of real-world contexts, gaining insights into how native speakers express themselves in different situations.

6. Flexible and Self-Paced Learning

Unlike traditional classroom settings, social networking sites provide a flexible learning environment. Learners can choose when and where they want to engage with the language, allowing them to learn at their own pace. This is particularly beneficial for individuals with busy schedules, as social media offers bite-sized learning opportunities that can be easily integrated into daily life.

For example, learners can read a few posts, comment on articles, or watch a short language video during their commute, making language learning an ongoing, seamless part of their routine (Wang & Vásquez, 2012). This flexibility also allows learners to revisit content as many times as necessary, fostering deeper understanding and retention.

7. Incorporating Multimedia for Diverse Learning Styles

Social networking sites support a variety of multimedia formats, such as text, audio, video, and images, which cater to different learning styles. Whether learners prefer reading, listening, or watching, SNS platforms provide content in various formats that can aid comprehension and retention.

For auditory learners, platforms like YouTube and podcasts offer language-learning content through listening exercises. Visual learners can benefit from infographics, images, and videos, while kinesthetic learners can engage in interactive language games and quizzes often shared on these sites (Babayev, 2023).

8. Potential Drawbacks and Considerations

While there are numerous advantages to using social networking sites for language learning, there are also potential challenges. For example, not all content found on social media is reliable or educational. Learners must be discerning and avoid misinformation or content that may present incorrect grammar or vocabulary. Additionally, excessive time spent on social media can lead to distractions or a lack of focus on structured learning, so it's essential for learners to balance their online engagement with formal study methods.

Methods

This article employs a qualitative approach, drawing from existing literature, surveys, and personal observations of language learners using social networking sites for educational purposes. The survey was designed to collect insights into how learners use social media for language acquisition, the benefits they perceive, and the challenges they encounter. Participants were asked about their frequency of use, preferred platforms, and the specific ways they engage with content related to language learning. A review of scholarly articles and case studies was also conducted to examine trends and patterns in the use of SNS for language learning.

Respondents were asked about the platforms they use, their frequency of engagement, how they interact with language content, and how they perceive the effectiveness of SNS in improving various language skills. The study also explored the challenges learners face, including the reliability of content, time management, and distractions. Through these methods, the article provides a comprehensive overview of the usage of social networking sites in language learning.

Results

The survey and literature review revealed several key findings regarding the usage of SNS in language learning.

Frequency of Use: Most respondents (78%) reported using social networking sites daily, with 62% of them specifically using these platforms for language-related activities. Popular platforms for language learning included YouTube (70%), Instagram (45%), and language exchange apps like HelloTalk (38%).

Methods of Engagement: The primary activities learners engaged in on SNS were watching videos in their target language (55%), participating in language challenges (40%), and interacting with native speakers through chat or comments (35%). These interactions were often informal and spontaneous, providing opportunities for learners to practice real-world language skills.

Effectiveness of SNS: About 67% of participants believed that SNS were effective in improving their language skills, especially in terms of vocabulary acquisition (72%) and cultural understanding (60%). However, only 45% found SNS useful for improving speaking skills, with many learners noting that interaction with native speakers was sometimes limited.

Challenges: While SNS provided significant benefits, many learners faced challenges. A major issue was the lack of structured content, which 55% of respondents found difficult to navigate. This absence of clear learning paths made it harder for learners to achieve focused progress. Additionally, distractions from non-educational content (50%) and the overwhelming amount of available material (40%) were common complaints. Many learners also expressed frustration over unreliable or incorrect content, as not all posts or videos on SNS are vetted for accuracy. Moreover, 33% of respondents noted that while they interacted with other learners or native speakers, these interactions often lacked depth or context, limiting their ability to improve speaking and listening skills.

Discussion

The findings highlight the significant potential of social networking sites as tools for language learning (Lomicka & Lord, 2016). SNS offer learners the ability to engage with authentic language content, practice communication skills, and immerse themselves in the culture of the target language. The ease of access to native speakers and real-world language use allows learners to gain exposure to colloquial language, slang, and cultural expressions that may not be found in textbooks.

However, the unstructured nature of SNS presents challenges. While informal interactions are valuable for conversational practice, they lack the guidance and systematic approach found in traditional language learning methods (Babayev, 2023). This can result in a less coherent learning experience for some individuals, particularly those who thrive in more structured environments. Additionally, the distractions inherent in SNS, including non-educational content and time-wasting activities, can hinder effective language practice.

Despite these drawbacks, SNS play a crucial role in language learning by complementing traditional methods. They provide opportunities for learners to practice language skills in a dynamic, interactive environment, fostering motivation and engagement. The key to successful language learning through SNS lies in finding a balance—using these platforms strategically while integrating formal study practices to achieve fluency.

The results indicate that social networking sites have a significant role to play in modern language learning. One of the greatest advantages of using SNS is the ability to access authentic content from native speakers. This immersion in real-world language—whether through reading tweets, watching YouTube videos, or commenting on posts—provides learners with exposure to colloquial expressions, slang, and cultural references that are often absent in traditional learning materials (Babayev, 2023). This type of exposure helps learners develop a more intuitive understanding of how language is used in everyday conversations.

Moreover, SNS provide learners with opportunities for real-time interaction with native speakers. Unlike traditional language exchange programs that may require scheduling and planning, SNS allow learners to engage with speakers from across the world instantly. Platforms like HelloTalk and Tandem make it easy for learners to connect with others and practice speaking, writing, and listening in a conversational setting (Babayev & Sadikhova, 2024). The real-time feedback and informal conversations encourage learners to practice their language skills in a natural and relaxed environment.

However, despite the benefits, the unstructured nature of SNS presents certain challenges. While informal interactions are valuable for building conversational fluency, they may not always align with the learner's specific goals. For example, a learner focused on mastering grammar may struggle to find reliable content on SNS that aligns with their learning objectives. Furthermore, the sheer volume of information on these platforms can make it difficult for learners to sift through relevant content and avoid distractions.

The issue of reliability also arises, as not all language-related content on SNS is accurate or educational. While platforms like YouTube offer excellent language learning channels, there is also a significant amount of content that contains errors, incorrect grammar, or cultural misunderstandings. This poses a risk to learners who may inadvertently adopt incorrect language usage.

Conclusion

The integration of social networking sites into language learning has opened up exciting opportunities for learners to engage with languages in real and meaningful ways. From connecting with native speakers to immersing in authentic cultural content, SNS platforms provide tools that enhance language acquisition, promote interaction, and cater to different learning preferences. However, to maximize the benefits of these platforms, learners should remain focused, curated in their content consumption, and combine online practices with more traditional learning methods. By doing so, they can create a dynamic and effective language learning environment that fits their needs and learning style.

Social networking sites have emerged as powerful tools in language learning, offering numerous advantages, including real-time interaction with native speakers, access to authentic content, and opportunities for cultural immersion. However, SNS also come with certain challenges, such as the lack of structured learning, distractions, and the potential for unreliable content. For learners to make the most of SNS, it is essential to combine their use with more traditional methods of study, such as formal language classes or self-guided courses, to ensure a well-rounded approach to language acquisition.

To maximize the effectiveness of SNS in language learning, learners should set clear goals, focus on specific types of content (such as educational videos, podcasts, or language challenges), and actively engage with native speakers. By doing so, they can harness the power of social media while minimizing its potential distractions.

As social networking sites continue to evolve, future developments may offer even more targeted tools for language learning, such as AI-driven language practice bots, personalized content recommendations, and interactive virtual classrooms (Al-Jarf, 2017). These innovations will likely make SNS an even more integral part of the language learning experience.

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Understanding Collocations in English: Linguistic Nature, Learning Challenges, and Pedagogical Implications

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Keywords	Abstract
lexical collocations grammatical collocations translation challenges semantic mismatch lexical approach corpus linguistics fluency development	Collocations, or habitual word combinations, play a pivotal role in achieving fluency and naturalness in English language use. Despite their importance, they often present significant challenges for learners and translators due to their fixed nature and limited translatability. This article examines the definition, classification, and types of collocations, with a focus on lexical and grammatical groupings. It also highlights the difficulties non-native speakers face in acquiring collocational competence, particularly issues related to semantic mismatch and cross-linguistic interference. Additionally, the paper discusses pedagogical approaches and strategies that can help learners develop better control over collocational patterns. Emphasis is placed on the role of explicit instruction, contrastive analysis, and the use of corpus-based resources in enhancing language teaching and translation effectiveness.

Introduction

Collocations—combinations of words that frequently occur together—form a crucial aspect of fluent and natural English usage. They are more than random word pairings; they reflect conventional language use that native speakers rely on subconsciously. For learners of English as a second or foreign language, mastering collocations is essential for achieving language proficiency and accuracy in both spoken and written communication. Despite their importance, collocations often present challenges in language acquisition and translation due to their semantic opacity and cross-linguistic differences. This paper explores the nature of collocations, their types and classifications, challenges learners face, and strategies for effective teaching and learning.

Relevance of Research

The study of collocations holds significant relevance in the fields of applied linguistics, second language acquisition, and translation studies. Mastery of collocations is essential for achieving fluency and naturalness in English, yet it remains a persistent challenge for language learners due to the unpredictable and arbitrary nature of many word combinations. By exploring the semantic, lexical, and grammatical

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features of collocations, this research contributes to a deeper understanding of how language learners process, acquire, and use collocational patterns.

Furthermore, the findings of this research have practical value for English language teachers, curriculum designers, and textbook authors. A focused approach to collocation instruction can lead to improved vocabulary retention, more accurate language production, and greater communicative competence. In translation studies, understanding interlingual collocational mismatches can aid in producing more idiomatic and culturally appropriate translations.

In an increasingly globalized world where English functions as a lingua franca, developing learners' collocational competence is crucial not only for academic success but also for effective professional communication. This research, therefore, serves to bridge the gap between linguistic theory and pedagogical application, offering insights that can enhance both teaching practices and learner outcomes.

Research Methods

This study employs a qualitative-descriptive research design supported by elements of corpus analysis and literature review. The methodology involves the following components:

Literature Review: A comprehensive review of scholarly works on collocations was conducted to define key concepts, identify classifications, and examine existing challenges in learning and translation. Sources include books, peer-reviewed articles, and academic papers published between 2000 and 2024.

Corpus Analysis: Authentic examples of collocations were extracted and analyzed from well-established English corpora such as the British National Corpus (BNC) and Corpus of Contemporary American English (COCA). This analysis was used to identify frequent lexical and grammatical collocations and assess their usage in context.

Error Analysis in Learner Language: Studies and data from language learners' written output were reviewed to detect common errors related to collocational misuse. This helped to highlight patterns of semantic mismatch, overgeneralization, and L1 interference.

Pedagogical Review: Current teaching strategies and classroom practices related to collocation instruction were examined through analysis of English language textbooks, teaching syllabi, and methodological research.

This multi-method approach allows for a nuanced understanding of both the theoretical framework and practical implications of collocations in English language learning and translation.

Definition and Nature of Collocations

A collocation refers to a sequence of words or terms that co-occur more often than would be expected by chance. Firth (1957) introduced the concept by stating, "You shall know a word by the company it keeps." For example, English speakers say "make a decision" instead of *do a decision*, even though *make* and *do* can both be used as general action verbs. These combinations become fixed through habitual usage and are often resistant to substitution.

Collocations are typically divided into two main types:

Lexical collocations (e.g., *strong tea*, *fast food*), which consist of combinations of nouns, verbs, adjectives, and adverbs.

Grammatical collocations (e.g., *interested in*, *capable of*), which pair a content word with a grammatical structure like a preposition or an infinitive.

2. Classification of Collocations

A foundational framework for understanding collocational patterns in English was introduced by Benson, Benson, and Ilson (1986), whose classification remains widely accepted in both linguistic and pedagogical contexts. They divided collocations into two primary categories: lexical collocations and grammatical collocations. This distinction provides a systematic approach to analyzing word combinations and has been influential in both lexicographic studies and language instruction.

Lexical collocations consist of content words that frequently co-occur and are relatively free from syntactic constraints. These collocations are semantically motivated but not entirely predictable, making them a critical focus for vocabulary acquisition. Common types include:

Verb + Noun (e.g., *make a mistake*, *commit a crime*): These combinations often reflect idiomatic usage and require learners to memorize specific pairings rather than rely solely on literal meaning.

Adjective + Noun (e.g., *heavy traffic*, *strong argument*): Such combinations convey specific nuances of meaning and often carry cultural or contextual connotations.

Noun + Noun (e.g., *data analysis*, *arms race*): These often form compound nouns or technical terms, particularly relevant in academic and professional discourse.

Adverb + Adjective (e.g., *deeply concerned*, *highly effective*): These combinations enhance the intensity or precision of the adjective, contributing to stylistic richness in expression.

Adverb + Verb (e.g., *strongly recommend*, *fully understand*): These are essential for conveying modality, emphasis, or degree, particularly in formal writing and speech.

Grammatical collocations, on the other hand, involve a content word paired with a grammatical element such as a preposition or an infinitive. These combinations are often more challenging for language learners due to their syntactic irregularity and limited predictability. Examples include:

Verb + Preposition (e.g., *depend on*, *approve of*)

Adjective + Preposition (e.g., *interested in*, *capable of*)

Noun + Preposition (e.g., *access to*, *advantage of*)

Verb + Infinitive/Gerund (e.g., *decide to leave*, *avoid making mistakes*)

The acquisition of grammatical collocations is particularly problematic for learners because errors in these structures can lead to ungrammatical or awkward expressions, even when individual lexical items are correctly chosen. Therefore, a clear understanding of both types of collocations is essential for developing fluency, stylistic appropriateness, and syntactic accuracy in English.

This classification continues to serve as a critical framework in applied linguistics, helping educators design effective instructional strategies and aiding learners in achieving more native-like proficiency.

Challenges in Learning and Translation

The acquisition and accurate use of collocations pose significant challenges for non-native speakers, particularly due to the divergences between collocational norms in their first language (L1) and those in English (L2). One of the most frequently encountered difficulties is semantic mismatch, which occurs when learners transfer collocational patterns directly from their native language into English. This transfer often results in grammatically correct but pragmatically or stylistically inappropriate expressions. For example, learners might produce phrases such as *"do a party"* instead of the idiomatically correct *"have a party"*, illustrating the impact of negative language transfer.

Research based on learner corpora—databases of written or spoken language produced by learners—has shown that collocational errors are prevalent even among advanced language users. These errors include miscollocations (e.g., *"strong rain"* instead of *"heavy rain"*) and the overuse of general-purpose verbs like *do*, *make*, or *get*. Such findings suggest that incidental exposure alone is insufficient for mastering collocational competence. Instead, learners require focused instruction, repeated practice, and corrective feedback to internalize the acceptable combinations of lexical items in English.

From a translation perspective, collocations represent a critical area where literal rendering from one language into another can lead to awkward, incorrect, or even misleading translations. Because collocations are often language-specific and culture-bound, a literal approach frequently fails to capture their idiomatic or contextually appropriate equivalents in the target language. For instance, the direct translation of the Azerbaijani expression *"çox susuzdu"* as *"he is very thirsty"* may be acceptable, but collocationally inappropriate if the target language uses a different structure to express the idea.

Professional translators must, therefore, develop a high degree of collocational awareness, particularly in the domain of interlingual collocations, which differ significantly across languages. To mitigate these challenges, translators are encouraged to consult bilingual collocation dictionaries, parallel corpora, and specialized translation software that provide context-sensitive usage patterns. Moreover, developing intuition about native-like usage through extensive reading in the target language can enhance sensitivity to collocational norms and reduce reliance on literal translation.

In sum, both language learners and translators must recognize that mastering collocations is not merely a matter of vocabulary knowledge, but a complex process that involves syntactic accuracy, semantic appropriateness, and cultural fluency.

Pedagogical Strategies for Teaching Collocations

Effective teaching of collocations should involve both explicit instruction and contextual exposure. Suggested strategies include:

- **Collocation dictionaries and corpora**: Encouraging students to use resources like the *Oxford Collocations Dictionary* or online corpora to discover common word pairings.

- **Chunking exercises**: Teaching students to memorize and use word chunks rather than isolated words.

