



# — ICPL 2024 —

*The 4<sup>th</sup> INTERNATIONAL CONFERENCE ON THE PHILOSOPHY OF LANGUAGE,  
LITERATURE AND LINGUISTICS*

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## FOREWORD

**ICPL2024**, just as its predecessors have done, endeavors to unite us in the pursuit of scholarly exchange. Such gatherings offer invaluable opportunities for the cultivation of close academic and interpersonal connections, facilitating the exchange, refinement, and evolution of our research findings, ideas, and professional expertise.

This year, we anticipate that the rich tapestry of Türkiye's historical, cultural, literary, and linguistic heritage will infuse ICPL2024 with an unforgettable ambiance. Manisa uniquely encapsulates a mesmerizing blend of antiquity and modernity, seamlessly weaving together the past and the present, the classical and the contemporary, the historical and the monumental. Visitors to Manisa invariably find themselves enraptured by its incomparable charm—a captivating duality that leaves an indelible impression.

In aspiring to emulate and even surpass the achievements of its predecessors, ICPL2024 will unite a diverse and dedicated community of academics, graduate students, and international collaborators. Together, we will orchestrate a symphony of seamless cooperation that will ensure the success of the event. Despite the challenges posed by unforeseen circumstances, remote presenters are invited to contribute their valuable insights online, as they have in previous iterations of the conference. The adaptability demonstrated by scholars worldwide in transitioning to virtual conference formats in recent years has paved the way for inclusive participation, allowing us to embrace the contributions of distant attendees with gratitude and enthusiasm.

As ICPL2024 approaches, enriched by past experiences and illuminated by the promise of brighter days ahead, our fervent aspiration is to reconvene in-person in Manisa, which will embody the essence and tradition of academic gatherings. There is an undeniable joy in the exchange of ideas, cultures, and encounters with new faces—a cornerstone of academic discourse. The event will seamlessly integrate both in-person and online participation that ensures accessibility to all who wish to contribute and engage. Whether joining us from afar or in the historic city of Manisa, known for its timeless allure and captivating vistas, we eagerly anticipate reconnecting with you, fostering scholarly dialogue and forging unforgettable memories.

**ICPL 2024**  
**KEYNOTE SPEAKERS**

**Prof. Acad. HAMLET ISAKHANLI**

*The Founder of Khazar University,  
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**Prof. Alan Libert**

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**Prof. Toril Moi**

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# **ICPL 2024 ABSTRACTS**

# A Debordian Reading of David Greig's *One Way Street*

Ahmet Gökhan Biçer<sup>1</sup>

## Abstract

David Greig is one of the most challenging Scottish playwrights of the twenty-first century. His drama reflects the zeitgeist of the age and frequently focuses on universal problems of humanity, such as violence, displacement, individual and cultural identity, globalization, cosmopolitanism, citizenship, otherness, place, and space. On the one hand, Greig is a great writer. On the other hand, he is a passionate wanderer. He travels to numerous areas worldwide, and his travel experiences have significantly affected his work. Greig journeys to observe the daily life of the big cities and delves into the crowded streets of these places to capture the mood of contemporary societies. Undoubtedly, Berlin is one of them. Greig's Suspect Culture play *One Way Street* (1995) deals with its protagonist Flannery's flânerie in former East Berlin. Throughout the play, Flannery walks across the city and explores the psychogeography of Post-War and Post-Wall Berlin. With direct reference to Walter Benjamin's *One Way Street* (1928), Greig depicts Berlin's emotional landscape, psychological topography, and phantasmagoria onstage. The play consists of ten walks through East Berlin, and Greig uses Guy Debord's concept of *dérive* to map the city. This study explores Flannery's historical and personal walks in Berlin, viewed through the philosophical perspectives of Guy Debord.

**Keywords:** *Scottish literature, David Greig, Guy Debord, Berlin*

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## Celie's Thymotic Resistance in Alice Walker's *The Color Purple*

Alireza Khalili<sup>2</sup>, Haleh Zargarzadeh<sup>3</sup>

### Abstract

Alice Walker's novel, *The Color Purple* (1982), portrays the lives of women, particularly black women who are oppressed under the patriarchal and racist environment in the first half of the 20<sup>th</sup> century in the United States where racial tensions were still high. In this suffocating setting, all women are tyrannized by the dominant power of patriarchy, and on top of it, colored women are doubly victimized through racism. This article examines the character of Celie and her resistance through the viewpoint of Francis Fukuyama's concept of "thymos" or "desire for recognition." Celie is dehumanized through male power, gender oppression, as well as racist tyranny. Her emotional, sexual, and intellectual activities are curbed. She is deprived of her human rights, such as a need for a secure home. Celie gets raped and impregnated by her stepfather, her children are separated from her after the parturition, and she is threatened not to tell anybody about this. She is also deprived of her social and political activities through a racist and patriarchal society. For instance, she is prevented from going to school and is sold just like a slave to a man to work for and obey. This article argues how Celie struggles for her human rights and flourishes her thymotic recognition not by violence but with the power of literacy, letter writing, storytelling, and above all by female bonding and sisterhood. First, she narrates her own life story and promotes herself to the status of an author; second, she starts her own business with the support of other women to be financially independent.

**Keywords:** Alice Walker, *The Color Purple*, Celie, Fukuyama, thymos, resistance

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## Advesperascit: Trauma in Kazuo Ishiguro's *A Pale View of the Hills*

Amir Hussain Kiani Azad<sup>4</sup>, Haleh Zargarzadeh<sup>5</sup>

### Abstract

The purpose of this study is to provide an in-depth analysis of Kazuo Ishiguro's novel, *A Pale View of the Hills* (1982), by utilizing Judith Herman's trauma theory. Herman's theory consists of two major parts. The first part identifies trauma by incorporating concepts such as *intrusion*, *hyperarousal*, and *disconnection*. The second part explains the recovery process and its phases, such as *safety*, *remembrance*, *mourning*, and *reconnection*. The study aims to examine the life of the protagonist, Etsuko, a survivor of traumatic events. The central argument of the study is that Etsuko has a severe case of PTSD, and her traumatic memories manifest themselves in her life and memory. It is crucial to recognize these memories to understand the depth of Etsuko's traumatic self and the complexity of her path to recovery. The analysis highlights intrusion by illustrating Etsuko's intrusive memories that interrupt the daily course of her life. The study further demonstrates how Etsuko's erratic behavior, actions, and interactions reinforce Herman's concept of disconnection and the damaged self. Hyperarousal is also revealed through Etsuko's behavior and lifestyle, indicating that she is easily startled, reacts irritably to small provocation, and sleeps poorly. As a survivor of the Second World War, nuclear devastation, foreign occupation, cultural displacement, and the loss of her child, Etsuko is on a journey of understanding and reasoning. She seeks to make sense of the past and her role in the traumatic events that occurred. After establishing safety and restoring control over her life by migrating and moving to the suburbs, Etsuko begins to remember and mourn the traumatic events by reconciling with herself and her family. This process makes it possible for her to reconnect with her family.

**Keywords:** *Kazuo Ishiguro, A Pale View of the Hills, Judith Herman, trauma*

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# Analysing the Photographs of Diane Arbus through the Concept of Body

Aseña Leblebici<sup>6</sup>

## Abstract

This article delves into the captivating world of Diane Arbus's photography, focusing on her unique portrayal of individuals who exist on the fringes of societal norms. Born into a privileged New York family, Arbus's journey as a photographer led her to capture the essence of those often labeled as abnormal and marginalized by society. Through her lens, she brought visibility to individuals who were typically overlooked, challenging the conventional standards of beauty and normality. Arbus's early exposure to fashion photography and her keen observational skills paved the way for her transition from capturing the elite to spotlighting the marginalized. Her photographs, often in black and white, depicted individuals such as giants, dwarfs, circus artists, and transgender individuals, offering a new perspective on the human body and its diversity. By making these individuals the protagonists of her work, Arbus not only questioned the concepts of normality and abnormality but also highlighted the injustice faced by those who did not fit societal molds. The article also delves into the influence of prominent thinkers such as Susan Bordo, Giorgio Agamben, and Michel Foucault, whose perspectives on the body in social, cultural, and political contexts provide a rich framework for understanding Arbus's work. Bordo's feminist approach to analyzing the body, Agamben's exploration of "bare life" and biopolitics, and Foucault's insights on the surveillance and discipline of the body offer valuable insights into the complex nature of the human form and its societal constructs. Furthermore, the article discusses the postmodern elements in Arbus's work, emphasizing her approach to deconstructing and reconstructing the narratives of individuals who are not accustomed to being in the spotlight. This postmodern lens sheds light on the power dynamics at play in the representation of the human body, ultimately challenging traditional perceptions and narratives. In conclusion, Diane Arbus's photographs serve as a powerful testament to the resilience and diversity of the human body, offering a thought-provoking exploration of societal norms and the marginalized individuals who defy them. Through her work, Arbus not only captured the essence of these individuals but also sparked groundbreaking changes in various fields, leaving an indelible mark on the world of photography and beyond.

**Keywords:** *Diane Arbus, Photography, Marginalized individuals, Societal norms, Diversity, Human body, Postmodernism, Social constructs*

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# **A Colonial and Post-Colonial Analysis of Liliana Heker's *The Stolen Party* and Shirley Jackson's *The Lottery* in the Context of Othering, Belonging and Identity**

**Asena Leblebici<sup>7</sup>**

## **Abstract**

This study aims to investigate the impact of the concepts of colonialism and postcolonialism on the analysis of Liliana Heker's "The Stolen Party" and Shirley Jackson's "The Lottery" within the context of these two theoretical frameworks. The study, which also includes the biographical characteristics of the authors, aims to reveal how basic issues of literature such as identity, belonging and marginalisation, are addressed within the context of these two works. The works of Liliana Heker and Shirley Jackson will be evaluated in the context of postcolonial and colonial literary theories and the themes that emerge in this context will be analysed. The study aims to reveal the depths underlying the stories, cultural interactions and hegemonic structures in question, while emphasising the importance of literary works in the social and political context with an inductive view from the individual to the society by examining human nature and its dark sides.

**Keywords:** *Identity, Marginalisation, Colonialism, Postcolonial, Colonial, The Stolen Party, The Lottery*

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## Development of Olympic Values in Educational Children's Literature

Asta Beniusiene<sup>8</sup>, Vyte Kontautiene<sup>9</sup>, Ieva Kontautaite<sup>10</sup>

### Abstract

Olympic and Paralympic movements promote important human values: excellence, friendship and respect (Olympic movement values); as well as courage, determination, inspiration and equality (Paralympic movement values). Not only are these values crucial in sports, but also in the daily lives of young people.

In the book "Paris Olympic Games 2024", theoretical material and practical tasks are created to encourage interdisciplinary collaboration, allowing the integration of physical education with language learning, history, music, arts, etc. Through Olympic education, various other themes are analyzed in the book, such as gender equality, global awareness, tolerance, sustainable development and the integration of social media into education. The history of Olympic movement and newly introduced Olympic sports are also extensively covered.

Tasks for students are designed considering the psychological characteristics of youngsters (interactive, engaging, creative and sustained attention tasks). Crossword puzzles, comic book elements, consideration of individual learning styles, and especially the kinesthetic learning style, are used. This educational book for youngsters effectively reflects the goal of Olympism, which is to educate a holistic person through sports, contribute to the creation of a tolerant and responsible society, and to promote human rights and values.

**Keywords:** *Olympic and Paralympic values, educational literature, children's literature.*

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# Pop Art, Ecology, and Politics in Ali Smith's *Autumn*

Asya Sakine Uçar<sup>11</sup>

## Abstract

This study focuses on Ali Smith's *Autumn* (2016), which is the opening installment of a quartet inspired by the four seasons. The novel oscillates between the visions of an elderly man named Daniel Gluck and the perspective of a young woman, Elizabeth Demand, resulting in a composition of collages stitched together with no clear causal or temporal logic. On the one hand, Smith delves into the cyclical nature of life, drawing parallels between the changing aspects of seasons and the stages of human existence; on the other hand, she addresses contemporary political and ecological issues that are woven into the narrative like Brexit, the end of Britain's partnership with European Union, and the global instability on the issue of climate change within the existing economic and political system. This study aims to display how, in the face of challenges, renewal and transformation occur, thanks to Elizabeth and Daniel's shared interest in little-known artist Pauline Boty, the first female pioneer of the British pop art movement in late 1950s. Boty's vibrant paintings and pop art collages not only give the novel material for its own collage form, but also highlight Elisabeth's journey of intellectual and emotional growth in becoming an art historian. Through viewing her art works, the novel makes strong connections between art, nature, and society, underscoring the transformative and healing power of art.

**Keywords:** *Autumn, Brexit, climate change, collage, pop art*

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# Challenging Édouard Glissant in Margaret Atwood's *The Handmaid's Tale* and *The Testaments*

Ayda Khodabakhshi<sup>12</sup>, Haleh Zargarzadeh<sup>13</sup>

## Abstract

Margaret Atwood's novels *The Handmaid's Tale* (1985) and its sequel, *The Testaments* (2019), have garnered critical attention from scholars. The former novel features Offred, a central character and narrator who shares the stories of the Handmaids' plight. Meanwhile, *The Testaments* is narrated by Offred's daughters, Agnes and Daisy. This article focuses on Agnes, one of the main characters and narrators in *The Testaments*, and her pursuit of identity and roots. Agnes was only five years old when the Republic of Gilead was established. Annuling the legitimacy of her parents' marriage, the state takes her away from her parents and assigns her mother the role of a Handmaid. Agnes is then adopted by a Gileadean family, and when her official mother passes away, she embarks on a journey to find her birth mother. This article examines Agnes' search for identity and roots through Édouard Glissant's concept of "Relation" along with its concomitant meanings. It compares Offred to African-American slaves and argues that her daughter's search for her real mother, similar to that of African-Caribbean slaves, follows a rhizomatic paradigm. The article demonstrates how Agnes, through errantry and rhizomatic relatedness, successfully reunites with her mother and sister. Her horizontal quest for filiation, ultimately, ends in tree-like rootedness in Canada. This finding challenges Glissant's notion of rhizomic errantry, which does not usually end in vertical arborescent rootedness in the Caribbean basin. This article provides a constructive analysis of the themes explored in Margaret Atwood's novels, bringing new insights to her much more analyzed texts.

**Keywords:** Margaret Atwood, *The Testaments*, Agnes, Édouard Glissant, rhizomic rootedness

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# Daisy's Quest for Filial Determinacy in Margaret Atwood's *The Testaments*

Ayda Khodabakhshi<sup>14</sup>, Haleh Zargarzadeh<sup>15</sup>

## Abstract

Margaret Atwood's *The Testaments* (2019) takes place in the fictional Republic of Gilead, an autocratic regime that subverts the family structure and filial relations. This article examines the character of Daisy and her pursuit of identity and roots through the lens of Édouard Glissant's concept of "Relation" along with its four meanings, namely, "to relink," "to relay," "to relate," and "kinship". Daisy is rescued from Gilead by her Handmaid mother and subsequently adopted by a family in Canada. Following her adoptive parents' murder, Daisy discovers that they are not her biological parents; this prompts her to embark on a quest for her origins. She relates her quest for a mother figure as one of the three narrators in the novel. She recounts how she establishes rhizomic connections with Mayday agents who facilitate her transfer to Gilead, and later with Aunts at Gilead's Ardua Hall. In Gilead, she finds her sister and accompanies her back to Canada to reunite with their birth mother. Scholars have identified Offred, Daisy's actual mother in *The Handmaid's Tale* (1985), as a slave, and note the similarities between her narrative and that of a slave. This article argues that Daisy has inherited the legacies of slavery from her mother; hence, her search for filial legitimacy and self-identification can be interpreted through the Glissantian conception of errantry and nomadism. Her nomadic journey from Canada to the US and back to Canada serves as an example of the two-way nomadism Glissant describes, which returns one to his/her root.

**Keywords:** Margaret Atwood, *The Testaments*, Daisy, Édouard Glissant, Relation

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## Text Research from a Pragmatic Perspective

Aynur Rzayeva<sup>16</sup>

### Abstract

Not only the structure of the literary text but also its functions, conditions of its creation, and psychological, sociological, anthropological, and historical features should be considered during research. The discussed theory will include a pragmatic interpretation of literature. It is assumed that in literary information, not only the text exists, but also social acts (movements), which are the interpretation of the text. The theory of literature should have appropriate characteristics; that is, not all its sections should necessarily be literary (poetic). A text with certain characteristics functions as a literary text within a certain time and culture. Thus, the structures of development are present both in the novel and in the story, and the structures of measurement are present in both fictional and non-fictional texts, especially in poetry and poster texts. In the 1970s, G. Solganik showed that the connection between the components of the text, that is, the sentences, is realized in two forms. One of them is considered a parallel connection, and the other is a chain connection. Parallelism within the text occurs mainly due to grammatical means. At this time, the connection of parallelism in both Azerbaijani and English languages occurs mainly due to the structural parts of speech. On the other hand, we need to distinguish how comprehension is perceived in literary texts, how it is represented in the mind, and how these processes differ in the comprehension of different types of discourse in relation to knowledge, beliefs, norms, and evaluation systems. Literary elaboration is known to be more extensive than that of other texts, and certain types of poetry are more complex than most elaborations. Pragmatics, which studies the purpose for which ideas or expressions are used, has a special role in discourse analysis. That is, a given sentence contains pragmatic features, which we call internal meaning, in addition to syntactic features. This research is expected to be used as seminar material and as an aid to textbooks.

**Keywords:** *Literary texts, pragmatics, parallelism, discourse, English, Azerbaijani*

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## Tracing the Elements of Cultural Violence in Sarah Kane's *Blasted*

Berke Kurt<sup>17</sup>

### Abstract

Johan Galtung, a renowned sociologist of our time, offers a theoretical framework that covers the term of *cultural violence*. This study aims to unravel the layers of cultural violence in the narrative of Sarah Kane's *Blasted* by utilising Galtung's theoretical perspectives. The analysis begins by placing Galtung's ideology within the discourse on cultural violence, exploring how he conceptualises it as a force that shapes societal dynamics. As we delve into the play, this study examines how cultural violence is manifested on both performative levels, taking into account its cultural and structural dimensions. Galtung's theoretical insights shed light on the underlying mechanisms that drive characters to actions in their pursuit of power, identity, freedom and survival. Additionally, this analysis reveals the differences in how cultural violence is portrayed in *Blasted*, investigating how Kane employs distinct narrative strategies to convey the social and cultural discontent that gives rise to brutality. The study wraps up by discussing Galtung's point of view on cultural violence in today's theatre scene. It offers insights into how Kane's *Blasted* serves as a reflection on what it means to be human and contributes to the conversation about cultural violence in literature and theatre, examining various forms within the narrative of *Blasted*. As a result, it connects the dots between philosophy, literature and performing arts.

**Keywords:** *Cultural Violence, Sarah Kane, Johan Galtung*

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# Women in 19th Century England: A Feminist Reading of the Novel *Tess of the D'Urbervilles* by Thomas Hardy

Buse Boyraz<sup>18</sup>

## Abstract

Written in the Victorian era, Thomas Hardy's novel *Tess of the D'Urbervilles* demonstrates how women were confined to domestic spheres while their male counterparts enjoyed all the privileges and liberties of public space. In the depressing atmosphere of the era, women were expected to be 'angels in the house' and act according to the assigned gender roles of the patriarchal society. These problematic gender relationships are effectively described in the selected text. The author portrays the confinement of women and the lack of opportunity through female characters who are relegated to objects of desire and admiration. Furthermore, they are forced to be self-effacing and humble creatures similar to a lotus flower growing in a swamp. In this study aims to reveal the condition of women through an outline of social, economic, and historic transformations that shaped women's condition. The role and representation of women in Victorian era is demonstrated through this quintessential novel. The study first presents a background of women's conditions during this era in terms of the prejudices, predicaments, assigned gender roles, and transformations that they were subjected to. The institution of, which was used effectively to subjugate women further, plays a significant role in the selected text. Along with marriage, the study tries to reveal subordination of women through their lack of education and opportunities in life.