- **Translation comparison tasks**: Engaging learners in comparing collocations in English and their L1 to develop contrastive awareness.

- **Error analysis**: Using authentic learner errors to highlight common problems and reinforce correct usage.

Incorporating collocational competence into curriculum design can significantly improve learners' language fluency and translation skills.

Conclusion

Collocations are fundamental to mastering English language fluency and achieving accurate translation. Their fixed or semi-fixed nature reflects patterns of natural language use that pose unique challenges for learners and translators. Understanding the types, classifications, and common errors associated with collocations allows educators to design more effective instructional approaches. By combining exposure, analysis, and practice, language teachers can support learners in developing the collocational competence necessary for academic and professional success in English.

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Melodies in the Classroom: Using Songs to Enhance English Language Learning

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Keywords	Abstract
Songs English language teaching vocabulary acquisition listening comprehension pronunciation motivation cultural awareness	Songs have long been recognized as a useful resource in language education. This article examines how incorporating music and songs into English language learning can support vocabulary acquisition, listening comprehension, pronunciation, learner motivation, and cultural awareness. Drawing on current research and classroom experiences, we outline the theoretical foundations for using songs in language instruction and review empirical evidence of their benefits. Studies show that English learners can acquire new vocabulary incidentally through song lyrics, improve their listening skills via music-based lessons, and even develop better pronunciation by singing along in the target language. Songs also create an engaging, low-anxiety learning environment that boosts motivation and provides authentic insight into cultural contexts. Practical strategies are discussed for effectively integrating songs into English classrooms, along with potential challenges such as song selection and classroom management. The conclusion emphasizes that, with thoughtful implementation, songs are a powerful complementary tool for English teachers and learners, enriching the language learning experience in multifaceted ways.

Introduction

Using songs to learn English is an approach that resonates with both students and teachers. In many English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms, teachers play popular songs or nursery rhymes to enliven the atmosphere and engage learners. This practice is more than just a fun break from routine – a growing body of research suggests that music can facilitate language acquisition on multiple levels. Songs naturally integrate melody, rhythm, and linguistic content, creating a rich sensory experience that can make language input more memorable. Moreover, music is a universal element of human culture, and tapping into learners' existing interest in music can increase their enthusiasm for

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learning English. For English teachers, understanding the pedagogical value of songs is important in order to use them effectively. Students, too, benefit from knowing how listening to music in English or singing along can supplement their learning outside traditional study methods. From children singing alphabet songs to adults listening to English pop music, learners often intuitively use songs as an informal learning tool. The goal of this article is to provide a scholarly yet accessible overview of why and how songs can be harnessed for English language learning. We will explore relevant theories, highlight empirical findings on the benefits of using songs for language development, suggest practical classroom applications, and discuss challenges to consider. In doing so, we aim to inform teachers, students, and researchers about the multifaceted role of songs in English language education.

Theoretical Background

The idea of using songs in language learning is supported by several theoretical frameworks. One well-known concept is the *Affective Filter Hypothesis* (Krashen, 1981), which posits that learners acquire language more effectively when they are relaxed and emotionally engaged. Songs can contribute to a low-stress classroom environment: their "riskless" and enjoyable nature lowers learners' affective barriers. As Murphey (1992) famously quipped, a favorite song can act like a "teddy-bear-in-the-ear," providing comfort and familiarity that reduce anxiety while learning a new language. This emotional safety net encourages students to sing or listen without fear of mistakes, which can increase their willingness to practice English. In line with this, recent studies have found that frequent music listening has an inverse relationship with language anxiety – in other words, students who regularly engage with music tend to feel less nervous about using the foreign language. By lowering stress and creating positive associations, songs help keep the affective filter down, allowing more language input to be absorbed.

Cognitive and neurological research also sheds light on why songs aid language learning. Music and language share overlapping neural processing areas and cognitive patterns. For example, melodic and rhythmic patterns in music can function as mnemonic devices for language. Researchers have observed that the brain's language centers respond to musical stimuli in ways that can bolster memory for words and phrases. The repetitive chorus of a song, for instance, naturally reinforces new vocabulary through repeated exposure. The rhythm of music can highlight syllable stress and intonation patterns, implicitly teaching elements of pronunciation. Some experimental studies demonstrate a "transfer effect" between musical training and language skills – for instance, learners with good musical pitch perception may more easily grasp the tonal or rhythmic aspects of a second language. Gardner's theory of *Multiple Intelligences* further provides a rationale: learners strong in musical-rhythmic intelligence can leverage that strength to support linguistic development. In essence, songs engage auditory memory, pattern recognition, and emotional memory simultaneously, which can lead to deeper processing of language input.

From a pedagogical perspective, songs also align with principles of communicative language teaching and authenticity. Authentic materials are known to boost learners' motivation and engagement. Songs are a form of authentic text – they are created by and for native speakers and are saturated with cultural references, slang, and natural expressions. Using such real-world content in the classroom helps connect language learning to real life. As Mishan (2005) argues (cited by Engh), music is an authentic social activity (think of karaoke, concerts, national anthems) that, when brought into the classroom, can make learning more meaningful and motivating. Learners perceive that they are engaging with "real" English rather than

textbook examples, which can increase their investment in learning. Additionally, songs often tell stories or convey personal themes, which can fulfill the narrative impulse in learning and make vocabulary and structures more contextualized.

Overall, the theoretical underpinnings from affective, cognitive, and communicative standpoints all converge to support the integration of songs into language learning. Songs create a multi-sensory learning context that can lower anxiety, enhance memory, and provide authentic language input – a combination of benefits rarely achieved by other single teaching techniques.

Benefits of Using Songs in English Learning

Integrating songs into English learning can yield a range of linguistic and affective benefits. This section examines five key areas – vocabulary, listening, pronunciation, motivation, and cultural awareness – highlighting empirical evidence for each.

Vocabulary Acquisition

Songs can serve as effective vehicles for incidental vocabulary learning. Unlike rote memorization of word lists, learning new words through songs occurs in context and often with emotional resonance, which aids retention. Empirical studies have documented measurable gains in vocabulary knowledge from song exposure. For example, Nie et al. (2022) conducted an experiment with 114 Chinese college students to test vocabulary learning through listening to English songs. The researchers found significant improvements in the students' word knowledge, especially in word recognition (the ability to recognize and understand new words) after listening to songs. Even more encouraging, these gains were still evident when tested again after four weeks, suggesting that songs aided long-term retention of vocabulary. The repetition inherent in music likely reinforces memory: a catchy chorus might repeat a phrase multiple times, giving learners repeated exposure to new terms. There is also evidence that combining songs with lyrics reading can enhance the learning of word meanings and usage. In the study by Nie et al., the optimal results were achieved when students listened to the song several times (three exposures were better than one), indicating that repeated listening helps consolidate vocabulary. Other research has similarly found that song-based instruction can improve vocabulary recall and retention in EFL settings (e.g. Alipour, Gorjian, & Zafari, 2012, as cited in Rahbar & Khodabakhsh, 2013). By embedding new words in memorable melodies and meaningful contexts, songs offer a powerful supplement to traditional vocabulary teaching. Learners often find themselves humming lyrics and inadvertently practicing the language outside of class, leading to additional "incidental" vocabulary gains.

Listening Skills

Improving listening comprehension is a central challenge in language learning, and songs provide rich listening material to develop this skill. The acoustic complexity of real music (with varied speeds, accents, and intonation) trains learners to parse spoken English in a way that simplified classroom listening texts may not. Research supports the positive impact of songs on listening ability. In a controlled study by Rahbar and Khodabakhsh (2013), adult EFL learners in Iran who received two months of English listening practice through songs showed significantly greater improvement on listening comprehension tests than those in a traditional (non-music) control group. Both groups started at the same level, but by the end of the study the song-trained group performed notably better in understanding spoken English. This suggests that regular

exposure to song lyrics can sharpen learners' ability to catch spoken words and grasp meaning from context and intonation. Songs often contain colloquial expressions and connected speech (e.g. *gonna*, *wanna*, reductions, etc.), so by working with songs, students get used to the real sound of English. Even young learners benefit: there is evidence that children who learn English songs develop better listening discrimination for English phonemes and rhythms, which lays a foundation for overall listening comprehension. Furthermore, the enjoyment factor of music keeps learners engaged during listening practice. Instead of the anxiety that sometimes accompanies listening tests, students relax when listening to a favorite song, yet they are still training their ears. As one study noted, students reported feeling more confident in listening after practicing with English songs, describing the process as both fun and beneficial. Thus, incorporating songs can make the challenging skill of listening more accessible and enjoyable, while effectively boosting comprehension abilities through authentic auditory input.

Pronunciation and Intonation

Songs provide a natural and often unconscious way for learners to improve their pronunciation. When singing along to a song, learners mimic the singer's pronunciation of words, including difficult sounds, stress patterns, and intonation contours. Over time, this mimicry can lead to clearer articulation and more native-like prosody. Recent empirical evidence confirms that singing can have measurable benefits for L2 pronunciation. A study by Zhang, Bails, and Prieto (2023) with 95 Chinese adolescents compared two groups: one learned English song lyrics by singing them, and the other group learned the same lyrics by simply speaking them rhythmically. Both groups improved their English after the training, but the singing group outperformed the speech group in pronunciation accuracy on post-tests. The act of singing appeared to help students more accurately reproduce English sounds and stress patterns. Notably, this study found gains not only in individual word pronunciation but also in sentence-level intonation and fluency, suggesting that singing supports broader oral skills.

Another study focusing on Iranian children (Moradi & Shahrokhi, 2014) found that those who learned English through listening to and singing songs had significantly better post-test results in both segmental pronunciation (consonant and vowel sounds) and suprasegmental features (stress and intonation) compared to a control group. The music provided a consistent rhythm and melody that the children could align their speech with, resulting in improved pronunciation. Beyond formal studies, teachers often observe that students who regularly sing English songs develop a more natural-sounding accent and better mimicry of native pronunciation. Songs help by exaggerating certain pronunciation features – for example, linking and reduction in lyrics, or the sustained vowels in singing that draw attention to vowel quality. They also encourage learners to practice pronunciation repeatedly (each time they sing the chorus or replay the song). In sum, singing is a productive pronunciation exercise hidden within a pleasurable activity. By engaging the vocal apparatus in tandem with listening, songs provide a dual input-output practice that can refine learners' pronunciation skills.

Motivation and Engagement

One of the most commonly cited advantages of using songs in language learning is the boost to student motivation. Songs are inherently engaging; they can energize a classroom, capture students' attention, and break the monotony of routine drills. But beyond these surface effects, music can deeply influence learners' attitudes and enthusiasm for learning English. A study in Peru by Aguirre, Bustinza, and Garvich (2016)

specifically examined how songs affect motivation in young ESL learners. Through classroom observations and student questionnaires, they found a "clear correlation" between song-based lessons and increased motivation to participate in class. Students in classes that incorporated songs were more eager to join activities, showed better focus, and displayed more positive attitudes toward learning English, compared to classes that did not use songs. Teachers in the study noted that when music was used, children who were otherwise shy or indifferent became more involved and confident in using English.

These findings echo what many teachers have informally reported: music tends to light up the classroom and the learners. The motivational power of songs can be explained in several ways. First, songs trigger emotional responses – a lively, upbeat song can uplift mood and reduce the boredom factor that sometimes hinders language classes. Second, songs often hold personal meaning for students (especially adolescents with strong musical preferences), so incorporating their favorite music can create a sense of personal connection to the lesson content. Third, success with understanding or singing a song in English can give learners a sense of achievement and confidence. On a psychological level, music also fulfills an intrinsic human enjoyment, which can translate into a more positive association with the language learning process as a whole. By tapping into this enthusiasm, teachers can create a more dynamic and motivating learning environment. As one survey of the literature concluded, using music and song in the language classroom is supported by strong theoretical rationale and can significantly increase learners' motivation and effort in acquiring a new language.

Cultural Awareness

Language and culture are intertwined, and songs provide a window into the cultural context of English. Through music, learners can experience aspects of English-speaking cultures – values, history, humor, and regional accents – in a way that textbooks often cannot convey. Many English songs, whether pop, folk, or traditional, carry cultural references and use idiomatic language that reflect the life and society of their origin. Utilizing songs in instruction can thus heighten students' cultural awareness and intercultural competence.

Failoni (1993) described music as an "interesting mirror of the history, literature, and culture" of a people, noting that song lyrics and musical styles offer glimpses into the lives of those who speak the target language. For example, an American blues song might introduce learners to the historical experiences and emotions of African American communities, or a Beatles song might spark discussion about social change in 1960s Britain. Even contemporary pop songs can reveal current slang, social trends, or perspectives on love, friendship, and other universal themes as expressed in English-speaking cultures. By engaging with these cultural products, learners don't just learn English words and grammar – they also learn what those words mean to the people who use them.

Research supports this cultural benefit: one analysis pointed out that songs help familiarize students with the target culture's "beliefs, values and attitudes", thereby promoting intercultural understanding alongside language proficiency. Additionally, songs often contain examples of dialects or varieties of English (for instance, a song in British English versus one in Jamaican English) and thus expose learners to the linguistic diversity within English-speaking cultures. This exposure can increase learners' sociolinguistic awareness – they learn to appreciate that English is not monolithic and that understanding culture is part of mastering the language. Finally, discussing a song's background or lyrics in class can lead to rich cultural exchanges,

with students sharing interpretations and relating the content to their own culture. In this way, songs become a springboard for cultural comparison and dialogue, an important aspect for developing well-rounded language competence.

Practical Applications in the Classroom

For teachers interested in leveraging songs in their English classes, a variety of practical techniques can be employed. It is important to choose activities that align with learning objectives (e.g. focusing on vocabulary, listening, etc.) and to select songs appropriate to the learners' age, language level, and interests. Here are some effective ways to integrate songs into English teaching:

- Lyric Gap-Fill Exercises
- Sing-Alongs and Karaoke
- Vocabulary and Idiom Hunts
- Grammar through Songs
- Cultural Projects with Music

Challenges and Considerations

- *Song Selection*: Some songs may have inappropriate content, fast tempo, or complex lyrics.
- *Perception*: Songs may be seen as entertainment rather than serious learning; linking them to clear objectives helps.
- *Classroom Management*: Enthusiasm can cause distraction; clear rules and varied genres maintain focus.
- *Learner Confidence*: Singing may make some students uncomfortable; alternatives should be offered.
- *Assessment*: Learning outcomes from songs can be hard to measure; short quizzes or reflections can help track progress.

Conclusion

Songs have emerged from the periphery of language teaching to become a respected and research-backed component of English learning. This article has explored how music, often thought of as mere entertainment, can in fact play a significant pedagogical role. By weaving together melody and language, songs create a unique learning context – one that is rich in linguistic input, cognitively engaging through rhyme and rhythm, and emotionally appealing to learners. We have seen that songs can bolster vocabulary acquisition, sharpen listening skills, improve pronunciation and intonation, and provide cultural insights. They also enhance student motivation and confidence.

For teachers, the practical applications are vast and adaptable. Whether used occasionally as a warm-up or as the basis of an entire lesson, songs can bring engagement and meaning to language learning. As long as activities are thoughtfully planned and linked to learning objectives, music becomes a valuable and flexible teaching tool. Continued research and classroom experimentation will only deepen our understanding of its full potential.

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The Power of Language in Social Contexts

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Keywords	Abstract
Sociolinguistics Pragmatics Critical Discourse Analysis Identity Construction Digital Discourse	Language not only enables communication but also constructs social meaning and guides interactions across diverse settings. This paper examines how individuals and institutions use language to build identity, negotiate power, and include or exclude community members. Drawing on sociolinguistics, pragmatics, and critical discourse analysis, the study synthesizes foundational research by Labov (1972), Fairclough (1995), and Bucholtz and Hall (2005). This qualitative review incorporates case studies and authentic discourse samples from political speeches, classroom interactions, and social media posts to illustrate key patterns. Next, it presents examples of code-switching, rhetorical strategies in political rhetoric, and emerging norms in digital discourse. Case studies show that speakers adjust their linguistic choices to signal group membership, contest authority, or reinforce norms. In online environments, features such as hashtags, emojis, and memes perform social functions that can mobilize collective action or reinforce biases. The findings highlight how critical awareness of language choices can improve communication in educational, media, and policy contexts. Educators may support learners by integrating critical language awareness into instruction, and organizations can review discourse practices to reduce exclusion. By revealing the active role of language in shaping social realities, this research points to the importance of ongoing study of language practices in multilingual and digital domains.