**Keywords:** *Thomas Hardy, Feminism, Tess of the D'Urbervilles, Victorian era*

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# Discourse Analysis of Apology Emails in Chinese: Exploring the Influence of Social Status

Chia-Ling Hsieh<sup>19</sup>, Po-Ching Lu<sup>20</sup>

## Abstract

This study employed the Discourse Completion Test method to collect apology emails written in the Chinese language to two types of recipients: university professors and peers. Swales' (1990, 2004) framework of move analysis was applied to examine the discourse structures of these emails and explore the influence of recipients' social status. The results indicate similarities between emails written to higher and equal status individuals. First, three common move types appear in the opening, twelve in the body, and three in the closing. Second, both types of emails exhibit a preference for the six-move structure: "addressing" and "greeting" in the opening, followed by "apologizing", "explaining the reason", and "apologizing again" in the body, and ending with "signing off" in the closing. Third, diverse supportive strategies are utilized in the body, including "explaining the reason", "empathizing", "offering compensation", "providing assurance", and "expressing gratitude." Only minor differences between the two types of emails are observed. Emails addressed to professors display a slightly greater variety of move types, averaging nine per email, compared to eight in emails to peers. More than half of the emails to professors use additional move types, such as "introducing oneself" in the body and "expressing respect" in the closing. Emails to professors also manifest slightly higher frequencies of specific move types. Based on these findings, this study provides sociocultural explanations for the effect of social status and concludes by establishing norms for the discourse community of email in the electronic era.

**Keywords:** *Apology, Email communication, Move structure, social status*

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# Changing Female Image in the Movies *Cat on a Hot Thin Roof* (1958) and *Cat Person* (2023) from Feminist and Postfeminist Perspectives

Damla Ülgül<sup>21</sup>

## Abstract

This paper critically examines women's condition in history and points out the historical process when women face political, economic and social challenges injected by patriarchy and how they succeeded to overcome these obstacles with reformational ideas and solutions. Beginning with the rise of feminism, this paper explores the evolution and basic concepts of feminism; and then it analyses the movie *Cat on a Hot Thin Roof* (1958) which is based on the broken marriage and dysfunctional family. Shifting to the late 20th century, the paper discusses post-feminism with its basic concepts such as popular culture, individualism, mass media, consumer culture, career and romance. Then, it covers the movie *Cat Person* (2023) which revolves around the theme of sex as an abusive force and self-deception in dating. The paper shows the similarities and differences between *Cat on a Hot Thin Roof* and *Cat Person* by exploring the symbol of cat and changing female concepts of the 1950's woman of America and the 21st century's woman in both movies.

**Keywords:** *feminism, post feminism, cat, history, marriage, dating, family.*

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# Flavours of Self, History and Society in Contemporary Romanian Fiction

Delia-Maria Radu<sup>22</sup>, Andrada Marinău<sup>23</sup>

## Abstract

According to Lévy-Strauss, cuisine forms a language in which each society codes messages through which it unconsciously reveals its structure. Regional food bears the mark of neighbouring influences while for migrants, food may be a discourse of the past and a nostalgic narrative about one's native place. Food practices are linked to our earliest childhood, to the maternal world (Bourdieu), to social stratification, to identity and adaptation. Food can mark people's perceptions of themselves and of the others, create communities and define alterity, inferiority or superiority, stereotypes and relationships of power. It can also convey repressed feelings, trust or mistrust, acceptance or rejection in fiction. Food consumption can help create and maintain identity, whether that identity be national-, ethnic-, class-, gender-based (Sutton, 2001:5), as it is able to provide meaning through its very everyday practices, disclosing hidden histories of individuals and communities, as the following research demonstrates, supporting Sutton's statement that "we are what we eat" or what we ate. Our paper, which belongs to a larger on-going project, focuses on ways food practices can be read in works of contemporary Romanian writers who use them to build their fictional universe and desired atmosphere, allowing readers to engage with the characters and their cultural backgrounds on a sensory and emotional level.

**Keywords:** *identity, influences, meaning, food practices, past*

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# Carpe Diem as Renaissance Poets' Solution to the Transience of Life: A Single Moment Becoming Eternity

Deniz Uzunlar<sup>24</sup>

## Abstract

*Carpe diem* is a philosophy of life based on “enjoying life or seizing the day while one can” in Horace’s words. Though popular in the Roman period, *carpe diem* lost its favour with the establishment of Christianity as a monotheistic religion. With its emphasis on afterlife bliss and heaven, Christianity can be said to have darkened man’s life till the gradual rise of the Renaissance in the 14<sup>th</sup> century. Unlike the Middle Ages’ largely colourless and joyless way of life, which was what the clergy then offered to the laity as a means of salvation from divine punishment, the Renaissance came up with a secular way of life, inviting man to taste the pleasures of the world when alive, too. Only then did man realize the value of living, but he also saw that his life was not long enough to pluck all the joys of the physical world and that life is transient. This is simply the background for the emergence of the *carpe diem* philosophy. Renaissance poets also reached an awareness of temporariness and shortness of life, whereby they attempted to write *carpe diem* poems intended to persuade the women they loved into a love affair. They did so under the belief that any single moment they could experience in their lovers’ bed could become eternity itself. This study is intended to offer a psycho-social aetiology of the *carpe diem* philosophy through a comparative method and to show how and why the Renaissance poets pursued the art of writing such poems as a metaphorical antidote to the transience of life.

**Keywords:** *Carpe diem philosophy, Renaissance, pleasure, poetry, transience*

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# Narrating Her-Story in Epic: A Comparative Analysis of Feminist Counter-Writing in *The Penelopiad* by Margaret Atwood and *Kadın Destanı* (The Woman Epic) by Ayla Kutlu

Derya Biderci Dinç<sup>25</sup>

## Abstract

There have been postmodern rewritings of canonical works in the last decades of the 20th century. The writers, inspired by canonical narratives, rewrite them by embodying counter-discourses. In recent years, women writers' counter-discourse of canonical texts has increased considerably. Many literary canons have been dominated by male voices, often ignoring and silencing female perspectives. Therefore, feminist counter-writing seeks to reclaim and amplify women's agency and voices by revisiting classic texts or historical narratives. It questions societal norms and gender stereotypes perpetuated by traditional narratives, deconstructing the portrayal of women as passive, silent, or one-dimensional characters. It allows authors and scholars to highlight the ways in which traditional narratives reinforce gender inequalities and offer alternatives that empower women. Moreover, counter-writing makes literature more inclusive by recognizing the diversity of women's experiences. This study presents a comparative analysis of the feminist counter-writings of *The Penelopiad* (2005) by Margaret Atwood and *Kadın Destanı* (The Woman Epic) (1994) by Ayla Kutlu. It reveals significant similarities and differences between the two works, offering valuable insights into the deconstruction of the dominant patriarchal narratives in the literary tradition. The epics the *Odyssey* and *Gilgamesh* restrict or exclude women's roles, activities, experiences, and voices. By taking on epics as their sources, Margaret Atwood and Ayla Kutlu employ a revisionist and critical discourse closely related to counter-writing's aim; they revise and criticize the representation or exclusion of women in epics or myths. They replace men's epics with women's epics, deconstructing the strategies of patriarchal narratives and presenting the perspectives of females on epic.

**Keywords:** Counter-writing, epics, feminism, intertextuality, rewriting

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# Online Teaching and Learning: New Dimensions

Diana Yankova<sup>26</sup>

## Abstract

This presentation will focus on the variables of foreign language teaching and learning online vis-à-vis the traditional classroom method. Aspects to be discussed range from the subjective factors for both students and tutors that can be motivating (mobile access, swift feedback, automated marking, individual tasks, etc.) or demotivating (technical glitches, lack of technical support, extra work for lecturers, etc.) to objective factors that facilitate online learning in general (increase in student attendance, fast internet, the ‘digital natives’ generation, among others). Some synchronous, asynchronous and hybrid language learning online platforms will be drawn attention to, with an emphasis on the different possibilities that they present and the weighing of their advantages and drawbacks. The ultimate aim is to highlight the all-important component of language teaching – the process of assessment. It will be discussed in relation to avoiding Google answers in testing. This will firstly involve looking at the type and content of assignments that are available for examiners, namely, tasks that assess not so much knowledge, but application of knowledge in the digital learning environment, and secondly, the technical parameters of assignments that can assist in preventing the possibilities of getting ready answers from the internet. How to set tasks which cannot be performed by using generative AI will be an important aspect to be discussed, with some guidelines provided for designing assessment activities that can avoid its use. Good practices in using online platforms and avoiding AI tools in the process of teaching and learning English will be shared from my experience of online teaching in Bulgaria, Spain and the UK.

**Keywords:** *Online teaching and learning, assessment, AI tools, online learning platforms*

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# Japanese Internment through Dorothea Lange's Lens

Didem Nur Uzun<sup>27</sup>

## Abstract

Condemning the whole race for the acts of individuals was always a common situation throughout history. Imprisonment of the people of Japanese ancestry under the label of relocation, which took place after the attack on Pearl Harbor by the Imperial Japanese Navy in 1941, can be considered as one of the most extreme examples of this situation. This event puts a clear emphasis on the extent to how much the rights and freedom of certain communities can be compromised during times of crisis. Dorothea Lange photographed the internment process from families being registered for relocation to those families moving to the camps. She expressed her disapproval and concern over this terrible action done to human beings for no other reason than the blood running through their veins. In many ways, it was a severe violation of human rights. Even though Lange opposed the incarceration of Japanese Americans, she accepted the task of taking pictures of these locations to record the living circumstances of those who were confined in the relocation facilities. However, the state kept these photos in archives and only permitted their publication after a long amount of time. Lange's photographs of the Japanese internment provide many materials that document topics such as the dehumanization of the ethnic minority, and the relation of body with power and place. That is why, this paper aims to apply biopolitics, which applies to fields that are related to life, living, and methods of living that are linked to political issues and governmental control, to the analysis of Dorothea Lange's photographs of Japanese internment.

**Keywords:** *Japanese internment, biopolitics, dehumanization, body, photography, Dorothea Lange.*

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# Language Education, Culture, and Human Rights

Elena Tsatsua<sup>28</sup>

## Abstract

In the globalized world, English language teachers are increasingly presented with opportunities to address cultural and global issues within language education in international contexts. It is crucial to incorporate human rights education into language teaching, as it is inherently intertwined with cultural impact. Teaching English as an international communicative skill within higher education systems has yielded numerous benefits. Nevertheless, on a community development scale, educators must expand opportunities by developing more pragmatic programs that connect classroom settings with real-life issues. Furthermore, it is noteworthy that English Language Teaching (ELT) is currently evolving towards the integration of hotly-debated topics and problem-solving functions, for which teacher-educators bear responsibility.

Significant societal changes occurred after the collapse of the Soviet Union, impacting various sectors, including education, economy, and culture, particularly in language teaching. Foreign lifestyles and cultures began to permeate citizens' everyday lives, aided by technological advancements and increased tourism, which facilitated Georgia's engagement with the outside world, particularly European countries.

My presentation will delve into the description and aims of the university subject Intercultural Education, which I have been teaching at Tbilisi State University for two semesters. I will share essential approaches, methodologies, and the importance of integrating cultural elements into language education. I am highly motivated to foster collaboration between different universities and Tbilisi State University to jointly implement intercultural projects in the region, aimed at promoting democratic values through the exchange of cultural similarities and differences.

**Keywords:** *Culture, language teaching, community, commonalities, intercultural*

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# Exploring Existentialism and Alienation: John Davidson's Influence on Modernist Poetry

Emre Çakar<sup>29</sup>

## Abstract

This paper explores the existential problems of modern individual in John Davidson's *Ballads & songs* (1894). By analysing certain poems in the collection, this study examines how Davidson explored the theme of alienation in urban life. Through his use of urban imagery and themes of alienation and sense of loss, Davidson manifests a certain break from Victorian poetry. In his *The Renaissance of the Nineties*, Blaikie Murdoch claimed that the art of the 1890s marked "a distinct secession from the art of the previous age" (xi). Murdoch's statement underscores the revolutionary nature of the literary atmosphere of the century. With his poetry, Davidson influenced great poets such as T.S. Eliot and Hugh MacDiarmid. Heavily influenced by Davidson's "Thirty Bob a Week," Eliot, in particular, paid homage to Davidson's profound impact on him and stated that "in everything that Davidson wrote I recognize a real man, to be treated not only with respect but with homage" (xii). This paper aims to examine Davidson's modernist inclinations within the literature of fin de siècle and prove how Davidson paved the way for modernist poetry.

**Keywords:** *John Davidson, Modernist Poetry, Existentialism, Alienation.*

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# Language Proficiency and Moves in Turkish and English Research Abstracts

Engin Evrim Önem<sup>30</sup>

## Abstract

The primary purpose of the abstract in a research article is to persuade readers of the study's significance. Consequently, abstracts encompass specific details about the article, including its purpose, methodology, results, and discussions and/or conclusions. There has been a notable focus on the rhetorical structures of abstracts in scientific journals, as authors are believed to employ diverse structures to present their articles in an engaging manner that captivates readers' interest. The various rhetorical structures employed in research article abstracts are referred to as *moves*. A *move* is "the discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales 2004: 228-9). In this paper, the effect of language proficiency on *moves* is studied. Six Ph.D. students studying at the Department of Turkish Language and Literature were asked to write abstracts for four published articles in a social science journal in Turkish. A month later, they were asked to write abstracts for the same articles in English. Both sets of abstracts were compared in terms of the *moves* they included and it is seen that the introduction, purpose, results and conclusion sections are present in abstracts in both languages. However, the methods section is absent in the abstracts in both Turkish and English. Also, the introduction section is longer in most of the abstracts written in Turkish than in English. In the end, as expected, native language proficiency seems to have a facilitative effect on writing abstracts that seems to have overridden the scientific requirements of a research abstract.

**Keywords:** *Moves, Turkish, English, research abstracts*

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# **The Projection and Loss of Masculinity in S. T. Coleridge's *The Rime of the Ancient Mariner* and D. H. Lawrence's *Snake*: A Psychoanalytic Reading**

**Ercan Tugay Aki<sup>31</sup>**

## **Abstract**

This paper puts S. T. Coleridge's *The Rime of the Ancient Mariner* and D. H. Lawrence's *Snake*, which have been subjected to various readings and interpretations from multiple perspectives but never studied within a comparative framework, under scrutiny from a psychoanalytic perspective, and argues that the poetic personas and the male heroes in these two poems succumb to sadomasochistic fantasies in the face of a threat posed by the maternal figures to their phallocentric authority. In the process of examining the two major imageries that the poems share—namely the albatross and the snake—in detail, the paper borrows such psychoanalytic key concepts as sadomasochistic fantasy, phallus, phallocentrism, fantasised virility, and phantasm of woman from Irigaray and Cixous. The paper ultimately seeks to prove that although these two works of literature are attempted to be appropriated within the phallocentric tradition by the narrators, their attempts give way to the subjugation of maleness and masculine authority at the hands of the all-pervasive and dominating feminine imageries, metaphors, figures, and forces, which cannot be located within the phallocentric logic of the signifiers. In other words, the paper proposes that both narrator try to situate the poems within the phallocentric tradition, in which the presence of masculinity and manhood are foregrounded, as opposed to the absence of femininity and womanhood, and in which the recurrent imageries function as phallic objects. However, they fail to do so and end up overwhelmed by the very imageries and figures that they aimed to appropriate.

**Keywords:** *Phallocentrism, sadomasochistic fantasy, loss of masculinity*

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# Don't Bet on the Prince: The Use of Fairy Tales as a New Paradigm for the Sociology of Culture

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## Abstract

It may not be misleading to claim that fairy tales unconsciously construct the manner in which children perceive what should be the story of a man and a woman in society. In line with this, the current study aims to investigate the magical power of the literature/gender/fairy tale paradigm upon pre-service EFL teachers as a medium to construct an egalitarian world. During the 2023-2024 fall academic year, 70 students enrolled in a "Discourse Analysis and Language Teaching" course at a state university in western Turkey; the objective of the course was to analyze the classic European fairy tales the Brothers Grimm's *Rapunzel* and *Hansel and Gretel* comparatively through a feminist lens. To analyze the selected literary texts from the perspective of feminist literary criticism, at the beginning of the semester the students read and discussed Marcia Lieberman's article *Someday My Prince Will Come: Female Acculturation of Fairy Tales* (1972), Toril Moi's work *What is a Woman? And Other Essays* (1999) and Judith Butler's seminal work *Gender Trouble. Feminism and the Subversion of Identity* (1990) to promote an understanding of the sociology of culture. The qualitative data gathered from the semi-structured interviews and rewriting the story ending activity indicated that a feminist lens and a comparative literature approach altered pre-service EFL teachers' perceptions of societal gender roles dramatically in a positive way, which will have the power to shape forthcoming generations.

**Keywords:** *Teacher education, comparative literature, societal gender roles, feminist literary criticism, folklore*

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# Celie's Relational Quest for Identity in Alice Walker's *The Color Purple*

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## Abstract

This study provides a fresh perspective on Alice Walker's novel *The Color Purple* (1982) by analyzing it through Édouard Glissant's concept of *relation*. Unlike previous scholarship that primarily focuses on racism, sexism, and feminism in the novel, this paper highlights the protagonist Celie's role and examines her quest for identity through her narrative voice, rhizomic solidarity, locomotion, and kinship ties. Celie, a young African-American woman, undergoes a significant transformation from a silenced, abused, and marginalized object to a confident subject. Her growth is facilitated by her relationships with other female characters such as Shug Avery, Nettie, Corrine, and Sophia. By bringing these women together through a quilting business, Celie fosters a sense of solidarity, collaboration, and relatedness that is essential for personal growth. Glissant's relational theory underscores the significance of confluence and creolization among people with diverse backgrounds and experiences. According to Glissant, creolization occurs through mutual exchange as a give and take. Each woman possesses a unique characteristic and spirit. While stitching together pieces of fabric, the women make a pledge of solidarity. This bonding experience among them is empowering and motivating. The paper argues that Celie's sense of identity is formed through rhizomic-relatedness and creolization, which ultimately allows her to surpass the limiting boundaries of gender and color. By demonstrating how interconnectedness and cultural exchange contribute to the formation of identity in the face of adversity, this study sheds light on the novel's thematic richness and highlights the importance of embracing diversity in personal growth.

**Keywords:** Alice Walker, *The Color Purple*, Édouard Glissant, *relation*, *creolization*

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## The Holy Trinity of Love in Tong Hua's *Lost You Forever*

Feryal Çubukçu<sup>35</sup>

### Abstract

One of the universal themes in the world literature is love and sacrifices brought upon by love. Definitions of *love* go back to the Aristotle, who describes it as a virtue. Aristotle defines virtue as a state of a character, a quality existing in one's soul. Virtue is good when it is present the right amount. To express love, there are three words used in Greek: *eros*, *philia*, and *agape*. *Eros* means passionate intense desire, whereas *philia* is related to fondness, appreciation, and loyalty, and *agape* refers to the paternal love of God for man and of man for God, and it also includes brotherly love for all humanity. Plato thinks that love is *eros*, whereas for Aristotle the objective of every human being in life should be to reach *eudaimonia* 'happiness'. Aristotle states that the goal of every individual is to flourish in life and lead a satisfactory life. An individual ought to function properly in thought and action to excel in life. The foundation of virtue is based on three major principles: intellectual, behavioral, and affective. Hence, the purpose of this paper is to seek the meaning of love in the popular Chinese novel *Lost You Forever* by Tong Hua, who depicts the main character Xiao Yao's connections with three men in her life: her cousin, who will be an emperor later, the business man whom she has saved, and the military general who has had traumas similar to hers.

**Keywords:** *Chinese literature, Tong Hua, concepts of love*

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# Adultery and Infidelity: A Comparative Study of Kate Chopin's *The Awakening* and Halit Ziya Uşaklıgil's *Aşk-ı Memnû* ('*Forbidden Love*')

Fikret Guven<sup>36</sup>

## Abstract

One of the most striking topics observed in literary works is the gender problems that confine women in marriage. When Kate Chopin's *The Awakening* (1899) and Halit Ziya Uşaklıgil's *Aşk-ı Memnû* ('*Forbidden Love*') (1900) are analyzed, it can be seen that they realistically depict the social and psychological incarceration of heroines at the turn of the twentieth century in American and Turkish societies. Both works portray confinement of women through marriage and conflicts they have with the patriarchy. Although written by authors from different cultures, there are significant similarities in both works. The heroines in the novels go through an unexpected awakening, and a search for sexual and genuine emotional satisfaction. Both lack love and cannot find happiness in their marriages. For Edna marriage is an accident while for Bihter it is an opportunity for wealth. They lack a parent and have a conflict with their living parent. Bihter hates her mother and blames her father's death for her mother's immoral behavior. Edna lost her mother at a very early age and her father is extremely controlling and authoritative. Later they discover their real selves and resist not only their parents but their husbands as well. Yearning for parental love plays a significant denominator in both character's search to fill the void in their marriages. Edna becomes aware of the emptiness in her life when she spends some time with Robert while Bihter discovers her need for love and attention through the young and affectionate Behlül. While Edna becomes aware of her feminine qualities and body, she eventually falls in love with Robert and later finds sexual satisfaction through Alcée Arobin. Even though both characters fulfil their duties as a wife initially, they later neglect them. After their transformation, they mostly focus on themselves and their personal needs. Both are too naïve to see the disastrous outcomes of their affairs. Both heroines' adventures end in disaster as Bihter commits suicide while Edna drowns herself upon the farewell note from her lover. This study tries to bring an approach to heroines' transformations, the problems lying behind their infidelity, and their struggle with male-dominated society.