Introduction

Language extends far beyond its basic function of transmitting information through sounds and symbols; it encapsulates the values, norms, and power structures of the communities that use it. As a social practice, language shapes how individuals perceive themselves and others, guiding thought patterns, emotional responses, and behavioral choices. In everyday conversation, subtle shifts in register or dialect can signal solidarity or distancing, while in institutional discourse—such as political speeches or legal texts—strategic word choice and rhetorical devices reinforce authority or challenge prevailing ideologies. Digital platforms add new dimensions, with memes, emojis, and hashtags serving as both creative expression and tools for collective action.

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By weaving together seminal theories from sociolinguistics, pragmatics, and critical discourse analysis with concrete examples—from classroom interactions and media interviews to online activism—this article illuminates how linguistic decisions actively construct social identities, negotiate power relations, and define boundaries of inclusion and exclusion. Through this lens, we uncover the profound implications of language awareness for education, media practice, and policy-making in an increasingly interconnected world.

Literature Review

The relationship between language and society has been extensively studied across several linguistic subfields. Labov's (1972) sociolinguistic research revealed that linguistic variation is socially patterned, reflecting factors such as class, gender, and ethnicity. Gumperz's (1968) speech community concept defines groups by shared norms for language use, emphasizing that communicative choices are context-sensitive. Extending that idea, Hymes (1974) introduced the notion of communicative competence, arguing that effective interaction requires both grammatical knowledge and an understanding of social rules.

Identity construction through language has been a central concern in sociocultural linguistics. According to Bucholtz and Hall (2005), identity is continuously negotiated in discourse, with strategies like code-switching and style-shifting signaling group membership or resistance. Critical Discourse Analysis (Fairclough, 1995) further demonstrates how linguistic features—such as modality, passive voice, and lexical choice—can reproduce or challenge ideological positions.

Digital environments add new layers to these processes. Androutsopoulos (2014) discusses how social media platforms foster linguistic innovation and identity performance, while Tagg, Seargeant, and Brown (2017) show that memes, emojis, and hashtags carry significant social meaning online. Together, these studies underscore the importance of critical language awareness in examining how everyday discourse practices shape inclusion, exclusion, and power relations.

Methodology

This study uses a qualitative, interpretive framework to integrate existing scholarship with real-world language data. Peer-reviewed publications from January 1990 through December 2024 were gathered via systematic queries in Scopus, Web of Science, and ERIC (conducted on February 1, 2025). Search strings included "sociolinguistics AND language," "discourse analysis AND power," and "language AND identity." The initial search returned 2,312 records. After removing 425 duplicates, titles and abstracts were screened for relevance to language use in social settings and for empirical or theoretical focus. Ninety-eight records passed this stage. A full-text review excluded 53 items that were either outside scope or not peer-reviewed, leaving 45 works for detailed analysis.

Data analysis unfolded in three stages:

1. **Literature Review Compilation**

The final 45 publications were charted in a synthesis matrix capturing authorship, year, context, methodology, and key findings. This mapping revealed recurring themes—identity negotiation, power relations, inclusion/exclusion—that guided subsequent coding.

2. **Discourse Feature Coding**

A corpus of 30 excerpts was assembled:

Ten political speech transcripts (including Donald Trump's January 20, 2025 inaugural address)

Ten classroom dialogue samples from B1-level ESL sessions in Azerbaijan

Ten social media posts (e.g. tweets tagged #MeToo and #BlackLivesMatter)

Using NVivo 12, two researchers independently coded instances of code-switching, modality markers, passive constructions, metaphor, and rhetorical framing. Intercoder reliability (Cohen's κ = .82) confirmed coding consistency.

3. **Contextual Case Study Analysis**

Three cases were examined in depth:

Hashtag Activism: Analysis of threaded tweets showing how #BlackLivesMatter language patterns foster solidarity

Teacher–Student Dialogue: Transcripts from a multicultural university seminar illustrating shifts in register and inclusive pronoun use

Online Forum Discussion: Reddit posts debating language policy to show how jargon and argumentation styles include or exclude participants

Fairclough's three-dimensional model (1995) framed this work: textual features, discursive practices (production and reception), and broader social practices.

To ensure credibility, peer debriefing sessions were held after each stage, an audit trail documented analytical decisions, and findings were triangulated across literature, coded features, and case studies. This multi-layered approach provides a transparent path from theoretical foundations to empirical illustrations, illuminating language as an active social force.

Discussion and Results

1. Identity Construction

A clear function of language is the construction and negotiation of social identity. Speakers deploy a range of linguistic strategies—code-switching, dialect selection, style-shifting, and even accent modulation—to position themselves within or apart from social groups. For instance, in multilingual Azerbaijan, bilingual community members may alternate between Azerbaijani and English within a single conversation: using Azerbaijani at home to signal local belonging, then switching to English in academic or professional contexts to project global competence and cosmopolitan identity (Myers-Scotton, 1993).

In classroom settings, students' adoption of peer-group slang or text-speak (e.g., "gonna," "LOL") marks solidarity with classmates, whereas shifting to a formal register—full sentences, standard pronunciation—when addressing teachers indexes respect and deference, reinforcing classroom hierarchies (Bucholtz & Hall, 2005). Similarly, gendered identity can be performed linguistically: in some contexts, male speakers

may favor interruptions and non-standard tag questions ("right?") to project authority, whereas female speakers may use more hedges ("kind of," "maybe") to build rapport and minimize face-threatening acts (Tannen, 1990).

Ethnic and diasporic identities also emerge through language mixing. Second-generation migrants often weave heritage-language terms into majority-language discourse—as when Turkish-German youth blend German syntax with Turkish lexical items—to craft hybrid identities that resist assimilation yet maintain ancestral ties (Schiffman, 1996). Across these examples, language choice is not merely expressive but performative: every utterance is an act of identity negotiation, signaling who speakers are, who they aspire to be, and which communities they claim.

2. Power Relations

Language is a primary mechanism for establishing, contesting, and maintaining power. In political discourse, speakers use repetition ("We shall overcome, we shall persist"), metaphor ("breaking the chains of poverty"), and appeals to authority ("As your duly elected representative…") to construct ideological coherence and mobilize support (Fairclough, 1995). Donald Trump's January 20, 2025 inaugural address, for example, repeatedly invoked the phrase "America united," framing national unity as both moral imperative and campaign promise, while passive constructions ("mistakes were made") obscured responsibility and diffused accountability.

Educational contexts reflect similar dynamics. Teachers who employ open-ended questions ("What do you think motivates this character?") and inclusive pronouns ("we," "us") encourage student engagement and distribute discursive power, creating a collaborative learning environment (Mercer, 2000). By contrast, monosyllabic "Yes/No" questioning or directive imperatives ("Repeat after me") reinforce teacher dominance and limit student agency.

Legal and bureaucratic discourses illustrate gatekeeping functions. Dense jargon ("pursuant to Article 5, Section 3," "hereinafter referred to as") and frequent use of the passive voice render texts inaccessible to lay readers, preserving institutional authority and excluding those without specialized training (Van Dijk, 2008). A study of public benefits forms found that applicants lacking legal expertise abandoned the process at higher rates, highlighting how linguistic opacity translates into real-world inequalities.

Media discourse also exercises power. Editorial headlines such as "Crisis Erupts in Neighborhood X" versus "Community Unites in Neighborhood X" frame events to generate fear or solidarity, guiding public perception. Through selective lexical choices and framing devices, journalists and editors can amplify certain voices while marginalizing others, shaping which narratives gain prominence.

3. Digital Discourse

Online platforms have spawned new linguistic resources and rapid cycles of innovation. Emojis, memes, hashtags, and abbreviations carry layered social meanings and construct digital personae. A single "😂" emoji can signal amusement and align the user with a playful in-group, while a meme—such as the "Distracted Boyfriend" template—can compress complex social commentaries into a shareable image, fostering viral spread (Tagg, Seargeant, & Brown, 2017).

Hashtag activism provides a stark illustration of language as mobilizing force. The #MeToo movement leveraged anaphoric solidarity ("If all of us who have been harassed wrote 'Me Too'…") to create a collective discourse community that transcended national borders. Similarly, #BlackLivesMatter evolved from a rallying cry into a discursive frame that shaped news coverage, policy debates, and academic research, demonstrating how a simple linguistic token can catalyze sustained social engagement (Clayton, 2016).

Abbreviations such as "LOL," "SMH," and "ICYMI" function as in-group markers; their correct use signals digital literacy and belonging, while misapplication can reveal outsider status. Platforms like Twitter also impose structural constraints (280-character limit), encouraging users to develop inventive ellipses, acronyms, and threads to convey nuanced arguments. These affordances—and their attendant norms—continuously reshape how digital communities form, negotiate identity, and exert influence.

4. Inclusion and Exclusion

Language simultaneously draws people together and drives them apart. Solidarity functions—shared slang, insider jargon ("ROI," "pivot," "deep dive")—foster cohesion among team members in corporate settings, creating a sense of expertise and belonging. Yet the same terminology can alienate newcomers unfamiliar with sector-specific lexicons, erecting linguistic barriers to entry.

In educational policy, mandating "standard" varieties of a language may inadvertently exclude speakers of regional dialects or learners of English as a Foreign Language. For example, insisting on Received Pronunciation in UK classrooms marginalizes students from Liverpool or Glasgow, whose accents carry negative social stereotypes, undermining confidence and participation (Wolfram & Schilling-Estes, 2006).

Digital platforms further illustrate exclusionary potential. Online forums that enforce strict moderation policies—deleting posts with non-standard orthography or profanity—can silence marginalized voices who rely on unconventional vernaculars to express solidarity or resistance. Conversely, communities that embrace linguistic diversity—allowing code-mixing, dialectal spelling, and creative orthography—tend to exhibit higher rates of newcomer retention and user engagement.

By recognizing these patterns, educators and organizations can implement inclusive strategies:

- **Glossing Specialized Terms:** Providing brief definitions or tooltips for jargon in meeting agendas or learning materials.

- **Encouraging Code-Mixing:** Allowing multilingual participants to draw on all linguistic repertoires.

- **Promoting Dialect Awareness:** Integrating lessons on dialect diversity and register variation into language curricula.

Such measures honor linguistic diversity while reducing unintended exclusion, moving toward more equitable communicative practices.

Conclusion

This study illustrates that language is a dynamic social tool with tangible effects on identity, power,

inclusion, and exclusion. Through identity construction, speakers employ strategies such as code-switching and register shifts to signal in-group membership or assert distinction. In institutional and political discourse, rhetorical devices—repetition, metaphor, and appeals to authority—shape who holds influence and who remains voiceless. In digital spaces, features like emojis, hashtags, and memes do more than decorate text: they build online communities, mobilize collective action, and sometimes reinforce existing biases.

These insights have practical implications. Educators can incorporate critical language awareness into curricula, helping learners recognize how speech patterns affect relationships and social standing. Organizations should audit their communications—clarifying jargon, adopting inclusive pronouns, and welcoming diverse voices—to reduce unintended exclusion. Media professionals can craft narratives that broaden participation rather than narrow it.

Looking ahead, research on gendered discourse, AI-mediated conversation, and multilingual community practices will deepen our understanding of language's evolving social role. By attending to how we speak and listen, we promote more equitable, connected, and responsive societies.

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Application of Social Platforms in Language Learning

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Keywords	Abstract
social platforms social media language learning Zoom Skype Tandem Speaky HelloTalk	This paper elaborates the role of social platforms in enhancing language learning, with a focus on tools such as Tandem, Speaky, Reddit, HelloTalk, Duolingo, and Memrise. Apart from language learning goal-targeted platforms, common social platforms such as Skype, Zoom and Microsoft Teams have been analyzed in terms of language learning. These platforms provide diverse learning experiences through community interaction, real-time communication, gamification, and content-based learning. By analyzing their impact on comprehensibility gains, this study highlights how social engagement and interactive feedback contribute to improved language understanding. The findings suggest that platforms emphasizing direct communication with native speakers, such as HelloTalk and Tandem, yield the most significant improvements in comprehension, while structured and gamified tools like Duolingo and Memrise support foundational skills. Overall, social platforms represent a dynamic and accessible approach to modern language education.

Introduction

Social platforms have become major tools in language learning recently. With the development of modern technological digital devices and the increasing universal interconnectivity led by social media, traditional language learning ways and forms are being replaced by more productive online platforms. Social media creates an irreplaceable chance for learners to communicate with native speakers, use authentic materials, making language learning more interesting and immersive. This study discloses a variety of benefits provided by a few social platforms in the language learning process. In this way, language learners access real-world content very easily rich in interactive features. As social media platforms, social platforms also offer this opportunity.

First, we should focus on the distinction between social platforms and social media platforms. It is essential to underline that social media platform targets to broadcast information, whereas social networking platforms are considered for mutual communication only. For example, though it is possible to send videos or photos on the Zoom, they cannot be publicly liked or shared. Social media is a communication channel while social platform has mutual or two-way nature.

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In the digital age, language learning has evolved significantly thanks to the advent of social media platforms and social networking platforms (Alsenafi et al., 2024). In fact, both platforms were originally intended for socialization and communication which offered an opportunity for online classes where different languages and subjects were learnt and taught. Besides, both platforms changed the way people learn the language.

One of the undeniable benefits of social media platforms in language learning is the access to authentic and real-world content. Social networking sites such as YouTube, Skype, Instagram, Facebook, Twitter offer learners opportunity to keep in touch with native speakers in cultural contexts and pick up the language how it is used in everyday speech (Huseynzade, 2025). All language skills can be developed through social media platforms. However, we can boost mainly speaking and writing skills more effectively via social platforms such as Skype, Zoom or Microsoft Teams. There are some controversial ideas about YouTube and Duolingo. Some people do not consider them social media while others think that they are the hybrid of social media and social networking platforms.

YouTube: YouTube is a productive place where language learners could acquire the target language by watching a myriad of videos with subtitles. These videos may contain movies, song slips, news, TV-show programs, etc. Besides, language teachers can share different educational videos on this platform. Once a famous language teacher posts useful content, millions of people view and like it. Though YouTube did not have live-streaming video features, it hosted its first live-stream event in 2008. In this way, YouTube was able to broadcast live videos from around the world. The purpose of YouTube was to live-stream bigger events, especially war news, concerts or sports games. Despite some exceptions, YouTube has never been a platform to conduct massive online lessons. During the pandemic, Zoom, Skype and Microsoft Teams were frequently used social platforms in language learning. These are not instructional materials, they are considered instructional platforms (Babayev, 2021).

Skype: It is a communication-based social networking platform allowing users to interact via voice and video chat. Though Skype is a social networking platform, it is not considered a social media platform. Because social media platforms allow people to create and share and exchange content and information with others. Examples can be TikTok, Instagram, LinkedIn, Facebook, Twitter, etc. Though it is possible to discover new people on the Skype platform, we cannot watch, like or share any posts here as it happens on Instagram. Skype was announced to be retired on May 5, 2025, in order to develop Microsoft Teams. Users were allowed to export or move all data on Skype to Microsoft Teams. It means that Skype will not be available for language learners to use.

Zoom: As Skype, Zoom is also a communication platform allowing the users to connect via video, audio, phone and chat. As Skype, Zoom is not considered for posting a video or a picture for people to like or to share. Like Skype, it is not a social media platform, it is a social or social networking platform. During the Caronavirus pandemic, Skype was extensively used to conduct online lessons (Babayev, 2022). It was not only used for educational purposes but also used to host remote business meetings. In lockdown period, people worked online from home thanks to Zoom platform in spite of a number of disadvantages.