**Keywords:** *Aşk-ı Memnu, The Awakening, adultery, infidelity, patriarchy, feminism*

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# At the Crossroads of Modernism and Postmodernism: Theatre of the Absurd

Fikret Guven<sup>37</sup>

## Abstract

Industrialization, urbanization, capitalism, imperialism, the rise of totalitarian governments, world wars, scientific discoveries, and inventions in the name of progress have all made their contribution to bring humanity into a period of crisis. The absurdity of human existence came to the fore with the philosophy of existentialism, in which Jean Paul Sartre and Albert Camus were the major philosophers. Playwrights argued that the problem of human existence cannot be explained by the mind, as argued by the philosophy of enlightenment, which modernism was based on. During this period, a holistic worldview based on a cause-effect relationship of human existence was the norm. With the institutionalization of art in the 19th century, art came to represent itself, and with the transformation of society, the holistic worldview was replaced by a fragmented worldview. Following the changes brought to theater by the avant-garde movements that emerged during the transition from modernism to postmodernism, their points of opposition to traditional theater and new formal experiments appeared in absurd plays. With the definition of mass man created by modernism, the individual is a being who exhibits automatic behaviors and acts outside of his will. As a result of the alienation and incompatibility of the individual living in masses, disarray and disharmony as common elements of absurd plays are the main focus of this study. The works of the absurdist playwrights Samuel Becket, Eugene Ionesco, Jean Genet, and Harold Pinter are analyzed in terms of their themes, the common basic features of absurd theater, and form. The techniques and practices in theater during the transition from modernism to postmodernism are presented, and the conditions under which absurd theater developed are revealed. Plays the above-mentioned authors, who were among the pioneers of absurd theatre, are analyzed in terms of the images, language use, and themes prominent in the theater of the absurd.

**Keywords:** *Modernism, postmodernism, absurd theatre, existentialism*

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# Unveiling Racial Microaggressions: A Thematic and Critical Discourse Analysis of *Citizen: An American Lyric*

Firas AL Jumaili<sup>38</sup>, Sheren Al Hiti<sup>39</sup>

## Abstract

Claudia Rankine's *Citizen: An American Lyric* (2014) examines racial microaggressions and how they affect personal identity in contemporary America. This paper uses a thorough methodology that combines critical discourse analysis and theme analysis to reveal the *text's* multifaceted depiction of racial experiences. Thematic analysis reveals the ubiquitous nature of racial microaggressions and their consequences by concentrating on major interwoven themes throughout the text. It explores the complex aspects of racial interactions, highlighting their impact on one's sense of self, belonging, emotional health, and social criticism. Key themes provide deep insights into the real-life experiences of marginalized people: trauma, identity creation, and the upholding of discriminatory social norms. Critical discourse analysis helps shed light on the text's social circumstances, narrative techniques, and language choices. Taking a smart look at the language applied to describe racial experiences, this analysis breaks down the power dynamics present in language, and looks at how the structures that support discrimination are portrayed. It assesses how well the book's hybrid format - which combines text, poetry, and visual elements - engages readers and sparks discussions on race and social norms. The results of this paper demonstrate the importance of *Citizen: An American Lyric* in igniting critical discussion on identity, social systems, and racial microaggressions. It provides a thorough grasp of how the literature handles the complexity of racial interactions and delivers insightful information on the real-life experiences of people navigating a highly charged social environment. Ultimately, this analysis adds to the current conversations in America about race, identity, social justice, and social norms.

**Keywords:** *identity, marginalization, belonging, critical discourse analysis, discrimination*

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# Man-Nature Interactions in Ecocriticism: Exploring Key Concepts

Firas AL Jumaili<sup>40</sup>, Sheren Al Hiti<sup>41</sup>

## Abstract

As we explore the relationship between humans and the natural environment, we encounter several philosophical perspectives highlighting the importance of our responsibility. Boyes (2012) fervently expresses the crucial need to protect the Earth for the sake of future generations. He highlights the immediate importance of our shared duty to save the planet's delicate ecosystems and biodiversity. He emphasizes the inherent worth of nature and the ethical need to serve as responsible caretakers to avoid causing irreversible damage to the fragile equilibrium of life. On the other hand, Murray (1997) presents a compelling example, comparing the interdependent connection between people and nature to that of a caregiver and a cow. From this perspective, he encourages us to reflect on the interconnected relationship between humans and the natural environment, highlighting the interconnectedness and mutual dependence that form the foundation of our existence. This analogy serves as a poignant reminder of our interdependence with the environment and the significant consequences of our actions on the intricate ecosystem of life. The paper undertakes a thorough and reflective investigation of these fundamental principles, gradually uncovering their significant consequences for making ethical choices and engaging in responsible environmental management. Thorough investigation and engaging in critical thinking, we explore the intricate network of moral duties and ethical factors that influence our connection with the environment. This is a strong and severe declaration to fulfil our essential responsibility as guardians of the Earth. When interacting with its delicate surface, we must be cautious and respectful, showing humility, respect, and unshakable determination.

**Keywords:** *humans, environment, interdependence, Earth, ecosystems*

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# Attitudes to Language Learning among Different Cultures

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## Abstract

This research study aims to investigate different attitudes and beliefs toward learning English as a foreign language among different cultures. As is well known, a language is an integral part of human communication and plays an inevitable role in shaping our beliefs and thoughts. Our attitudes and values reflect the way we learn and use a certain language, too, which means they are shaping each other. However, these attitudes may vary according to different cultures and societies, as they can be influenced by historical, social, cultural, and even political factors. Learning a foreign language can be viewed and analysed differently among different societies. According to Dörnyei (2009), attitude and motivation in language learning are strongly linked with each other. A positive attitude towards a language and the process of learning it can lead to increased motivation, which results in better language learning achievements. In this paper, attitudes toward English language learning among different cultures and how these attitudes affect the learning process will be explored.

**Keywords:** *Attitudes, language learning, motivation, culture, identity*

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# Women's Writing as a Way of Tenacity

Gökçe Yetkin<sup>43</sup>

## Abstract

Having the power to tell stories means having the control to shape not only the present but also the future and the past with memories and history. From Eve's subordinate creation in the biblical narrative to Aristotle's assertion about women's inferiority, women are marginalized. This marginalization makes its presence felt in gender biases, inequality of opportunity, and limited access to education. At that point, the definition of women has conventionally been held by misleading male narratives since women have been accused of inadequacy, sin and dishonour. This domination is persisted by male authors who are in the literary canon. As a result of many feminist movements and political campaigns, the representation of women in literature and society has gained more visibility. It highlights the significance of women's writing in challenging patriarchal norms and narrating their own stories. The physical and psychological aspects of writing draw attention to the feminist maxim "The personal is political". Some writers and philosophers such as Helene Cixous and Julia Kristeva, have argued the concept of being a woman and underlined the impact of writing on the body and the recovery of identity through the act of writing. Naomi Alderman's novel *The Power* is about a story where women possess electrical power to protect themselves from the patriarchy. It challenges traditional interpretations of Mother Eve by prompting a re-evaluation of biblical narratives. Other examples are the works from Anita Brookner's "Hotel du Lac" and Virginia Woolf's "A Room of One's Own". These works in literature represent some views from the women's perspective, they have a pivotal role in challenging the male gaze, and they reverse the discourse generated by the patriarchal norms. This study analyzes the women in literature and the power that they lead.

**Keywords:** *women in literature, Naomi Alderman, Helene Cixous, influence of literature, feminist critique*

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# The Application of Brainstorming Technique to Enhance Students' Writing Skills

Gulnara Mammadova<sup>44</sup>

## Abstract

Writing is considered as one of the most important and intricate skills in the process of learning a foreign language, demanding a significant investment of time, attention and effort. However, the situation gets even more complex when it comes to the teaching of writing skills to the first-year students who experience lack of ideas, skills and practice. The present study aimed to investigate the application of the brainstorming strategy and its subcategories, such as listing, idea mapping/diagramming, clustering, outlining, free writing etc. as a pre-writing strategy for English as a foreign language (EFL) learners. Brainstorming is one of the first steps in writing, can help students explore new ideas and gain clarity. The participants in the study were forty six (46) A2 level first-year students (both males and females) of the Political Sciences faculty of Khazar University at the first semester in the 2023-2024 academic year. The qualitative and quantitative data were used in the research by taking the scores and comparing the results before and after writing process. The students' writing performances in pre-tests and post-tests were taken into account throughout all the research cycle. Data were obtained based on discussion, observation and interview using a pre-test and post-test design. Two groups, each with twenty-three members, participated in the research work. The data collected from each group reveals that the brainstorming activity is a key component that positively and effectively influences students' writing motivation, providing the learners with the opportunity to generate, outline and organize their thoughts and ideas before the writing process. According the data analysis, the application of the brainstorming technique and its subcategories had a positive effect on enhancing undergraduate students' writing skills and the overall learning process, fostering motivation, cultivating a more active, productive and confident approach among learners.