Microsoft Teams: It is a hub for teamwork that brings people, conversations and content all together. During the Covid-19 pandemic, Microsoft Teams gained much interest along with Zoom, Slack and Google meet social platforms. Microsoft Teams could host more participants compared to Zoom and Skype. For this reason, Miscrosoft Teams was more efficient in the organization of online conferences since it could host a

larger audience. Zoom and Skype did not have such a feature and the number of participants was usually restricted. As Zoom, Microsoft Teams has breakout rooms which can split the students into small groups. This is mainly used during online classes or trainings where individual speaking sessions are carried out.

Interactive Communities and Support

Interactive communities such as Reddit and Discord can function as a social platform to learn any language successfully. It is a large online community where people can share all sorts of thoughts and ideas. Social media is defined as websites and applications enabling users to create or share content or to participate in social networking. Social networking platforms such as Reddit and Discord are defined as the use of dedicated websites and applications to communicate with other users, or to find people with common interests. Facebook is the mix of social platforms and social media platform. Language learners join different groups, follow hashtags and participate in conversations or discussions related to the target language they want to learn.

Reddit: This app puts community first. Unlike most social media platforms where content is driven by individual profiles, Reddit revolves around "subreddits" -topic-based communities created by users. The similarity between social media and this type of social platforms is that learners can pose questions, share resources and get feedback. Subreddits provides a platform for learners to discuss hardships, share language learning tips and exchange resources.

Discord: Like Reddit, language learners can join some certain servers which focus on language acquisition practice on Discord, too. The learners can chat, ask questions and participate in conversation with native speakers.

Language Exchange and Peer Learning

One of the advantages of social platforms is the ability to build up a connection with native speaker for language exchange.

Tandem: It is a mobile language exchange application and global language learning community (Alisoy et al., 2024). This application facilitates communication via voice, text and video chat that enables users to improve their language skills. Millions of people around the globe teach each other via this language learning app. For this reason, this is considered one of the global language exchange communities. Unlike HelloTalk and Speaky, Tandem has a video call feature that helps language partners practice the target language visually. It helps practice vocabulary, grammar and pronunciation.

HelloTalk: This app connects language learners with native speakers to chat for free. You can learn the language by chatting with native speakers. This app allows users to text, voice message or make voice calls. Native speakers can make corrections on the messages of language learners. Learners can learn a language mutually, as well. When someone meets for dating, the account is banned. HelloTalk is used in India, Indonesia and Philippines most. As Tandem, Discord and Reddit, HelloTalk is a community used in some specific parts of the world.

Speaky: It is a social platform aiming to learn a language through text, audio and video. Apart from language learning, it also serves as a cultural exchange. Users of this app create a profile, find language partners and participate in a conversation through text or voice.

Social platforms also help with cultural exchange, which is key to mastering a language. Understanding the culture associated with a language can provide context to phrases, expressions, and customs, making learning more meaningful and enjoyable.

Gamification and Interactive Tools

Some specific social platforms incorporate gamification techniques that enhances the engagement of learners. This approach can make language learning process more entertaining. Apps like Memrise and Duolingo have game-like features, such as points, rewards or levels to stimulate learners to continue to practice their skills. Children can learn a foreign language more efficiently in this way.

Duolingo: Social integration in Duolingo allows language learners to compete with friends, motivate each other and make progress. Competition encourages consistency and make learners achieve higher results.

Memrise: As Duolingo, Memrise includes "leaderboards" where learners can compare progress with their friends and other users. This adds a social dimension to language learning practice.

Real-Time Feedback and Correction

Social platforms should be interconnected with social media platforms in order to provide real-time feedback. It is essential for language learning. When learners post in a language-related forum or conference on social media such as Twitter or TikTok, they often get feedback (Haque, 2023). Native speakers type comments below the post making corrections. Learners might get some useful recommendations from advanced learners and native speakers. This feedback speeds up to refine their language skills and to avoid making the same mistakes again.

Methods

To explore the application of social platforms in language learning, a qualitative approach was used. Data were collected from several sources, including scholarly articles, case studies, and user experiences shared on social media platforms such as YouTube , Instagram, Twitter, Facebook, Reddit, and language exchange apps like HelloTalk and Tandem. These platforms were examined for their features that contribute to language acquisition, focusing on interaction with native speakers, gamification elements, community support, and real-time feedback. This approach allowed for a broad understanding of how different social media tools are employed in the language learning process.

Results

The findings demonstrate that social platforms offer various functionalities that enhance language learning. Key results include:

There were 3 biggest social platform used for language learning purposes which included Zoom, Skype and Microsoft Teams during the pandemic.

Here's a sample table illustrating the usage frequency of Skype, Zoom, and Microsoft Teams during the COVID-19 pandemic specifically for language learning purposes. The data is an estimated summary based on observed trends in educational and language learning contexts during that period.

Platform	Usage Frequency (2020–2022)	Primary Use Case	Strengths for Language Learning	Estimated Share of Language Learners (%)
Zoom	Very High	Online Classes & Tutoring	Breakout rooms, stable video, popular with schools & tutors	45%
Skype	Moderate	One-on-One Conversations	Easy to use, long-standing use in tutoring	25%
Microsoft Teams	Moderate to High	Institutional Language Courses	Integrated with MS Office, used by schools	30%

Note: Percentages are approximations and intended for general reference. Actual usage varies by region, institution, and learner access.

As seen from the table, Zoom was most used for online classes with 45% including language learning while Skype was successful for one-on-one conversations with the lowest percent-25%.

Access to Authentic Content: Platforms like YouTube , Instagram, and TikTok provide learners with exposure to native speakers and real-world contexts. Learners can engage with cultural content, idiomatic expressions, and regional accents, which are often absent from traditional textbooks (Alvarez et al., 2018).

Interactive Communities and Peer Learning: Platforms like Reddit and Facebook host communities where learners can ask questions, share experiences, and exchange resources. These communities also encourage collaboration and create a sense of belonging among language learners.

Language Exchange: Apps like HelloTalk and Tandem connect learners with native speakers for language exchange, allowing them to practice speaking, writing, and listening skills in real time.

Gamification: Apps such as Duolingo and Memrise incorporate gamified elements like points, rewards, and challenges, which motivate learners to practice regularly and track progress.

Real-Time Feedback: Social platforms provide immediate feedback on language use, whether through comments on social media posts, corrections by language partners, or real-time responses in interactive communities. This accelerates the learning process by helping learners address errors promptly.

Platform	Type	Interaction Style	Estimated Comprehensibility Gain (%)	Notes
Tandem	Language Exchange App	Text/Voice/Video Chat	20%	Real-time practice with native speakers.

Speaky	Language Exchange App	Chat and Messaging	15%	Similar to Tandem but with fewer active users.
Reddit	Forum-based Community	Written Discussions	10%	Passive exposure; learning from reading and posting.
HelloTalk	Language Exchange App	Messaging + Corrections	25%	Strong feedback system; correction tools aid comprehension.
Duolingo	Gamified Learning	Structured Lessons	20%	Good for vocabulary and grammar basics.
Memrise	Flashcard-based App	Repetition-Based Learning	10%	Best for memorization, less effective for active comprehension.

As seen from the table, the highest comprehensibility gain in language acquisition belongs to HelloTalk with 25%, whereas the lowest result pertains to Reddit and Memrise making up 10%.

Discussion

The use of social platforms in language learning presents several advantages over traditional methods. The primary benefit is the accessibility and immediacy of language practice. Learners can engage with real-world content, which helps them understand how a language is used in everyday life. Furthermore, the ability to communicate directly with native speakers enhances speaking and listening skills, which are often difficult to practice in formal education settings.

Interactive features, such as language exchange and community support, help build a sense of connection and accountability. Learners can receive real-time corrections, fostering an environment where mistakes are viewed as learning opportunities. The gamification of apps encourages consistent practice, while the personalized nature of social media content allows learners to tailor their studies to specific interests or needs, making the process more engaging.

However, while social platforms provide numerous benefits, they are not without limitations. For instance, not all social media interactions are conducive to language learning. The informal nature of online communication can sometimes lead to the use of slang or incorrect grammar, which might not be helpful for learners who need to master formal language structures. Additionally, the lack of structured lessons or a curriculum might leave learners with gaps in their understanding.

The findings of this study highlight several key advantages of using social platforms in language learning. The accessibility of authentic content is one of the most valuable aspects of these platforms. By engaging with real-world content, learners gain a deeper understanding of the language in its natural context, which textbooks often fail to provide. Social platforms also provide learners with a more informal, flexible environment for practicing and learning the language, making the learning process feel more natural and enjoyable (Nuri, 2024).

The interactive communities on platforms like Reddit, Facebook, and Discord play a crucial role in language learning. Learners can ask questions, discuss difficult concepts, and receive guidance from others, which builds a sense of community and helps to prevent feelings of isolation. Moreover, the support and

encouragement from fellow learners can be a powerful motivator, helping to maintain engagement over time.

Language exchange platforms further enhance the learning process by offering the opportunity for direct communication with native speakers. This interaction allows learners to practice speaking and listening skills, while also receiving corrections and feedback on their use of the language. The cultural exchange aspect also adds depth to the learning experience, allowing learners to understand cultural nuances and how language is used in different contexts.

The gamification of apps like Duolingo and Memrise offers learners a playful way to stay motivated. The incorporation of rewards, challenges, and progress tracking helps to create a more engaging and consistent learning experience. Gamification can also help to build a sense of accomplishment, as learners can visually track their progress and celebrate milestones.

However, despite the numerous benefits, there are some limitations to using social platforms for language learning. One of the potential downsides is the exposure to informal or incorrect language use, especially when interacting in social media communities or informal language exchange settings. While this can be beneficial in terms of understanding colloquial language, it may lead to the development of bad habits if not corrected by a more formal learning environment. Additionally, social media-based learning can sometimes lack structure, which might result in learners missing important aspects of grammar or vocabulary.

Conclusion

Social platforms have revolutionized language learning by offering new ways to connect, practice, and receive feedback. With the rise of interactive communities, language exchange, and personalized content, learners now have access to an endless supply of tools to support their language journey. Whether you're looking to improve your vocabulary, refine your pronunciation, or immerse yourself in authentic cultural content, social media platforms provide a dynamic and engaging environment to master a new language. By harnessing the power of these platforms, learners can not only achieve fluency but also build a deeper connection to the cultures associated with their target language.

Social platforms are transforming the landscape of language learning by offering a diverse range of tools and resources that promote engagement, interaction, and continuous practice. By providing access to real-world content, fostering peer learning, facilitating language exchange, and offering flexible learning environments, social media has become an invaluable tool for modern language learners. While there are some drawbacks, such as the potential for exposure to informal language use, the benefits of social platforms outweigh these limitations, making them an effective supplement to traditional language learning methods. As technology continues to advance, the role of social media in language acquisition will only become more significant, further revolutionizing how people learn languages in the digital age.

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Professionalism and Educational Ethics of University Teaching Staff

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Keywords	Abstract
Teacher personality psychological analysis higher education teacher-student interaction professionalism academic motivation emotional intelligence	The personality and emotional intelligence of university instructors are essential factors influencing the quality of education in higher learning. This paper explores the psychological characteristics of teachers, particularly focusing on emotional intelligence, professionalism, and their impact on teacher-student interaction. Additionally, the study examines how these traits affect academic motivation and the development of student-teacher relationships. The article integrates existing literature on teaching psychology and offers insights into how understanding the psychological aspects of instructors can enhance the teaching-learning process in higher education.

Introduction

University instructors play a significant role in shaping the academic and personal development of students. While knowledge expertise remains a cornerstone of effective teaching, an instructor's psychological characteristics—such as personality, emotional intelligence, and communication skills—can profoundly impact the teaching process. In recent years, the emphasis has shifted from simply examining what instructors teach to understanding *how* they teach and *who* they are as individuals.

This paper aims to explore the psychological aspects of university instructors, specifically the roles they play in the development of students' academic motivations, emotional intelligence, and personal growth. Understanding the psychological profile of instructors not only sheds light on their effectiveness as educators but also provides insights into the broader educational environment that influences student outcomes. Based on powerful and long history of Eastern ethics and philosophy, academic life and social life are inevitably integrated since humanistic values are always highly valued in spite of relentless academic expectations that require serious engagement. In the framework of Western resilience and result-oriented diligence in the teaching-learning cooperation leads to productivity.

The paper is organized as follows: a review of literature on the psychological traits of instructors, followed by a discussion on the impact of these traits on teacher-student interactions, academic motivation, and

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professional conduct. The study concludes with a reflection on the implications for higher education and recommendations for fostering emotionally intelligent and professionally aware teaching practices.

Literature Review

Psychological Characteristics of University Instructors

The psychological traits of university instructors significantly influence their teaching styles and interactions with students. Research on teacher personality indicates that traits such as extraversion, openness, and agreeableness contribute to effective classroom management and communication. Instructors with a positive outlook, openness to new teaching methods, and a strong commitment to student development create a more supportive and engaging learning environment (Costa & McCrae, 1992).

One of the most widely discussed psychological traits of effective instructors is emotional intelligence (EI). According to **Goleman (1995)**, EI encompasses five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These skills allow instructors to connect with their students on a deeper emotional level, fostering trust and open communication. Instructors with high EI are better able to recognize students' emotional needs and respond with appropriate support, thus contributing to a positive classroom climate. It is obvious for especially Eastern nations that deeply-rooted moral values often promote teacher-student relations in the context of religious teachings and long-dated history of education. From this respect, students despite the fact that they are mature enough, are expected to respect the teacher because of his or her age. Also, the places such as schools or universities, where human beings are educated, have always been highly appreciated and placed much value in throughout history in Eastern culture. However, compared to Western communities more expectations are placed on the work and outcome itself, rather than the intrapersonal relationship.

Further, **Zeichner and Liston (1996)** underscore that emotional intelligence is not just about managing one's own emotions, but also about understanding and empathizing with students. This creates a learning atmosphere where students feel understood, respected, and motivated to engage. **Hattie and Timperley (2007)** also emphasize the role of feedback in the learning process, suggesting that instructors with strong EI provide feedback that is both constructive and empathetic, thereby enhancing students' academic self-concept.

Moreover, teachers' psychological characteristics influence their teaching efficacy in ways that go beyond emotional intelligence. **Shulman's (1987)** concept of pedagogical content knowledge (PCK) stresses the importance of integrating deep content knowledge with the ability to communicate and teach effectively. Teachers with high levels of PCK understand how to present material in a way that resonates with students' emotional and intellectual needs.

Research conducted among 330 university instructors in Turkey revealed that university teachers possess a number of distinct psychological traits compared to other professional groups. The study was carried out based on categories such as marital status (married–single), gender (female–male), and work experience (1–5 years and over 10 years). It was found that factors such as job satisfaction, professional experience, and the extent to which personal and financial needs are met play a significant role in the successful performance of instructors. The working conditions and specific facilities provided to the instructor also

hold substantial importance. For example, a chemistry teacher requires a proper laboratory, while computer science instructors need rooms equipped with modern devices. These provisions are crucial.

In this regard, the extent to which an instructor can transmit their knowledge to students is always directly proportional to the demands placed on professionals by the era and the expectations of employers regarding university graduates.

In addition to personal qualities, a university instructor is someone who has entered the labor market with their knowledge. If their work is not adequately appreciated, even an instructor with an idealistic personality model will not be able to fully engage in scientific creativity over time—because they, too, have psychological and emotional needs. On the other hand, the financial appreciation of an instructor's labor also carries great importance. Spending more than 10 hours a day on making ends meet should not become a subconscious burden for the instructor. Instead, a university instructor should focus on scientific research, on authoring books that will contribute to the future of their country, and on training competent professionals.

This is because a university instructor bears a responsibility to the nation. They train the country's doctors, engineers, teachers, intellectuals, and journalists. The consistent quality coefficient is considered an important measure for evaluating the instructor's work.

Teacher-Student Interaction and Professionalism

The quality of teacher-student interactions is another critical component in the effectiveness of teaching. Research by **Bain (2004)** highlights that students who feel respected and valued by their instructors are more likely to engage with the material and participate actively in the learning process. Bain asserts that successful instructors build strong, supportive relationships with students, which fosters a sense of belonging and enhances student motivation.