**Keywords:** *improving writing skills, brainstorming technique*

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# Variation in the Use of Adversative Conjunctions among Azerbaijani Learners of English and Native Speakers of English

Gulnur Nabiyeva<sup>45</sup>

## Abstract

This article investigates the variation in the use of adversative conjunctions between Azerbaijani learners of English and native speakers. These conjunctions serve to highlight differences or unexpected shifts in meaning, contributing to the overall coherence and clarity of communication. Understanding their appropriate use enhances the precision of expression, allowing speakers and writers to navigate complex ideas and relationships between clauses, ultimately facilitating effective communication in both spoken and written discourse. The study aims to identify patterns and differences in the utilization of adversative conjunctions within written discourse. Methodologically, a comparative analysis was conducted, utilizing both qualitative and quantitative approaches, corpus linguistics, comparative framework and statistical tests to examine language samples from each group. Results indicate notable variations in the use of adversative conjunctions, shedding light on linguistic preferences and potential areas of difficulty for Azerbaijani learners. The discussion explores implications for language acquisition and provides insights into cross-cultural communication. The conclusion drawn from the study on the variation in the use of adversative conjunctions among Azerbaijani learners of English and native speakers of English reveals nuanced insights into the interplay of linguistic and cultural factors. The analysis of written samples provided a comprehensive understanding of how these two distinct groups employ adversative conjunctions in their discourse. Clarifying the specific challenges faced by Azerbaijani learners in mastering adversative conjunctions can inform targeted instructional strategies. The study opens avenues for further research, particularly in exploring the effectiveness of pedagogical interventions aimed at improving the use of adversative conjunctions among Azerbaijani learners. Future studies could also delve deeper into the role of cultural factors in shaping language use and communication patterns.

**Keywords:** *adversative conjunctions, language variation, Azerbaijani learners, native speakers, language acquisition, cross-cultural communication.*

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# **Stylistic-Semantic Aspects of the Kazakh Toponym Used in the Epic “*Shair Novruzlu and Shahriyar Khanum*”**

**Gunel Balakishiyeva<sup>46</sup>**

## **Abstract**

The study of the history of each scientific field is especially important. From this perspective, studying Azerbaijani onomology is one of the most pressing issues of the day. This relatively new field of linguistics developed in the second half of the twentieth century. Ashiq literature can be a valuable onomastic resource. Ashiqs visited the places where the people live, the nations with which they are politically and economically tied or neighbours, actively participated in the marriages of the people who live there, and became intimately acquainted with the onomastic units in those areas. As a result, Ashiq poetry is rich with onomastic units, toponyms, anthroponyms, hydronyms, and oikonoms, all of which reflect the people's national and spiritual wealth. The epic "*Shair Novruzlu and Shahriyar Khanum*," which is regarded one of the ancient love epics, is no exception to this. It is onomastically and scientifically significant to research and analyse the stylistic and semantic elements of the toponyms used here, particularly the Kazakh toponym, as well as to undertake a comparative analysis of the theories proposed regarding this toponym.

**Keywords:** *onomology, toponym, anthroponym, saga, love saga, style, semantics.*

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# A Critical Discourse Analysis of the *Declaration of Sentiments*

H. Gül Koparanoglu Artuç<sup>47</sup>

## Abstract

19<sup>th</sup> century can be called as the beginning period of the women's movement in America as the concept of fixed female identity first came under discussion. One of the most notable events of the 19th century women's movement is the Seneca Falls Convention, held in July 1848 in Seneca Falls, New York. It happens during a time of heightened activism for women's rights in the United States. At this conference, which is organized by women's rights activists including Elizabeth Cady Stanton and Lucretia Mott, the attendees adopt the *Declaration of Sentiments*. This protest, which is mostly modeled after the structure of the Declaration of Independence, includes a list of grievances about the status of women and issues such as women's lack of legal rights, limited educational and economic opportunities, and the denial of the right to vote. Stanton and other women working on the document declare that all men and women are created equal. It marks a significant moment in history as it is one of the first public declarations demanding equal rights for women and challenging traditional gender norms and expectations that confine women to the private sphere. The discourse of the Declaration of Sentiments reveals the power imbalances between men and women and lays the groundwork for the women's suffrage movement and broader women's rights activism. To conclude, the aim of this paper is to analyze the *Declaration of Sentiments* by applying critical discourse analysis to show how language is used to challenge and reshape the dominant discourse on gender, power, and equality.

**Keywords:** *Feminism, Discourse analysis, 19<sup>th</sup> Century America, Women's movement*

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# Concept of OM and Relativity in Herman Hesse's *Siddhartha*

Hamza Hassan<sup>48</sup>

## Abstract

*Siddhartha*, published in 1922, is a literary work authored by Hermann Hesse. The literary work in question explores the metaphysical odyssey of an individual named Siddhartha, who embarks on a quest for self-realization within the historical context of the Gautama Buddha's era. This article centers its attention on a specific artwork and engages in a critical examination of the notion of Om and the relative nature of the issues explored within the novel. The notion of Om, representing the interconnectedness and unity of all phenomena, serves as essential catalysts for Siddhartha's moments of enlightenment. The attainment of enlightenment by Siddhartha is facilitated by his eventual comprehension of the concept of Om. However, throughout his journey, he encounters this thought on multiple occasions, each instance provoking a transformative effect on his being. Siddhartha, feeling disillusioned with many religious doctrines, chooses to renounce all religious avenues in his pursuit of enlightenment. This article centers its attention on the philosophical notion of “om” and explores its thematic significance in the novel *Siddhartha*, particularly in relation to the concept of relativity.

**Keywords:** *Siddhartha, Hermann Hesse, Om, Enlightenment, Relativity*

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# A Feminist Critique of A.S. Byatt's *The Virgin in the Garden*

Hasibe Ambarcıoğlu<sup>49</sup>

## Abstract

A.S. Byatt (1936-2023) was a prominent English literary critic and novelist known for her erudite works the characters of which are usually academics or artists interpreting the intellectual process. *The Virgin in the Garden* (1978) is the first of a quartet which narrates the life of Frederica Potter in different decades. The novel is a realist novel set in 1953, which juxtaposes with the coronation of Queen Elizabeth II. Feminist criticism aims to examine how relationships between men and women are presented in the text, including power relations. In addition to this, this theory explores the text to find ways in which patriarchy is resisted or could have been resisted. Within this aspect, feminist criticism deconstructs the way that men and women characters are described in novels, stories, biographies and histories. As a result of this, the constructed western binary oppositions in the society such as activism/passivism, the sun/the moon, culture/nature, day/night, father/mother, mind/emotion, reasonable/emotional, man/woman are subverted. The aim of this subversion is to shake the power of the patriarchal idea stabilising men as powerful, cultured, positive, active and reasonable while presenting women as weak, ignorant, negative, passive and emotional. In this study, the deconstruction of male/female binary opposition and the subjectivity of female characters resisting the male authority in 1950s in Potter family and their environment will be examined.

**Keywords:** *A.S Byatt, feminist criticism, realist novel, binary oppositions, gender roles.*

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# Evaluating the Efficiency of Alternative Speaking Assessments in Language Education: A Mixed-Methods Study

Hatice Altun<sup>50</sup>

## Abstract

This study explores the efficacy of alternative speaking assessments in evaluating oral language skills in English language learners, challenging the traditional speaking test paradigm. Traditional speaking tests often restrict student expression to structured, predetermined questions, potentially limiting a comprehensive evaluation of a student's true linguistic capabilities. In contrast, alternative assessments, including presentations, debates, role-plays, and interviews, promise a more authentic and meaningful gauge of a student's communicative competence. Conducted over eight weeks with 80 B1 level students from a public language school at tertiary level, the study employs a mixed-methods design to compare traditional and alternative speaking assessments. Two control groups undergo traditional speaking exams, while two experimental groups engage in alternative assessment tasks. This setup aims to address two primary research questions: the comparative efficiency of alternative and traditional methods in evaluating oral skills, and the perceptions of teachers and learners towards these assessment forms. Quantitative data is obtained from both traditional and alternative assessments, focusing on any significant differences in language proficiency scores. Qualitative data, including surveys and interviews with volunteer students and instructors, provide deeper insights into perceptions and experiences with both assessment types. The study's analysis employs statistical techniques for quantitative data and content analysis for qualitative responses, aiming to identify patterns and themes in perceptions of assessment efficiency. The findings are expected to offer valuable insights into the effectiveness of alternative speaking assessments, guiding language educators in optimizing assessment strategies to enhance language proficiency.

**Keywords:** *Alternative Assessment, Traditional Speaking Tests, Oral Language Skills, Mixed-Methods Research, Language Education.*

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# Interaction between Language and Experience

Heydar Guliyev<sup>51</sup>

## Abstract

Within the conceptual system in cognitive linguistics, the image schema presented by M. Johnson is influenced by the theory of embodied experience. The word “image” associated with visual perception was not chosen by chance. It is either impossible, difficult (in terms of vocabulary) or not necessary to express everything we see in words. Image sheds light on many issues and is one of the main means of non-verbal communication. Since it is not easy to meet the obligation to provide accurate, clear explanation of information, we turn to *images* to convey it (information). We obtain initial information about the world around us through visual perception. It is impossible to give meaning to everything we see around us. There are so many creatures, objects, or things we do not know anything about, that we cannot relate to any of these objects. If we have a concept of something, we can interpret it, but if we do not, we cannot interpret it. For this reason, what we see, hear and sense does not become a direct experience, however, it can happen after a certain period of time. What we feel, what we can touch we experience through the body (physically); others we experience in other ways. For example, when a flame touches our body (heat) or burns it, we perceive the flammability of the flame through our body, and this becomes our experience. The next time we find ourselves in this situation, we already know how to react. We feel the coldness of snow both from a distance and on contact. Here, too, our body is the first point. Then we embody these experiences.

**Keywords:** *cognitive linguistics, embodied experience, image schema, interaction*

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# The Art of Dying: Suicide and Mental Illness in Modernist Female Authors' Works

Humay Huseynova<sup>52</sup>

## Abstract

The aim of this study is to elaborate the representation of female suicide and mental illness in *The Bell Jar*, by Sylvia Plath, *The Awakening*, by Kate Chopin, and *Mrs. Dalloway*, by Virginia Woolf with a particular emphasis on the women and social expectations perspective, drawing comparisons with the lives of the authors 'who are often regarded as confessional feminist writers. *The Bell Jar* is the manifestation of female adolescent rebellion in the example of 19 years old Esther who senses being trapped within her own mind, caught in a cycle of recurring thoughts filled with self-doubt and despair, unable to break free in the 1950's America. "*The Awakening*" is a groundbreaking novel that explores the stifling constraints of societal expectations on women in the late 19th century through the protagonist Edna Pontellier's journey of self-discovery and defiance of traditional gender roles. "*Mrs. Dalloway*" through its stream-of-consciousness narrative and exploration of women's interior lives, offers a feminist lens into the character of Clarissa Dalloway, revealing the societal constraints and expectations placed on women while simultaneously celebrating moments of personal liberation and resistance within the constraints of early 20th-century England. The comparative character analysis research method applied to this work by using three representative novels to examine a female aesthetic through the lens of suicide, serving as an indicator of women's quest for autonomy. This research hypothesizes that despite the passage of time from the last century to the present, women continue to encounter enduring social restrictions, raising the question of whether there has been any substantial progress in dismantling historical constraints. Do women face alienation as they endeavour to shape their female identity in a patriarchal society? Did women break the bell jar, or do they continue suffocating inside? Are suicide and mental illness still considered as a taboo for women? Are there gender differences in suicide? This hypothesis prompts an exploration into whether the challenges faced by women have evolved, diminished, or remained unchanged over time.