Teacher professionalism also plays a vital role in shaping these interactions. **Shulman (1987)** defines professionalism in teaching as the capacity to blend expert knowledge with effective pedagogical practices. Professional instructors maintain high standards of ethical conduct, treat students equitably, and create a structured, respectful classroom environment. They set clear expectations, communicate effectively, and handle challenges with poise and fairness.

Professionalism in teaching is also closely linked to the instructor's ability to manage diversity within the classroom. **Zeichner and Liston (1996)** argue that instructors must be sensitive to the diverse backgrounds and experiences of students, adapting their teaching styles to meet the needs of various learners. Instructors who demonstrate cultural awareness and inclusivity in their teaching foster an environment in which all students feel valued.

Impact on Academic Motivation

Teacher personality and professionalism have a significant influence on student motivation. **Perry (1970)** explored how instructors' behaviors impact students' intellectual development and motivation. Perry found that when teachers encourage open dialogue, intellectual curiosity, and critical thinking, students are more

likely to develop a deep commitment to learning. Instructors who challenge students intellectually, while also providing emotional support, can inspire a sense of academic purpose and intrinsic motivation.

Zeichner and Liston (1996) further emphasize the role of reflective practice in enhancing academic motivation. Instructors who reflect on their own teaching practices are more adaptable and responsive to students' needs, which results in a more motivating and enriching learning experience for students. These instructors are more likely to provide personalized feedback, adapt their methods to cater to different learning styles, and foster a classroom environment that encourages students to take ownership of their learning.

Additionally, **Bain (2004)** suggests that the role of the instructor extends beyond academic teaching to include the development of students' personal growth. Instructors who serve as mentors or guides in students' academic journeys contribute to the development of a student's academic identity, which can positively influence their motivation to succeed. Teachers who model enthusiasm for the subject matter and show genuine interest in students' progress foster an environment where students feel motivated to engage in the material actively.

Methodology

This study adopts a qualitative approach, analyzing existing literature on the psychological traits of university instructors and their impact on teaching practices. A review of recent studies, such as those by **Goleman (1995)**, **Zeichner and Liston (1996)**, and **Hattie and Timperley (2007)**, provides a comprehensive understanding of the psychological characteristics that influence instructor effectiveness. Case studies and theoretical frameworks are used to analyze the implications of these traits on teacher-student interactions, academic motivation, and professionalism.

Additionally, the study utilizes qualitative analysis of interviews with university instructors, seeking to understand how these psychological traits manifest in real-life teaching practices. This combination of literature review and empirical evidence offers a holistic understanding of the role of psychological characteristics in higher education.

Analysis and Discussion

Teacher Personality and Its Influence on Teaching Practices

Instructors' personalities shape not only their teaching style but also how they engage with students and manage classroom dynamics. **Korthagen and Vasalos (2005)** emphasize that instructors who exhibit traits such as openness, patience, and conscientiousness create a positive learning environment. These instructors are more likely to foster student engagement and provide the emotional support necessary for student success.

Research by **Costa and McCrae (1992)** highlights that personality traits such as extraversion, agreeableness, and emotional stability are linked to effective teaching practices. Teachers who are extroverted and emotionally stable tend to be better communicators, while those who are agreeable and conscientious are more likely to be empathetic and organized, creating a classroom atmosphere that is conducive to learning.

One of the aspects that distinguishes the pedagogical process in higher education institutions from other educational settings is that here, the teacher delivers instruction to individuals who are already partially formed. In this context, the contradictions that arise from teacher-student interaction become particularly noteworthy. For example, a teacher may manage the classroom in a liberal manner, but this does not necessarily result in students perceiving them as a "good teacher." At the same time, authoritarian teachers are also not considered ideal by students. Another paradox lies in whether the teacher's personality and psychological type align with those of the student; this compatibility (or lack thereof) can either facilitate or hinder their communication.

During a lesson, for instance, a student with an emotional personality type may find the worldview or mindset of a more formulaic "engineer" type amusing or difficult to take seriously. Similarly, a teacher with an epileptoid personality type might come across as excessively dull or rigid to a student of literature, turning them into the embodiment of someone who makes literature boring.

A teacher must be capable of playing the roles of both director and psychologist in all circumstances. A teacher is a creative individual, open to criticism and suggestions. It should be noted that a university instructor must reach a level where they can "distinguish between good and bad" and must always be able to captivate students with their knowledge and the richness of their character.

This is because a teacher should always maintain a certain superiority over the student—not in the sense of having a perfect personality, but in possessing the ability to engage mature or maturing university students in the learning process.

The Importance of Professionalism in Teaching

In addition to personality traits, professionalism plays a significant role in shaping the instructor-student relationship. Instructors who are professional demonstrate a commitment to both their students and the academic institution. Professionalism in teaching includes not only subject expertise but also the ability to interact with students in a manner that is both respectful and supportive.

Shulman (1987) argues that professionalism extends beyond technical knowledge, encompassing the ability to build rapport with students, provide clear expectations, and adapt teaching methods to suit the diverse needs of students. Instructors who maintain professionalism are better equipped to manage classroom challenges, provide constructive feedback, and create a learning environment that promotes student success.

Emotional Intelligence and Teacher-Student Interactions

Emotional intelligence is essential for creating positive teacher-student relationships. Instructors who possess high levels of EI are able to recognize students' emotional states and respond in ways that foster trust and engagement. This emotional awareness enables teachers to provide tailored support, offer constructive feedback, and build strong rapport with students.

Goleman (1995) asserts that teachers with high emotional intelligence are better able to manage classroom conflicts, offer emotional support, and create a climate of empathy and respect. These qualities help build stronger relationships with students, ultimately contributing to better learning outcomes.

Conclusion

In conclusion, understanding the psychological traits of university instructors—particularly their emotional intelligence, personality, and professionalism, can enhance the quality of education in higher learning. These traits directly influence teacher-student interactions, academic motivation, and the overall effectiveness of teaching. University instructors who demonstrate emotional intelligence, professionalism, and positive personality traits are more likely to foster an environment that supports student success, both academically and personally.

As higher education continues to evolve, institutions must recognize the importance of these psychological factors in shaping effective educators. By fostering emotional intelligence, promoting professionalism, and supporting reflective practices, universities can enhance the teaching-learning process, benefiting both instructors and students alike.

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Discourse Markers in Scottish Legal Discourse on Climate Change

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Keywords	Abstract
Discourse analysis discourse markers discourse on climate change legal discourse the Climate Change (Scotland) Act 2009	In 1999, the Scottish Parliament and the Scottish Government, respectively, were established in the wake of the so-called devolution, i.e. the decentralisation of power in the United Kingdom (the UK). Within their devolved power and responsibilities, the Scottish Parliament may decide upon the matters that pertain to education, environment, healthcare, local government, sports, tourism, and, in alia, the issue of climate change. In particular, the Scottish Parliament adopted the Climate Change (Scotland) Act in 2009. Whereas the Climate Change (Scotland) Act 2009 is amply investigated in a variety of scientific fields, there is insufficient research on the Act from the vantage point of discourse studies. Moreover, there is no current research on the metadiscursive means (for instance, discourse markers) that are found in the Act. Against this backdrop, this paper describes a quantitative study that aims at identifying and quantifying discourse markers (DMs) that are used in the Climate Change (Scotland) Act 2009. The study uses a computer-assisted research methodology in order to uncover the frequency of DMs in the Act. The findings of the study are further presented in the article.

Introduction

The issue of climate change can legitimately be described as a major challenge that impacts negatively upon people's quotidian lives in Europe and other parts of the world (Kapranov, 2015; Pfeiffer & Hepburn, 2016). For instance, the United Kingdom (the UK) is regularly reported in conjunction with the negative effects of anthropogenic climate change (Kapranov, 2018, 2024). Furthermore, the UK's constitutive parts (e.g., Scotland) are being increasingly exposed to severe flooding and rising sea levels, which are deemed to be among the direct consequences of climate change (Brown & Damery, 2002). Against this background, the issue of climate change is typically dealt with by means of (i) taking explicit political and legislative steps (Tvinnereim et al., 2017) and, if necessary, (ii) participating in individual and/or collective climate change protest actions (Kapranov, 2017, 2022a). In terms of legislature, it should be observed that the UK has

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introduced comprehensive legislative measures, laws, and directives that aim at adapting, ameliorating, and mitigating the negative consequences of climate change in a sustainable manner (Carlarne, 2010; Kapranov, 2022b).

Now, it should be remarked that Scotland as a constitutive part of the UK has the right to pass its own climate change legislation (Gérard, 2024; Tatham & Lemaire, 2024). This is possible due to the political process of Scottish devolution, which had started with the Scottish referendum in 1997 and resulted in the Scotland Act 1998 that established (i) the devolved Scottish Parliament and (ii) the Scottish Government (Keating, 2010). Following the Scottish devolution, Scotland has obtained the right to legislate acts in such areas as, for instance, education, environment, healthcare, local government, sports, tourism, and transport, to name just a few (Cairney, 2012). Whilst there is a substantial body of research that examines Scottish climate change legislation after the devolution from the UK (McEwen & Bomberg, 2014), there are still insufficient studies that explore Scottish climate change laws from the vantage point of discourse studies. Moreover, there are no published research investigations that analyse metadiscourse and, particularly, discourse markers (DMs) in Scottish legal discourse on the issue of climate change. In this regard, it should be mentioned that the studies on DMs in climate change discourse and in legal discourses are not numerous (Kapranov, 2016a; Tkačuková, 2015). It should be, perhaps, noted that DMs (such as *and*, *but*, *however*, etc.) are argued to form an essential part of climate change discourse (Kapranov, 2016a). They are deemed to facilitate and integrate various textual components, i.e. they ensure discursive coherence and cohesion (Matei, 2020) and, in turn, aid the comprehension of the text at hand (Schourup, 1999).

The present paper describes a quantitative study whose research aim is to identify and quantify DMs in the Climate Change (Scotland) Act adopted by the Scottish Parliament in 2009. Particularly, the study endeavours to provide answers to the following research question (RQ): What is the frequency of the occurrence of DMs in the Climate Change (Scotland) Act adopted by the Scottish Parliament in 2009? It is argued in the study that the analysis of use and frequency of DMs in the Climate Change (Scotland) Act 2009 can contribute to enriching our understanding of discourse processes associated with the issue of climate change in Scottish legal discourses. To this end, this paper is structured as follows. First, an outline of prior research studies on climate change in Scotland is given. Second, an overview of the literature on DMs in legal discourse is presented. Third, the present study is introduced. Thereafter, the results are discussed. Finally, the paper is concluded with the summary of the major findings.

An Outline of Prior Research Studies on the Issue of Climate Change is Scotland

The issue of climate change in the Scottish contexts has attracted attention of a substantial number of scientists (Jackson & Lynch, 2011; McEwen & Bomberg, 2014; McGregor et al., 2011; Porter et al., 2015; Royles & McEwen, 2015; Werritty & Sugden, 2012). Specifically, Jackson and Lynch (2011) demonstrate that Scottish legislation imposes fairly strict legal requirements that are aimed at reducing greenhouse gas emissions. Furthermore, Jackson and Lynch (2011) indicate that the Scottish Government is well positioned to provide a pro-active climate change agenda. In particular, Jackson and Lynch (2011) argue that the Scottish Government as well as Scottish local authorities should prioritise climate change mitigation and

adaptation by means of pursuing energy efficiency, reducing the so-called carbon footprint, and enhancing the resilience and environmental sustainability of Scottish communities. Additionally, Jackson and Lynch (2011) suggest that the Scottish agenda of climate change mitigation and adaptation is in alignment with the UK policies on the matter.

In contrast to the aforementioned views expressed by Jackson and Lynch (2011), McGregor, Swales, and Winning (2011) argue that Scotland seems to pursue its own distinctive energy policies associated with the issue of climate change. To be precise, McGregor, Swales, and Winning (2011) posit that the Climate Change (Scotland) Act 2009 sets more ambitious greenhouse emissions targets than its UK counterpart, e.g.

> The aspiration of Scottish climate change policy, as expressed in their targets, is world leading. Currently the Scottish climate change framework is more ambitious than the UK counterpart. It includes international aviation and shipping, is independent of the EU framework and it sets annual targets. These make the Scottish framework tougher but less flexible than its UK equivalent. The Scottish targets will be more difficult to achieve but, if achieved, then this framework could provide an appropriate contribution to Scotland's effort towards mitigating global climate change. (McGregor et al., 2011, p.33)

The aforementioned views seem to be shared by Werritty and Sugden (2012), who show that Scotland experiences a range of the negative consequences of climate change. Furthermore, Werritty and Sugden (2012) maintain that the negative consequences of climate change have profound impacts on Scotland's economy, society and the environment. Particularly, Werritty and Sugden (2012) inform that the negative consequences of climate change for Scotland involve the increase in fatalities and injuries associated with flooding and the susceptibility of farming to damage from the rising sea levels. Importantly, Werritty and Sugden (2012) argue that the general public in Scotland should be made aware of climate change as a major challenge that impacts upon people's daily lives.

In terms of informing the public at large of the negative consequences of climate change, Porter, Demeritt, and Dessai (2015) assert that local government bodies in the UK and, particularly, in Scotland, have a crucial role to play in providing information concerning climate change adaptation strategies. Porter, Demeritt, and Dessai (2015) argue that the local authorities in Scotland have developed proper communicative ways of informing the public at large of climate change risks and opportunities. This argument is in concert with the study conducted by McEwen and Bomberg (2014), who argue that Scotland and the Scottish Government appear to be at the forefront of tackling and mitigating climate change, encouraging a transition to net zero, and communicating its climate change policies accordingly. Furthermore, McEwen and Bomberg (2014) maintain that the Scottish Government's climate change agenda is characterised by several ambitious targets associated with the reduction of greenhouse gasses emissions and facilitating a more intensive use of renewable energy. Similarly to McEwen and Bomberg (2014), a research investigation by Royles and McEwen (2015) shows that the Scottish Government prioritises emission reduction and renewable energy. Notably, Royles and McEwen (2015) posit that the Scottish Government's climate change-related goals align with the expectations of the Scottish civil society.

Having outlined some of the prior studies that contextualise the issue of climate change in Scottish settings, let us proceed to an overview of the literature on DMs in legal discourse.

An Overview of the Literature on DMs in Legal Discourse

Providing an overview of the literature on DMs in legal discourse necessitates, in our view, a brief reference to the notion of discourse in general and legal discourse in particular. Informed by the work of Foucault (1971, 1972), discourse could be seen as the function of statements, which are embedded into social processes, that are aimed at securing dominant relationships of power by means of employing language (Kapranov, 2016b, 2016c; Nakayama & Krizek, 1995; Taylor, 2004). The Foucauldian perspective on statements is further disentangled by Graham (2005), who posits that

> The statement as "function" can be theorised as a discursive junction-box in which words and things intersect and become invested with particular relations of power […] in which one can "recognize and isolate an act of formulation" (Foucault, 1972: 93). According to Foucault (1972: 100), the statement is a "special mode of existence" which enables "groups of signs to exist, and enables rules or forms to become manifest" (Foucault, 1972: 99). (Graham, 2005, p.7)

Following Foucault (1972), discourse, in addition to the notion of power, pertains to the key notion of knowledge. It can be seen as a projection of the power relationships, given that the exercise of power is an arena where knowledge is formed (Miller, 1990; Patton, 1985). The Foucauldian understanding of discourse resonates with Trosborg (1992), who regards legal discourse as a type of discourse that centres on power relationships. In particular, Trosborg (1992) indicates that language comes to the fore in human affairs related to law, given that "law would not exist without language" (Trosborg, 1992, p. 9). Informed by an intricate interplay between language and the relationship of power in the Foucauldian sense, legal discourse can be defined as a complex type of discourse, which "is realized through legal texts written in legal language, which are regarded as special-purpose texts different from other kinds of texts in respect of their text-internal and text-external properties" (Berūkštienė, 2016, p.89). Indeed, legal discourse is a complex discursive space, which involves a range of legal genres, for instance, legislation, judgments, legal textbooks, law cases, and typical legal contexts (Bhatia et al., 2004).