**Keywords:** *mental breakdown, feminism, identity, trauma, bell jar, rebirth, suicide, social expectations.*

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## Complexities of Indirect Responses with ‘Yes/No’ Meanings (IRwY/NMs)

Huseynagha Rzayev<sup>53</sup>

### Abstract

The available linguistic literature of ‘Yes/No’ responses has usually taken them to be the obligatory one-way completion of the so-called general questions, although probably no one would deny “... that there are concrete acts of interpretation which produce senses that the code could not foresee, otherwise the principles of flexibility and creativity of language would not hold” (Rzayev et al 2016:12). And also, finding the idea ‘theoretical concepts cannot be reduced to only observable concepts via definitions’ introduced by the post-positivistic science rather appealing, we attempt to reveal more than one factor contributing to unusually rich structural and functional potential of both the question-based and question-less indirect responses with strongly fluctuating ‘Yes/No’ meanings. The way we use linguistic categories in building communication is immediately derived from the way we experience our environment the strategy of which, in turn, consists in relating different concepts by describing one in terms of the other. This strategy, as argued here, can be held responsible for much of why responses with ‘Yes/No’ meanings function the way they do. Unbreakably connected with cognition and mirroring human conceptualization, the communication roles of question-based and question-less variants of IRwY/NMs are discussed here as a context-induced process also involving implicatures with their corresponding inferences. We also think that although unidirectional, the two instances of the IRwY/NMs are neither structurally nor semantically the same. This kind of approach, in turn, suggests conceptual-transfer patterns of these responses in terms of structural complexity and functional diversity which can hardly be reduced to their traditionally recognized close-ended functions. Finally, investigation of the undeniable complexities and diversities of the IRwY/NMs will allow us (1) to determine the role of communication constraints in forcing these responses take this or that communicatively relevant shape, (2) to probe into socially possible functions of different types of these responses in English and Azerbaijani, and (3) to verify the idea “...that many things will be explainable only when we extend our view beyond it” (Chafe 1970:95).

**Keywords:** *one-way completion, question-based, question- less, indirect responses, post-positivistic, context-induced, unidirectional*

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# Once More on the Role of Interdisciplinarity in Teaching English

Huseynagha Rzayev<sup>54</sup>

## Abstract

Any successful communication requires a collective effort by different disciplines working in interdisciplinary groups. This paper argues that a major concern of interdisciplinarity is to identify how diverse insights from different disciplines can be integrated, since even a mere observation of practice demonstrates that (a) the boundaries between different disciplines are becoming increasingly blurred and (b) in fact, interdisciplinarity not only already exists but is also flourishing within disciplines. Here we aim for analyzing to what extent interdisciplinarity, compared to the disciplinary approach, is better able to provide a serious update on improving the process of education. The focus is on the potential of WRITING in terms of how it cuts across the traditional skills of listening and reading, on the one hand, and the other disciplinary boundaries, on the other. The first of these standpoints clarifies analytical features of “How it is/can be fed” by LISTENING and READING which are perceptive skills while the second standpoint emphasizes and relates the WRITING to the other disciplines planned to be taught later. Finally, and although partially, ascertaining the importance of energizing power of WRITING, inspires us to focus on how knowledge should be organized institutionally and structured in the teaching process. It is this way that interdisciplinarity, linking theoretical frameworks from two or more disciplines, best contributes to (a) integration of multifaceted specifiers of linguistic units in the context of “PART-WHOLE” relationship and (b) preparation of students to be competitive in the global market and get a wider array of employment opportunities.

**Keywords:** *(inter)disciplinarity, integration, inter-aspectual, perceptive skills, pre-helpers, part-whole relationship*

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# Renegotiating Real-life Situation Humour versus Contrived Jokes

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## Abstract

The present paper is an attempt to distinguish between real-life situation (natural) humour and so-called contrived jokes. The method employed is qualitative and our approach to the investigation of humour is emic rather than etic. Though humour has been investigated by various scholars, the question under study in this paper has almost stayed out of the scope of their interests. Besides, we will distinguish between humour and jokes, since the former can be unintentional or intentional, but the latter is always intentional. Moreover, we will distinguish insiders and outsiders in relation to humour, viz. those who are the participants in the humorous situation, and those who just tell the joke. Whether the humour is taken from a real-life situation or is just an instance of a literary genre and is created by someone depends on various factors that are inherent only to the insiders in the humour. After having analyzed those factors that suggest that the humour is taken from a real-life situation and conducting an analysis of samples of humour, we will come to the conclusion that humour can be taken from a real-life situation, and this demonstrates that human verbal communication is not flawless. Thus, in certain situations, there is a gap between what is said (or written) and what is understood by the hearer (or reader), and this is conditioned by both objective and subjective factors.

**Keywords:** *Humour, humour theories, jokes, contrived jokes, verbal communication*

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# Methods and Strategies for Translating British Jokes into Azerbaijani

Ilham Taghiyev<sup>56</sup>, Irina Orujova<sup>57</sup>, Elmira Jahangirli<sup>58</sup>

## Abstract

This article involves an in-depth analysis of joke translations by students, employing Attardo's General Theory of Verbal Humour (GTVH) as a framework to explore the complexities and intricacies involved in translating humor and to identify how jokes and their translations are similar in terms of GTVH. The study sheds light on the multifaceted nature of translating humor, as evidenced by the diverse challenges encountered by the students throughout the process. Through careful examination, the analysis identifies and highlights several prominent translation strategies employed by the students, including adaptation, paraphrasing, and the use of footnotes or endnotes. The findings underscore the significance of comprehending the nuances of both the source language and target language, as well as the linguistic elements that contribute to the humour in jokes. Moreover, the study emphasizes the indispensable role of translator creativity and adaptability. Given the complexity and context-dependent nature of jokes, a combination of translation strategies must be skillfully employed to effectively convey the intended humor to the target audience. By employing the GTVH framework and delving into the translation strategies employed, this research significantly advances our comprehension of the challenges and opportunities inherent in the translation of humor. It offers valuable insights and guidance for translators seeking to enhance their approaches in translating humorous content, taking into account linguistic disparities, cultural influences, and the intricacies of wordplay. Ultimately, this study contributes to the broader field of translation studies and enriches our understanding of the complexities involved in humor translation. The paper includes both successful and unsuccessful examples of translation by third and fourth-year translation studies students in order to clarify what makes translation successful.

**Keywords:** *Translation analysis, verbal humour, General Theory of Verbal Humour, translation strategies*

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# The Representation of Power in Kösem Sultan and Lady Macbeth: Does It Have to Be a Man in Power?

Kadriye Bozkurt<sup>59</sup>

## Abstract

Throughout human culture and history, there has been a close relationship and interconnectedness between gender and power/authority. As exemplified by the male rulers of empires and decision-makers of countries, power dynamics have been structured around male participation, hence different forms of power have been in the hands of men. This raises the question: Does power have to be a man? The answers to this question will be sought in the analysis of two powerful fictional female figures created in Turkish and English Literature via Simone de Beauvoir's ideas on male domination and Michael Foucault's ideas on power. A. Turan Oflazoğlu's Kösem Sultan and Shakespeare's Lady Macbeth are the characters that will be analysed in this study to reflect the distribution of power by gender. The sultanate system, the great chain of being and the existing social structures are built on male-dominated rule. Obviously, these two female protagonists of the plays are highly intelligent, ambitious, power-hungry and manipulative characters, and since they are women, the only thing they can do for power is to support, guide or direct male actant (husbands or sons, etc.) to gain power. Therefore, this paper will present a comparative analysis of the characters - Kösem Sultan and Lady Macbeth- by focusing on their struggles for power and considering the themes of gender and power.

**Keywords:** *Power, Gender, Kösem Sultan, A. Turan Oflazoğlu, Lady Macbeth, Shakespeare*

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# The Role of the Native Language in the Acquisition of a Foreign Language under Conditions for Bilingualism

Kamala Jafarova<sup>60</sup>

## Abstract

In modern linguistics, there are two opposing positions on the role of the native language in second language acquisition. Some scientists, such as I. A. Gruzinskaya and A. A. Lyubarskaya, consider the native language to prevent the acquisition of a second language; others, such as L. V. Sherba, and F. F. Sovetkin, believe that knowledge of the native language helps to master a second language. Empirical studies show that the interaction between native and second languages differs depending on the age of the learner and the situation of the development of bilingualism. Studies likewise show that the interaction of two languages has both positive and negative aspects, making one-sided statements such as the native language aids or prevents second language acquisition are scientifically unfounded. The aim of the study is to focus on two language from different families – English and Azerbaijani – to explore how structural-typological differences affect the learning process, taking into account the particularity and complexity of second language acquisition. It reveals how the native language (Azerbaijani) influences the acquisition of a second foreign language (English). It is known that greater structural-typological differences between languages lead to greater difficulties associated with mastering a non-native language. It is therefore relevant to study this issue. To achieve this goal, the following objectives have been defined: to reveal the distinctive features of English and Azerbaijani; to identify errors arising from the influence of the native language in the speech of Azerbaijani students studying English; and to show the ways to reduce them. Observation and comparative-historical methods were used in this study. At the end of the study, we come to the conclusion that, when learning a foreign language, students are confronted with linguistic phenomena that do not exist in or differ from their native language. Until full mastery is achieved, students feel the effects of the interference of their native language on their second language, and as a result, make errors. One main reason for this is the lack of direct contact with native speakers and the absence of an appropriate language environment.