One the linguistic properties of legal discourse is manifested by DMs. Whereas "finding a unified definition for discourse markers is problematic since they do not form a unified group" (Tkačuková, 2015, p.145), DMs are conceived of as lexical expressions that are drawn from such syntactic classes as conjunctions, adverbs and non-propositional phrases, which signal a relationship between two clauses and/or sentences (Fraser, 1999, 2006, 2009). In legal discourse, DMs are argued to perform the following functions:
- mark relations between discursive items;
- organize discourse at the textual and interactional level;
- highlight or contribute to cohesion and coherence relations in discourse;
- act as constraints on relevance (i.e. they guide the interpretation process of the hearer/reader towards the intended meaning);

- are endowed with interactive and expressive functions;

- have an indexical function at discourse level (i.e. they indicate an interpretation path towards the correct understanding of the message). (Matei, 2020, p. 332)

Whilst Matei (2020) argues that DMs in written legal discourse tend to be associated with the formal register of English (for instance, *therefore*, *henceforth*, etc.), Tkačuková (2015) asserts that DMs in oral legal discourse are quite often derived from the informal register (e.g., *well*). To be more precise, Tkačuková (2015) demonstrates that the informal DM *well* seems to play a critical role in oral legal discourse that is contextualised in discussions between litigants, counsels and judges about legal points and organisational matters. Furthermore, Tkačuková (2015) shows that the functions of the DM *well* in oral legal discourse is quite frequently involved in turn-taking during the court litigation.

Matei's (2020) study echoes that of Farouq (2019), who regards DMs are cohesive devices that play an important role in connecting paragraphs, sentences, clauses in legal discourse. By means of examining a corpus of legal documents by the International Civil Aviation Organisation (ICAO), particularly, the ICAO's annexes, Farouq (2019) demonstrates that they seem to employ DMs that are used in the formal register of English, whilst colloquial DMs that perform interpersonal functions are not found in the annexes. Farouq (2019) posits that the register-driven choice and usage of DMs in the legal discourse by the ICAO impact upon the structure and organisation of the legal texts.

Also set in the context of international legal discourse, the study by Heidar and Biria (2011) reveals that international law texts exhibit a certain frequency of the occurrence of DMs. Among the most frequently occurring DMs in the international legal discourse, Heidar and Biria (2011) single out the following ones that are further given in the order of frequency: *and, or, but, although, however, before, second, while, even though, thus, consequently, though, nevertheless, yet, then, therefore, previously, because, whilst, albeit, that is, so, third, in other words, as has been said, finally*, and *likewise*.

As shown in the literature review, there is a line of not so numerous studies, which seek to address the use of DMs in legal discourse. Presently, however, there is no published research on DMs in the Climate Change (Scotland) Act 2009. In the subsequent section of the article, a quantitative study is presented that sets out to fill the current gap in knowledge pertaining to the frequency of the occurrence of DMs in the Act.

The Present Study: Its Theoretical Underpinnings, Materials and Methods

On the theoretical level, the present study is informed by (i) the Foucauldian (1971, 1972) perspective on discourse, which in the study is instantiated by the legal discourse of the Climate Change (Scotland) Act 2009, (ii) the view on legal discourse as a set of legislative genres proposed by Bhatia, Langton, and Lung (2004), who posit that legal discourse is characterised by extremely conservative and fixed subgenres of rules and regulations, contracts and agreements, and (iii) the definition of DMs formulated by Fraser (1999), who regards DMs as lexical units with zero propositional structure that join two pieces of discourse, represented by clause/sentence 1 and clause/sentence 2, typically occurring at the clause/sentence-initial position in clause/sentence 2. Based upon these theoretical pillars, the present study, as indicated in the

introduction, aims at establishing the frequency of the occurrence of DMs found in the Climate Change (Scotland) Act 2009 (see the RQ of the study in the introduction). Accordingly, the materials of the study are represented by the Climate Change (Scotland) Act adopted in 2009, which is freely available for viewing and downloading at https://www.legislation.gov.uk/asp/2009/12/contents/enacted. The Act consists of six chapters and six parts of chapter one, as well as two annexes (93 pages and 28 934 words in total, mean words 2 411.1, standard deviation 2 189.5).

The study employs a quantitative computer-assisted methodology, which is used to analyse the Act in AntConc (Anthony, 2022), a computer concordance program, which computes the frequency of the occurrence of DMs. In the analysis, the Act is saved as a set of Word files corresponding to the Acts' chapters and parts, as well as annexes (referred to as Schedule 1 and Schedule 2, respectively). Each of the files is processed in AntConc (Anthony, 2022). In addition, the computer-assisted analysis is extended by a manual procedure, which is needed in order to eliminate possible misclassifications and omissions. Given that the Act is processed as individual chapters and parts, the total number of each respective DMs in the Act is accompanied by its mean and standard deviation, computed in the Statistical Package for Social Sciences (SPSS), version 20.0 (IBM, 2011).

Results and Discussion

The results of the quantitative investigation are presented in Table 1 below, which shows the total number of each respective type of DMs, inclusive of its mean and standard deviation.

#	Discourse Markers	Total Number	Mean	Standard Deviation
1	*And*	70	6.3	5.7
2	*As*	78	7.1	5.7
3	*But*	3	1.0	0
4	*If*	38	5.4	4.9
5	*In particular*	10	2.5	2.6
6	*In so far (as)*	9	1.8	1.2
7	*Or*	59	5.9	6.3
8	*Otherwise*	1	0	0
9	*So*	10	2.0	0.6
10	*Such*	7	1.8	0.8
11	*Whether*	12	2.4	1.4

Referring to the RQ in the study, which seeks to establish the frequency of the occurrence of DMs in the Climate Change (Scotland) Act 2009, it is evident from Table 1 that there is a clear set of the frequently occurring DMs, such as *as*, *and*, and *or*. Let us discuss these DMs in more detail and, in our, discussion, draw comparisons with the prior studies. First of all, we can observe that the most frequent DM is represented by *as*, whose distribution is uneven in the Act. It occurs the most in Chapter 1, particularly in its fifth part (i.e., Part 5), as shown by Figure 1 below.
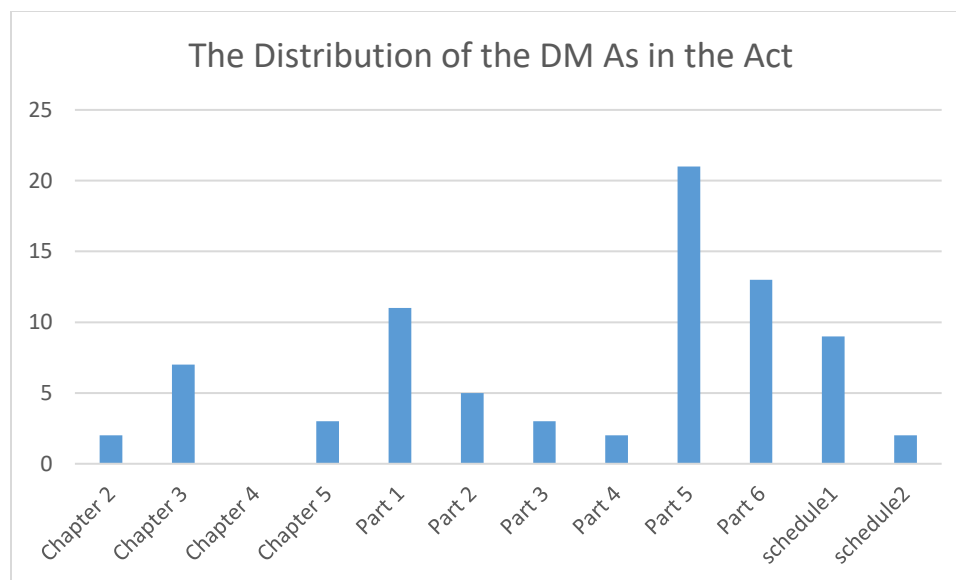
Figure 1. The Distribution of the DM *As* in the Climate Change (Scotland) Act 2009

To an extent, the present finding appears to be in contrast to the previous study conducted by Heidar and Biria (2011), who do not mention *as* among the most frequent DMs in English-medium legal discourses. However, the finding lends indirect support to Matei (2020) and Farouq (2019), respectively, who indicate that legal discourses tend to be associated with the neutral and formal register of English, both of which employ the DM *as* quite frequently. The frequency of the occurrence of the DM *as* in the Climate Change (Scotland) Act 2009 is further illustrated by excerpt (1):

> (1) 90 Penalties. (1) A person who commits an offence under regulations made under this Part is liable to such penalties, not exceeding those mentioned in subsection (2), **as** are provided for in the regulations. (2) Those penalties are — (a) on summary conviction, a fine not exceeding the statutory maximum; (b) on conviction on indictment, a fine. (The Scottish Climate Change Act, 2009, p.73)

Excerpt (1) shows an instance of the occurrence of *as* that is employed in order to connect the main clause to the subordinate clause "**as** are provided for in the regulations". In other words, *as* in (1) plays its canonical role of joining two clauses (Fraser, 1999) without adding a propositional content to both of them. Arguably, *as* in (1) indicates the way that something should be done and/or prescribed.

Another frequently occurring DM in the Climate Change (Scotland) Act 2009 is *and*. Its frequent occurrence is in line with the study by Heidar and Biria (2011), who report that *and* occurs frequently in English-medium legal discourses. Its high frequency of the occurrence in the Climate Change (Scotland) Act 2009 seems to be explained by the need to add an elaborative shade of discursive relationships between the adjoining clauses, as shown by excerpt (2):

(2) Where the Scottish Ministers lay a plan mentioned in subsection (1) or a report mentioned in subsection (2) before the Parliament, they must, as soon as reasonably practicable after doing so, **and** in so far as reasonably practicable, make a statement to the Parliament relating to the plan or, as the case may be, report. (The Scottish Climate Change Act, 2009, p. 51)

In (2), the DM *and* introduces a clause that provides more specific information and elaborates upon the preceding clause. Often, this is done in unity with other DMs, as, for instance, with the DM *in so far as* (see excerpt (2)). The DM *and*, just like *as*, is not evenly distributed in the Climate Change (Scotland) Act 2009, as exemplified by Figure 2 below.
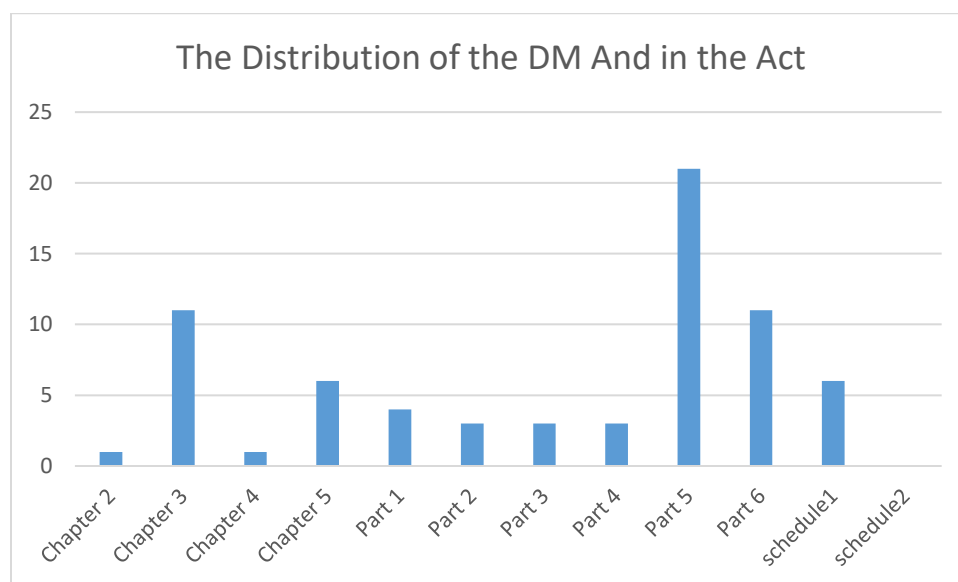
Figure 2. The Distribution of the DM *And* in the Climate Change (Scotland) Act 2009

It follows from Figure 2 and Figure 1 that the frequencies of the occurrence of the DMs *as* and *and* increase in Parts 5 and 6 of Chapter 1 of the Act. Whilst Part 5 deals with various climate change provisions, Part 6 deals with general and miscellaneous matters. Notably, Parts 5 and 6 are characterised by a rather high number of words in comparisons with other chapters and parts of the Act.

Finally, let us discuss and illustrate the frequently occurring DM *or* (see Table 1). Its high frequency of the occurrence is in alignment with the results that are reported by Heidar and Biria (2011), who also single out *or* as one of the rather frequent DMs in legal discourse. The pragmatic role that the DM *or* plays in the Act can be attributed to the manifestation of contrast, as emblematised by excerpt (3):

(3) The period referred to in subsection (5) (b) is the period of 3 years beginning with the day on which — (a) the plan is first published; or (b) the plan was last reviewed under subsection (5). (The Scottish Climate Change Act, 2009, p. 50)

Interestingly, the distribution of *or* in the Climate Change (Scotland) Act 2009 follows that of the other frequent DMs *and* and *as*. This is graphically represented by Figure 3.
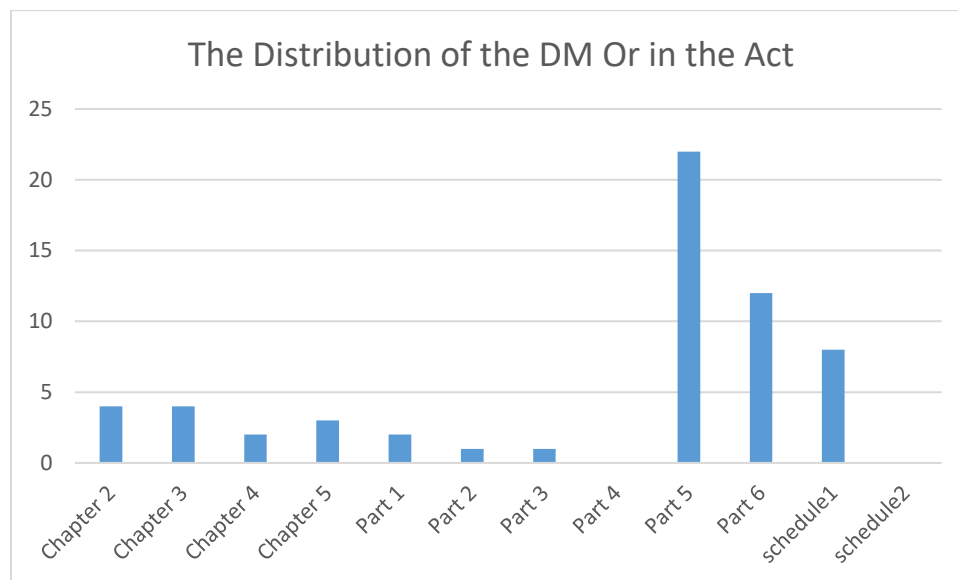
Figure 3. The Distribution of the DM *Or* in the Climate Change (Scotland) Act 2009

Identically to the frequencies of the occurrence of the DMs *as* and *and*, the increase of the frequency of *or* is associated with Parts 5 and 6. So far, we may argue that the most frequent DMs *as*, *and*, and *or* are characterised by rather similar distributional patterns in the Climate Change (Scotland) Act 2009. Additionally, we may also argue that the Act is characterised by quite limited types of DMs. The latter finding appears to be in contrast to Heidar and Biria (2011), who report a much more diverse range of DMs in English-medium legal discourses.

Conclusions

This paper looks into the frequency of the occurrence of DMs in the Climate Change (Scotland) Act 2009. The results of the quantitative computer-assisted analysis reveal that the Climate Change (Scotland) Act 2009 is marked by the presence of three frequently occurring DMs, namely (i) *as*, which is employed in indicating the way that something should be done and/or prescribed, (ii) *and,* that is involved in explaining and specifying the message, and (iii) *or*, which is used to render contrast and opposition. The dominance of these DMs in the Act could be interpreted as the marking of discursive relations between discursive items (see Matei (2020)), which are reflective of elaboration, specification of the expected manner of legal practices associated with the issue of climate change, and contrastive choices and alternatives related to the issue of climate change. Seen through such a discursive lens, the results of the present investigation contribute to a deeper understanding how the Climate Change (Scotland) Act 2009 is organised discursively.

Furthermore, the results of the study highlight the pragmatic orientation of the Act towards prescription, explanation and specification, and contrast.

Additionally, the study has unveiled that apart from the aforementioned frequently occurring DMs, the Climate Change (Scotland) Act 2009 is characterised by quite a limited set of types of DMs, such as *but*, *if*, *in particular*, *in so far (as)*, *otherwise*, *so*, *such*, and *whether*, which, arguably, belong to the neutral register of English. These findings provide indirect support to the literature (Farouq, 2019; Matei, 2020; Tkačuková, 2015), which points to the importance of the register in English-medium legal discourses. To reiterate, the study demonstrates that all the DMs in the Climate Change (Scotland) Act 2009 pertain to the neutral regular of English.

Finally, it should be summarised that the limited repertoire of the DMs in the Climate Change (Scotland) Act 2009 buttresses the observation made by Bhatia, Langton, and Lung (2004), and Berūkštienė (2016), who posit that the English-medium legal discourses are characterised by rather rigid, nearly ossified and formulaic linguistic means. Apparently, the fact that the present study has uncovered the limited repertoire of DMs in the Act fits into mould of the English-medium legal discourse situated in the context of climate change-related legislature in the UK, particularly in Scotland. Hopefully, the results of the study can serve as a benchmark for further research on legal discourses pertaining to the issue of climate change.

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Enhancing University Learners' Mastery of Present and Past Tenses through the Focused Divided Verb Teaching Method

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Keywords	Abstract
Verb Teaching Tense Accuracy ESP Grammar Verb Distinction	This study examines the effectiveness of the Focused Divided Verb Teaching Method in improving first-year university students' proficiency in using present and past tenses accurately. The research was conducted with 80 students at Ganja State University, Ganja City, Azerbaijan, employing a combination of pre-tests, targeted instruction, and post-tests to assess grammatical development. Results indicated substantial progress, with 28 students achieving over 70% accuracy in verb usage by the conclusion of the study. Participants reported that this method offered clearer and more effective guidance than traditional teaching techniques, particularly in distinguishing between main and helping verbs. Furthermore, significant enhancements were observed in both speaking and writing abilities, linked to a deeper understanding of tense application. The findings highlight the method's potential to advance English grammar competence, providing valuable insights for pedagogical strategies in higher education, especially within English for Specific Purposes (ESP) programs.

Introduction

In Azerbaijan, English is widely taught as a foreign language at the tertiary level, with a particular emphasis on English for Specific Purposes (ESP). As students advance in their academic careers, proficiency in general English becomes a fundamental prerequisite for mastering ESP, especially in disciplines requiring specialized knowledge and communication skills, such as law, medicine, and engineering. While students are expected to discuss topics related to their fields of study, they also face the challenge of achieving high scores on internationally recognized English proficiency exams, such as the International English Language Testing System (IELTS). A strong command of grammar, particularly tenses, is essential for success in both academic communication and language proficiency tests.

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However, a significant number of students continue to struggle with key grammatical structures, especially the use of present and past tenses. This gap in grammatical understanding hinders their ability to participate effectively in academic discussions, produce coherent written texts, and achieve desired proficiency exam scores. Therefore, enhancing learners' grammatical proficiency is crucial for their academic success and future career prospects. This study aims to explore the role of effective pedagogical strategies in addressing these challenges and improving students' grammatical competence. By implementing targeted instructional approaches, educators can help learners overcome grammatical weaknesses and attain the necessary language skills to succeed in both their studies and international examinations.

Furthermore, there are notable differences between Azerbaijani and English grammatical structures. Azerbaijani grammar expresses tenses through verb conjugations by adding suffixes directly to the verb. In contrast, English tense is indicated in the predicate and often requires auxiliary verbs such as *am*, *is*, *was*, or *will*. Consequently, many students find it difficult to understand and construct correct sentences involving tense alterations in English, especially in speaking and writing.

A fundamental aspect of English grammar is the correct use of present and past tenses, which play a crucial role in constructing accurate sentences in both speech and writing. Students who grasp the grammatical structures of these tenses and can modify verb forms accordingly are better equipped to construct correct sentences. In Azerbaijani, tense is marked primarily through verb endings rather than auxiliary verbs. Although time adverbs like *yesterday* and *tomorrow* may indicate when an action occurs, tense is conveyed by changing the verb form itself. Unlike English, where auxiliary verbs signal tense in the predicate, Azerbaijani relies on verb conjugation endings. Failure to correctly modify verbs in Azerbaijani can result in grammatical errors, which adds to students' challenges in learning English tense forms.

This study addresses two key research questions:

1. How does the teaching method improve students' understanding of the present and past tenses?

2. How does the teaching method enhance students' speaking and writing abilities?

2. Literature Review

Research on grammar development emphasizes the crucial role of grammatical knowledge in enhancing students' English proficiency. A solid grasp of grammar supports both productive and receptive language skills. In academic English, mastering standard written grammar and complex sentence structures is essential, and instruction should align with students' interests and needs (Harmer, 2007, p. 92). The communicative language teaching (CLT) approach highlights linguistic competence as key to language production, encouraging practical language use (Ellis, 2008, p. 134).

Fluency in speaking is vital for English learners, particularly given globalization's demand for proficiency in various fields (Brown, 2007, p. 66). Teachers must therefore select effective methods to improve speaking skills. Effective grammar instruction positively influences language learning and supports speaking development.

Common errors in second language writing—such as issues with tenses, prepositions, and subject-verb agreement—often stem from the influence of learners' first languages (Darus & Ching, 2009, p. 11). Writing is one of the most complex English skills to master but is essential for effective communication (Darus & Ching, 2009, p. 12). Errors can be external, caused by first language interference, or internal, arising from

the target language itself. External errors occur when learners transfer features from their first language, especially early in acquisition when target language rules are unfamiliar (Cook, 2010, p. 85). Positive transfer happens if the first language structures align with the target language; otherwise, interference may occur.

Errors may also be intra-lingual or developmental. Intra-lingual errors arise from misapplication of English grammar rules, while developmental errors reflect learners' stage-specific understanding of the language (Lightbown & Spada, 2006, p. 89). These errors, influenced by inadequate learning, target language complexity, and teaching methods, offer insight into learner progress. Positive transfer reduces errors, while negative transfer increases them (Ellis, 2008, p. 141). Developmental errors also relate to learners' comprehension and academic vocabulary (Rasulov, 2011, p. 47).

Grammar knowledge supports students' academic needs and enhances overall English skills. Because language skills are interconnected, grammar is essential for understanding syntactic structures, especially in reading texts that involve both lexical and grammatical features (Mustafayeva, 2015, p. 55). Effective grammar teaching fosters complex academic interactions beyond basic phrase repetition (Mammadova, 2014, p. 62). Therefore, grammar instruction is critical and strongly correlated with overall language competence.

Various teaching methods have evolved over time, each with strengths and limitations (Harmer, 2007, p. 80). In foreign language contexts where English is rarely used outside the classroom, effective grammar teaching methods are vital. Historically, the grammar-translation and audio-lingual methods have been dominant. While some critics argue that excessive grammar focus can limit critical thinking, others stress its importance for language mastery and fluent communication (Lightbown & Spada, 2006, p. 98). Ultimately, fluency remains the main goal of language learning, making grammar knowledge indispensable.

English learners often struggle particularly with tense usage, despite recognizing differences between tenses (Brown, 2007, p. 70). Learners understand that verbs must align with tenses but often have difficulty applying this consistently. Grammar instruction aims to improve learners' abilities and confidence. While many teachers prefer implicit methods, explicit grammar instruction—based on memorization and rule practice—has been shown to improve grammatical accuracy significantly (Madarina et al., 2015, p. 110).

Explicit instruction leads to better comprehension and increased confidence compared to implicit methods (Ellis, 2008, p. 149). Implicit knowledge is automatic and intuitive, enabling fluent spontaneous communication, whereas explicit knowledge is conscious, rule-based, and requires controlled processing. Research demonstrates that explicit teaching helps students understand grammar better, facilitating more automatic language use in real-world contexts (Ellis, 2008, p. 151).

2.1. Divided Verbs: Main Verb and Helping Verb

In English grammar, verbs are classified into main verbs and helping verbs. The main verb expresses the action or state of the subject and can be categorized as either action verbs (e.g., eat, go, write), which denote dynamic actions, or state verbs (e.g., look, resemble), which describe static conditions. Helping verbs, in contrast, serve a grammatical function by indicating tense, aspect, mood, or voice. They do not carry the full semantic meaning of the sentence but provide essential structural support. Key helping verbs include the forms of *to be* (is, am, are, was, were), *do* (do, does, did), *have* (have, has, had), and modal verbs such as *may, might, will, would, shall, should, can, could, must,* and *ought to*. These helping verbs play a crucial role in forming simple and compound tenses, enabling accurate expression of time and aspect in English (Harmer, 2007, p. 92).

2.2. What Needs to Be Taught?

According to Hinkel (2016), given limitations in instructional time and the need for effective teaching, it is impractical for English teachers to cover all verb tenses. Since not all tenses are widely used in contemporary English, educators should concentrate on the present and past tenses, which are fundamental for both spoken and written communication. Mastery of these tenses is especially critical for academic writing at advanced levels, where students must demonstrate competence in standard written English and complex sentence constructions. Hinkel recommends emphasizing practical applications of key verb tenses, including the simple present and past forms, as well as passive voice structures, which are prevalent in academic texts and serve important contextual purposes (Hinkel, 2016, p. 134).

3. Research Method

This study is classroom-based and utilizes an explicit teaching approach. The teaching process is divided into three cycles, spanning a total of nine sessions. The first cycle begins with a pre-test during the first meeting, followed by the implementation of the teaching method from the second to the seventh meeting. The third cycle consists of a post-test conducted in the eighth meeting. Data is collected through four stages.

First, data is gathered from the pre-test results before the teaching method is applied. The second step involves collecting data from the students' written work during the implementation of the teaching method. The third stage consists of analyzing the post-test results after the teaching method is applied. Finally, a semi-structured interview is conducted with 15 students. The interviews consist of open-ended questions and are held after the teaching method has been applied.

The data is analyzed using both qualitative and quantitative methods.

The interview questions are as follows:

1. Did you understand how to construct correct sentences in the present and past tenses during high school?

2. How did you learn about the present and past tenses?

3. Were you aware that verb forms can be divided into main verbs and helping verbs?

4. What are your thoughts on dividing verbs into main verbs and helping verbs?

5. Did you find it easier to learn the present and past tenses after understanding the division of verbs?

6. How has understanding the division of verbs in the present and past tenses impacted your ability in writing and speaking?

3.1. Participants

This study involved 80 first-year students from the Faculty of Law at Ganja State University, a public institution in Ganja City, Azerbaijan. Although the participants were first-year law students, most had previously studied English from secondary school through high school.

3.2. Focused Divided Verb Teaching Method

The teaching method was applied once a week across nine sessions, with each session lasting ninety minutes. The instruction was structured into three cycles, each designed to progressively build students' understanding and mastery of present and past tenses through the Focused Divided Verb approach.

A. First Cycle

The first cycle began with a pre-test conducted during the initial session. Students were instructed to write a paragraph of at least ten sentences about their daily activities using the simple present tense. Additionally, they wrote a separate paragraph, also consisting of at least ten sentences, describing their past weekend using the simple past tense. This pre-test aimed to evaluate students' baseline proficiency with present and past tenses prior to the introduction of the teaching method.

B. Second Cycle

In the second cycle, students were introduced to the Focused Divided Verb Teaching Method. This approach emphasized helping students distinguish between main verbs and helping verbs in both the present and past tenses. Instructional tasks were designed to engage students in writing sentences that correctly applied main and helping verbs. The cycle was divided into three phases:

1. Phase One: Helping Verb Focus

In this phase, students were instructed to write sentences using only helping verbs (e.g., *is*, *am*, *are* for present tense; *was*, *were* for past tense) without including any main verbs. The purpose was to strengthen students' understanding of how helping verbs signal tense. Topics for sentence construction included describing favorite vegetables or family members. For example, in the present tense, students wrote sentences such as "What is your favorite vegetable?" and "Who is she?" (referring to their mother). In the past tense, they described favorite foods or family members from a past perspective.

2. Phase Two: Main Verb Focus

Students then progressed to writing sentences that combined both main verbs and helping verbs (e.g., *do/does* for present tense, *did* for past tense). This phase aimed to clarify how main and helping verbs work together to indicate tense in affirmative and negative sentences. For instance, students answered questions like "What do you do with your favorite vegetable?" in the present tense or "What did your mother do last weekend?" in the past tense. The goal was to deepen comprehension of tense shifts in sentence formation.

3. Phase Three: Present Tense vs. Past Tense

In this final phase, students were shown pictures depicting actions in both present and past contexts. They were tasked with writing 10 sentences in the present tense—five using helping verbs and five using main verbs—and then repeating the exercise for the past tense. Each task was timed for 20 minutes, after which students read their sentences aloud for syntactical analysis. This phase focused on reinforcing the differences between present and past tense usage and improving accurate tense application.

C. Third Cycle

The third cycle took place during the eighth and ninth sessions and involved a post-test to assess students' mastery of present and past tense usage after the teaching intervention. The post-test was conducted in three parts:

1. First Session

Students were shown various pictures featuring objects such as fish, fruits, and food. They were asked to write 10 sentences in the present tense, including 5 sentences using helping verbs and 5 using main verbs. This task aimed to evaluate their ability to accurately apply both verb types in the present tense.

2. Second Session

In this session, students viewed pictures depicting both present and past scenarios. They were instructed to write sentences in the past tense, correctly using helping verbs and main verbs to describe the actions and times shown.

3. Third Session

Students received their worksheets back and were given 10 minutes to revise their work. This revision phase was critical for encouraging reflection on errors, reinforcing understanding of tense changes, and improving their grasp of divided verbs. Feedback allowed students to identify mistakes and enhance their overall comprehension of present and past tense usage.

During the post-test, students were allowed to use only manual dictionaries to support vocabulary. The teacher evaluated the work by randomly selecting examples for class review, with some students asked to read their sentences aloud. This interactive process facilitated error correction and reinforced the students' understanding of tense application and the distinction between main and helping verbs.

4. Results and Discussion

4.1. Does the Focused Divided Verb Teaching Method Improve Students' Understanding of Present and Past Tenses?

The pre-test results revealed that many students had limited knowledge of present and past tenses, especially in distinguishing between main verbs and helping verbs. Numerous grammatical errors were observed, primarily related to incorrectly shifting verbs between tenses, which compromised sentence structure.

During the second cycle, confusion persisted regarding the correct use of verb forms in present and past tenses. Students struggled to differentiate the roles of main verbs and helping verbs in tense alteration. Frequent errors involved the helping verb *to be* (is, am, are, was, were) and auxiliary verbs (do, does, did), particularly in negative and interrogative sentences.

This difficulty in selecting the appropriate verb forms often stemmed from misunderstandings of time aspects within sentence predicates. Intra-lingual errors—where incorrect tense rules were applied despite awareness of tense differences—were common.

Despite these challenges, the second cycle was pivotal. Through consistent practice, revision, and teacher feedback, students began to recognize and correct their mistakes. This process enabled a clearer understanding and improved application of tense-related verb forms.

The post-test results further demonstrate the method's effectiveness. Out of 80 students who completed the post-test, 28 students achieved over 70% accuracy in using appropriate verb forms for present and past tenses, whether helping or main verbs. This shows a significant improvement in their ability to correctly express different tenses in sentences.

The table below illustrates the occurrence of grammatical errors in a sample of written tasks from the pretest.

Error Classification	Error Samples of Sentences	Correction of Sentences
Helping Verb Mistakes	1. I don't goes to the market.	1. I don't go to the market. (Use the base form of the verb after "do.")
	2. She was not going to the party last night.	2. She did not go to the party last night. (Use auxiliary "did" for past tense in negative.)
	3. Was they arrive early?	3. Did they arrive early? (Use "did" for past tense in the question form.)
Main Verb Mistakes	1. He always eat breakfast before school.	1. He always eats breakfast before school. (Use "eats" for subject-verb agreement.)
	2. After I finished my homework, I go to bed.	2. After I finish my homework, I go to bed. (Use present tense for habitual action.)
	3. What you do after school?	3. What do you do after school? (Correct auxiliary verb placement for question form.)
	4. They doesn't like to play soccer.	4. They don't like to play soccer. (Use "don't" for plural subjects.)
	5. I is going to the store later.	5. I am going to the store later. (Use "am" for the first-person subject.)

The study demonstrates significant improvement in students' understanding of present and past tenses following the implementation of the Focused Divided Verb Teaching Method. Initially, most of the 80 students struggled to write correct sentences in both tenses during the pre-test. However, after the intervention, students were able to accurately construct sentences in over 70% of cases during the post-test.

Interviews with 15 students revealed diverse backgrounds and learning experiences. For example, one student from an Islamic boarding school—unlike typical high schools—had previously been taught the difference between modal verbs and forms of "to be," but found the Focused Divided Verb Method clearer and more accessible. Many other students admitted that they had never been explicitly taught to distinguish between main and helping verbs; instead, they had been exposed mainly to memorization-based methods, which left them confused about the correct use of verb forms across tenses.

Three students reported that they already understood present and past tenses prior to the new method but found this approach easier and clearer. It not only helped them grasp tense changes more effectively but also improved their understanding of continuous tenses.

Overall, the findings indicate that the Focused Divided Verb Method significantly enhanced students' ability to differentiate main and helping verbs in sentences. By providing ample practice opportunities, the method improved students' mastery of present and past tenses, including their use in negative and interrogative forms. Students found this method more effective and user-friendly than traditional memorization, and it also aided their comprehension of other tenses, such as continuous and future tenses.

4.2. Improvement in Students' Writing and Speaking Skills

The study found that the Focused Divided Verb Teaching Method significantly improved students' writing and speaking skills. Students became capable of constructing simple sentences and describing topics

accurately using present and past tenses, correctly applying both main and helping verbs. Many reported that the method clarified the differences between these verb types. One student noted, "The divided teaching method helped me understand the use of helping and main verbs better in sentence structure."

As students improved in identifying the correct tense within sentences, grammatical errors decreased in both written and spoken work. The method's emphasis on repetition and practice helped students internalize grammatical rules, recognize mistakes, and self-correct. This led to clearer expression of ideas and feelings.

Students with a strong grasp of basic grammar showed greater fluency and accuracy, confidently discussing everyday topics with proper tense usage. Overall, the method boosted students' confidence and precision in spoken English, which is vital for effective academic communication.

5. CONCLUSION

The Focused Divided Verb Teaching Method has significantly improved students' understanding and use of present and past tenses. Students can now accurately construct sentences on simple topics, effectively distinguishing between helping and main verbs in line with the ANA (Adjective, Noun, and Adverb) structure. This approach encourages repetition and practice, strengthening students' implicit grammatical knowledge and leading to greater fluency and accuracy in both speaking and writing.

Despite its effectiveness, the study faced time constraints, with students expressing a preference for more frequent sessions, ideally twice weekly, to deepen their learning. The findings offer valuable guidance for English educators, highlighting the importance of refining grammar instruction, especially for junior and senior high school learners. Additionally, the results support the adaptation of an English for Specific Purposes (ESP) curriculum within higher education, emphasizing the need for a solid foundation in general English.

The study's primary limitation lies in its restricted timeframe and focus on a single faculty, addressing only present and past tenses. Future research should explore the application of this method to other tenses, such as continuous and perfect forms, to further advance students' overall mastery of English grammar.

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Protection of Cultural Heritage and Its Economic Benefit

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Keywords	Abstract
cultural heritage tradition protection tourism job creation cuisine	Cultural heritage plays a vital role in shaping national identity and fostering community cohesion. Beyond its intrinsic value, cultural heritage has significant economic implications, especially in sectors such as tourism, education, and local craftsmanship. This study examines the relationship between the protection of cultural heritage and its economic benefits, using comparative analysis and case studies from multiple countries. The findings reveal that investment in cultural heritage preservation correlates with increased economic returns, particularly through sustainable tourism and job creation. Policy recommendations are provided to integrate heritage preservation into broader economic planning.

Introduction

Cultural heritage encompasses monuments, artifacts, traditions, and landscapes that represent the legacy of a community or nation. Its protection ensures the transmission of values, knowledge, and identity across generations. However, beyond the cultural and social imperatives, there is a growing recognition of the economic dimension of heritage conservation. As globalization and urbanization threaten historic assets, there is a need to justify protection efforts not only on moral and cultural grounds but also through measurable economic benefits. This paper explores how safeguarding cultural heritage contributes to economic development, with an emphasis on tourism, employment, and regional revitalization (Timothy & Nyaupane, 2009).

Cultural heritage, both tangible and intangible, represents the collective memory, identity, and creativity of communities and nations. It encompasses a wide array of assets, including historical monuments, archaeological sites, traditional practices, languages, music, cuisine and rituals. These elements not only reflect a society's historical trajectory but also shape its present-day values and aspirations. Protecting cultural heritage has long been regarded as a moral and cultural imperative—an act of stewardship to safeguard the past for future generations. However, in recent decades, there has been growing recognition

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of the economic dimensions of heritage conservation, particularly in relation to tourism, urban development, and local economies.

Globalization, rapid urbanization, and environmental degradation have placed many cultural heritage sites under increasing threat. Natural disasters, armed conflict, neglect, and unregulated development frequently contribute to the destruction or deterioration of cultural assets. In response, international frameworks such as UNESCO's World Heritage Convention (1972) have emphasized the importance of conservation. Yet, limited funding and competing policy priorities often undermine preservation efforts, especially in low- and middle-income countries (Unesco, 2020).

In parallel, the rise of heritage tourism—travel motivated by the exploration of cultural and historical attractions—has created new opportunities to align conservation with economic development. When managed sustainably, the protection of cultural sites can generate significant financial returns through tourism revenue, job creation, infrastructure development, and the revitalization of local crafts and industries. For example, historical towns and restored monuments often become focal points for investment, contributing to broader urban and rural regeneration. This dual role of heritage—as a repository of identity and a driver of economic value—positions it as a strategic asset in national development planning. Painting, carpet-weaving, theatrical elements including national clothes can also create cultural and individual-national identity (Садыхова, 2015). National clothes can be demonstrated at the theatrical performances which may also have a positive impact on local tourism (Ahmedova,2025)

Despite these trends, the economic argument for heritage preservation remains underutilized in public policy and often lacks empirical backing in development discourse (Ashworth, 2011). Questions persist about the measurable economic benefits of conservation initiatives, the equity of their distribution, and the conditions under which heritage protection contributes most effectively to sustainable development.

Cuisine, in particular, represents a deeply rooted form of intangible cultural heritage. Traditional food practices reflect regional biodiversity, historical trade patterns, social customs, and communal knowledge passed down through generations. From street food vendors in Southeast Asia to centuries-old culinary traditions in Europe and Africa, food is an essential medium through which culture is expressed, experienced, and preserved (Sadikhova & Babayev, 2025). Moreover, culinary heritage often becomes a focal point for tourism, hospitality, and local entrepreneurship. Gastronomic tourism—a growing sector within the broader tourism industry—demonstrates how cuisine contributes directly to economic development, community engagement, and cultural diplomacy (Javid & Sadikhova, 2025).

Globalization, rapid urbanization, and environmental degradation have placed many cultural heritage expressions, including culinary traditions, under increasing threat. Fast food chains, standardized diets, migration, and generational shifts have led to the decline or transformation of many traditional food practices (Bessière, 1998). Similarly, historic sites and cultural landmarks face pressure from real estate development, neglect, and conflict. In response, international frameworks such as UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage (2003) emphasize the need to protect not only physical monuments but also traditional knowledge systems—including culinary arts (Sadikhova, 2024).

This study aims to address these gaps by examining the economic benefits associated with the protection of cultural heritage. It explores the link between conservation efforts and economic performance through a

comparative analysis of four culturally significant sites across different regions of the world (Sadikhova, 2022). By integrating qualitative insights and quantitative data, this research seeks to demonstrate that investment in cultural heritage preservation is not only a cultural necessity but also a sound economic strategy—particularly in developing economies where diversification and sustainable growth are critical policy goals (World bank, 2019).

Methods

This study used a mixed-methods research design to explore the relationship between cultural heritage protection and its associated economic benefits. The approach combines both qualitative and quantitative methods to provide a comprehensive analysis.

1. Literature Review

- A systematic literature review was conducted to understand the theoretical and empirical connections between heritage preservation and economic development. Sources included:

- Peer-reviewed journals (e.g., Journal of Cultural Heritage, Tourism Management)

- Reports from international organizations (e.g., UNESCO, World Bank, ICOMOS)

- Government publications and policy briefs from selected countries

Keywords used in database searches included: "cultural heritage preservation," "economic impact," "heritage tourism," and "sustainable development."

2. Selection of Case Studies

Four geographically and culturally diverse sites were selected as case studies to ensure a balanced perspective:

1. Angkor Wat, Cambodia: A major archaeological site with strong ties to national identity and international tourism.

2. Historic Centre of Florence, Italy: A European example with well-established preservation frameworks and high tourist traffic.

3. Petra, Jordan: A desert heritage site with significant government-led restoration efforts.

4. Stone Town, Zanzibar, Tanzania: A coastal, urban heritage site involving community-based conservation models.

The sites were chosen based on the following criteria:

- Recognition as UNESCO World Heritage Sites
- Availability of economic and tourism-related data

- Documented preservation or restoration efforts

- Regional diversity (Asia, Europe, Middle East, Africa)

3. Data Collection

- Both primary and secondary data were collected, including:

- Visitor statistics (before and after major conservation projects)

- Government and NGO investment figures in restoration and maintenance

- Employment data from national statistics offices and tourism boards

- Revenue data from local businesses (e.g., hotels, restaurants, crafts)

- Survey data (where available) on local perceptions of economic benefits

- Data were collected from:

- National and local government reports

- UNESCO and World Bank databases

- Interviews and fieldwork reports published by NGOs and academic researchers

4. Data Analysis

- A combination of quantitative and qualitative techniques were used:

- Comparative Analysis: Pre- and post-preservation economic indicators (e.g., tourism revenue, employment rates) were compared across sites.

- Cost-Benefit Analysis: For each site, preservation costs were compared against measured economic returns.

- Thematic Analysis: Qualitative data (e.g., interviews and community reports) were coded to identify recurring themes related to economic impact and local engagement.

Results

The analysis produced several key findings:

Increased Tourism Revenue: All four sites saw significant increases in tourism following restoration or protection efforts. For example, after UNESCO World Heritage designation, Petra's annual visitors grew by 35%, boosting local hospitality and service sectors.

Job Creation: Heritage sites created direct and indirect employment opportunities. In Zanzibar, conservation projects led to a 20% increase in local artisan and tour guide employment.

Urban and Rural Development: Florence's protection of historic architecture attracted cultural investments and promoted urban regeneration, while Angkor Wat's preservation contributed to rural infrastructure development in surrounding villages.

Sustainable Practices: The integration of local communities in the management of heritage sites enhanced both conservation outcomes and economic equity, reducing environmental degradation from uncontrolled tourism.

Discussion

The data support a clear connection between heritage preservation and economic growth, particularly through sustainable tourism and community-based development. While upfront costs of conservation can be high, long-term returns—in the form of increased tourism, local business stimulation, and employment—make these investments economically justifiable.

However, challenges remain, including the risk of over-tourism, commercialization, and loss of cultural authenticity. Effective governance, community engagement, and sustainable tourism policies are essential to balancing economic gains with the preservation of cultural values (Garcia & Cox, 2013).

The findings of this study underscore the growing importance of cultural heritage preservation not only as a means of cultural continuity but also as a strategic tool for sustainable economic development. Across the four case study sites, consistent patterns emerged linking conservation efforts to increased tourism, job creation, local enterprise growth, and community empowerment. Importantly, this research highlights the often-overlooked economic contributions of culinary heritage, which plays a vital role in local identity, cultural expression, and economic diversification.

The results confirm that investment in the conservation of cultural sites—whether through physical restoration or safeguarding intangible traditions—can yield substantial economic returns. Heritage tourism remains a reliable driver of local economies, especially in regions where other industries are limited. In Florence, for instance, the combination of architectural heritage with culinary tourism created a high-value visitor experience that sustained multiple sectors, from hospitality to agriculture.

Similarly, in Petra and Angkor Wat, the linkage between preservation and economic development is especially pronounced in surrounding rural communities. These cases illustrate how heritage protection can create employment beyond the tourism industry—supporting artisans, construction workers, small business owners, and educators (Mammadova & Abdullayev, 2025). When heritage sites are thoughtfully integrated into development planning, they can act as hubs for local and regional revitalization.

Culinary heritage emerged as a particularly potent form of intangible cultural capital. Unlike large-scale site restoration, which often requires substantial financial and technical resources, promoting traditional foodways can be achieved with relatively modest investments. In all four case study locations, cuisine served as an accessible and marketable element of the cultural tourism experience (Salazar, 2012).

Zanzibar's food culture, rooted in Swahili, Arab, and Indian influences, became a central feature of its tourism strategy. Some food names are not translated and retain their original use everywhere (Sabir, 2023). These terms turn into culturonyms gradually (Babayev & Alaviyya, 2023). Local women-led cooperatives producing traditional dishes and spice products not only expanded economic opportunities but also contributed to the preservation of endangered culinary practices. The replication of such models in other heritage-rich, economically challenged areas offers a scalable approach to inclusive development.

Furthermore, culinary heritage often requires the engagement of intergenerational knowledge and local agricultural systems, thereby reinforcing food sovereignty and cultural resilience. In Cambodia, the revival of traditional dishes has strengthened the local food economy and reduced dependence on imported products (Farzaliyeva & Abdullayev, 2025). These outcomes suggest that protecting food traditions contributes not only to cultural continuity but also to environmental and economic sustainability.

While the economic benefits of heritage conservation are significant, the findings also highlight the importance of sustainable management practices. In terms of usage in the language, some art samples also conserve their originality (Sadikhova & Babayev, 2025) Unregulated tourism can lead to over-commercialization, loss of authenticity, and environmental degradation. For example, excessive visitor numbers at Angkor Wat and Petra have raised concerns about structural damage and cultural dilution. Similarly, the commodification of cuisine—if not carefully managed—can result in cultural misrepresentation or the erosion of traditional preparation methods.

A participatory, community-centered approach is essential. Successful models involved local stakeholders in planning, ownership, and benefit-sharing, especially in food tourism ventures (Richards, 2012). Ensuring that economic gains from heritage-related activities remain within the community enhances equity and fosters long-term commitment to preservation (Hall, Mitchell, & Sharples, 2003).

Conclusion

The protection of cultural heritage, encompassing both tangible assets such as historic monuments and intangible practices like traditional cuisine, represents far more than a cultural obligation—it is a powerful catalyst for sustainable economic development. This study has demonstrated that when properly managed and integrated into broader development strategies, cultural heritage can generate significant economic benefits through tourism, employment, local enterprise growth, and the revitalization of community life.

The evidence from the case studies of Angkor Wat, Florence, Petra, and Zanzibar Stone Town reveals a consistent pattern: investments in heritage conservation lead to increased tourism, diversified local economies, and improved livelihoods. These benefits extend beyond immediate financial gains, contributing to social cohesion, intergenerational knowledge transfer, and national identity.

One of the most compelling findings is the economic and cultural potential of culinary heritage. Often overlooked in policy and academic discourse, traditional foodways emerged in this study as a vital component of heritage economies. Gastronomic tourism, food festivals, culinary education, and the promotion of local food products not only drive tourist spending but also support sustainable agriculture, gender equity, and rural development. Protecting and promoting culinary traditions offers a high-impact, low-cost strategy for economic growth that simultaneously strengthens cultural continuity and community resilience.

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