**Keywords:** *Native language, second language acquisition, unrelated languages, bilingualism*

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## Negative Capability in *Ode on Melancholy* and *The Eve of St. Agnes*

Kevser Ateş<sup>61</sup>

### Abstract

The perspective of John Keats on negative capability encourages people to comfortably embrace the unknown and to navigate through uncertainty without feeling the pressure to impose order through the perpetual chase for logic or knowledge. Essentially, it, humbly accepting some elements of life to be mysterious, keenly suggests a more meditative attitude towards it. In order for Keats to be able to produce true poetry, he was required to be able to remain in conflict without irritably reaching after facts or reasons. Artists, for whom nothing is final or certain, should be constantly in search of something as they are inevitably in doubt and wonder. In his poem *Ode on Melancholy* Keats promotes a search for absolute beauty but never quite reaches it, which hints that beauty, especially in the realm of poetry, is an elusive and subjective concept. While nurturing a constant pursuit of an ideal and perfect form of beauty, he simultaneously points to an awareness of its unattainability. Aligning with the Romantic notion of poetry that values the journey of exploring the uncertainties more than the destination, he puts the emphasis on the importance of seeking beauty rather than attaining it in the real world. In *The Eve of St. Agnes*, Keats contrasts the states of reality by delving into a dichotomy between the ideal and the real and generates a poetic realm in which the imperfection of the physical world coexists with the perfection of the imagined. The impossibility of materializing dreams and attaining the ideal in the real world is highlighted through poetry.

**Keywords:** *Negative capability, John Keats, Ode on Melancholy, The Eve of St Agnes*

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# The Etymology and Social Factors Contributing to the Semantic Weight of Toponyms in Karabakh

Konul Hajiyeva<sup>62</sup>, Sona Rasulova<sup>63</sup>, Tamella Mammadli<sup>64</sup>

## Abstract

This scrupulous investigation into the origin of toponyms in Karabakh illuminates the profound semantic weight ingrained in these place names. The toponymic landscape of this region has been created by historical influences, cultural dynamics, and linguistic roots, all of which are meticulously examined in this article. Starting with the oldest toponyms, the study delves into their etymologies and links them to prehistoric periods. It breaks down linguistic components that add to the semantic richness of Karabakh's toponyms while navigating the Turkic influence on them. Impacts from Persian and Arabic are examined, offering insights into the historical stories contained in the toponymic fabric. The Russian and Soviet eras are examined critically in order to clarify the social and ideological factors that have shaped developments in toponymy. The research explores the debates around particular toponyms and how historical occurrences have influenced their semantic significance in modern language. Ethnic groups' contributions to the toponymic tapestry are analysed, showcasing the linguistic diversity that adds layers of meaning to the geographical nomenclature of Karabakh. The consideration of evolution over time highlights semantic changes that toponyms go through. The study's main focus is on in-depth case studies and examples that provide complex analysis of certain toponyms. These case studies provide as windows into the complex cultural subtleties, identity, and history that are encoded in Karabakh's toponyms. The conclusion underscores the profound role of etymology in contributing semantic weight to these names, emphasizing how linguistic artifacts connect the past, shape the present, and influence the future of this historically significant region.

**Keywords:** *Toponyms, Linguistics, Semantic Factors, Nomenclature, Karabakh*

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## Features of Project-based Learning

Konul Hasanzada<sup>65</sup>

### Abstract

Today, using interactive learning methods is the best way to reveal talents and skills of students. The project method was introduced in the 1920s in the United States by the American philosopher and educator C. Dewey, as well as his student V.X. Kilpatrick. C. Dewey proposed to build learning on an active basis through his purposeful activity, according to the student's personal interest in this particular knowledge. The typology of projects is different. According to M. E. Breygin, projects can be divided into mono-projects, collective, word-of-mouth, special, written and Internet projects. Project work is a multi-level approach that includes language learning, reading, listening, speaking and grammar. The project method helps students develop active independent thinking and directs them to collaborative research. The project method allows students to develop their communication skills, communication culture, thoughts in a short and accessible way, to extract information from various sources, to develop the ability to use modern computer technologies, and to create a language environment suitable for natural demand. Working on a project is a creative process. In a foreign language course, the project method can be used as part of the program material on any subject. Working on projects develops imagination, fantasy, creative thinking, autonomy and other personal qualities. Work on the project is carried out in a certain sequence and, as a rule, includes the following steps: selecting and formulating the topic of the project, gathering information; discussion of the first results and clarification (discussion) of the final results of the work; searching for new, additional information in different operating modes (individual, steam, group); discussion of new information and documents (registration); project conclusions and presentation. Working on a project allows students to realize many personal needs. It gives the student the opportunity not only to apply and improve his academic knowledge, but also to use his daily experience, to declare himself as a unique personality, to demonstrate his strengths.

**Keywords:** *project – based learning, students, interactive methods, skills, language*

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# Adapting Philosophical Concepts to the Study of Linguistic Modality – An Empirical Attempt

Leszek Szymanski<sup>66</sup>

## Abstract

Connections between philosophy and linguistics ascribe to the concept of *open (justify the margins) linguistics* (Furdal 1977). The proposed paper contributes to this paradigm, since it presents linguistics as a receiver of concepts, and further proposes donation of results, in collaboration with other disciplines. More precisely, the study concerns the openness of linguistics in modality research, since it applies the model of *the semantic field of modal expressions*, developed by Kratzer (1991) within formal semantics, to semantic-pragmatic investigations into modality in a natural language. This theoretical framework is based on concepts from philosophy and logic, e.g. *possible worlds*. Its three domains: *modal force*, *modal base*, and *ordering source* are perceived as semantic features that, taken together, make up a modal meaning. The study uses this model, first, to determine the semantic field of the Polish modal *musieć*, and then, to verify how its particular domains react to the changes in predicate grammar; i.e., how they interact with aspect and negation. Research has shown that modality interacts with the perfective yielding root readings, and with the imperfective yielding epistemic readings (Abraham and Leiss (eds.) 2008). This, however, has been reported not to hold for Polish. Thus, we will propose an explanation for the lack of modality-aspect and modality-negation interfaces that is grounded in the characteristics of the conversational backgrounds (cf. Szymański 2019). The findings can be applied not only to language teaching, but also to programming translation software.

**Keywords:** *modality, semantic field of modal expressions, conversational backgrounds, modality-aspect interfaces, modality-negation interfaces*

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## The Theme of Racism in Harper Lee's *To Kill a Mockingbird*

Leyla Gojayeveva<sup>67</sup>

### Abstract

The methods and techniques of linguistic racism have been studied and investigated in Harper Lee's novel "To Kill a Mockingbird". In the mentioned novel, Harper Lee discusses issues related to human rights, portraying in detail the blossoming of racial discrimination, inequality, injustice, and the flourishing of hypocrisy and duplicity. And children, with their own eyes, witness all the conflicts and injustices unfolding in their surroundings. Despite the challenges of their upbringing, they empathize with the predicaments of the main characters, yet they come to the realization that becoming human is attainable precisely through enduring suffering and pain. In the novel, the theme of racism is well-analyzed. Furthermore, the issue that remains relevant today – the equality of all individuals before God, before the law, and in the face of other human beings – is also addressed. A brief history of a southern city gives rise to the profound history of the United States as a state where every citizen possesses equal rights. Whites live separately from blacks. The central part of the novel "To Kill a Mockingbird" revolves around a court trial. It is detailed, yet at the same time, sufficiently dynamic. The author makes every effort to keep the reader engaged in the tension. Atticus states, "Courage is knowing you are licked before you begin but you begin anyway and you see it through no matter what". According to Harper Lee, Atticus is an exemplary father. He always knows what to say to his children, how to say it, and when. He is a compassionate lawyer and a true gentleman. He is rightly admired and respected for his life principles. All of these elements contribute to the tragedy.

**Keywords:** *gothic novel, racism, autobiographical work, American reality*

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# Unweaving the Sign: A Gender-Inspired Critical Discourse Analysis of the Epic of Gilgamesh through a Lacanian Lens

Mahinur Akşehir<sup>68</sup>

## Abstract

*The Epic of Gilgamesh* is one of the oldest written documents of human history and it inevitably projects certain linguistic codes and signs that have been instrumentalised for the establishment and reinforcement of a certain cultural order and have been recurring in different shapes and forms for centuries. Especially, when the text is scrutinized through a gender-inspired analytical lens, it can be observed that the narrative functions as an unmatched inspiration for the mythological, cultural or the literary textualities of the following centuries on a global, transcultural cultural scale. This inescapable influence of the text makes it an indispensable object of focus and critical attention. In this respect, this paper aims to approach this ancient text through the critical lenses of the outstanding critical discourse analysis theoreticians, namely Norman Fairclough and Teun Adrianus van Dijk to decode gender codes that exist in the discursive texture of the narrative. Furthermore, the main argument of the study will revolve around the ways in which the codes, signs and characterizations, existing in the text, fit in the conceptual framework of Lacanian psychoanalysis.

**Keywords:** *Epic of Gilgamesh, Linguistic codes, Gender analysis, Critical discourse analysis, Lacanian psychoanalysis*

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# A Study of Borrowed Words and Expressions Related to the Household Lexicon in English

Mahira Hasanli<sup>69</sup>

## Abstract

In this paper, borrowed terms are extensively discussed, along with the terms for clothing and cooking in English. Borrowed terms occupy an important place in the vocabulary of the English language. The main reason for this is the various relations between nations, the development of science and technology, culture, and changes in everyday life. This has led to the convergence of languages and the creation of borrowed words. In this paper, a number of food names that have entered the English language from Italian, Russian, Spanish, German and other European languages are discussed. It is also noted that English has incorporated food names from many languages, particularly French. This indicates the existence of extensive cultural and economic relations between the UK and France. The main reasons for the change of culinary terms are also mentioned. In our research, the origin of a number of culinary terms that have been transferred to the English language due to certain historical reasons are investigated and illustrated. The origins and meanings of a number of food and clothing terms used in Newmark's works and English dictionaries are also discussed. As a result of the research, it is determined that a large proportion of these words underwent phonetic change and semantic assimilation. In fact, phonetically and semantically, they can be considered to have been born, fixed, and learned for a long time. For this reason, the use of such words in English does not cause any difficulty or misunderstanding.

**Keywords:** *Borrowed words, household lexicon, culinary terms, terms for clothing.*

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# Exploring Strategies for Enhancing English Speaking Skills: Perspectives of EFL Teachers in Azerbaijani Universities

Zhala Ismayilova<sup>70</sup>, Mehriban Kalbaliyeva<sup>71</sup>

## Abstract

This study investigates the effective strategies employed by English as a Foreign Language (EFL) teachers in Azerbaijani universities to enhance students' English speaking skills. Recognizing Azerbaijan as a non-English speaking country, this research aims to uncover valuable insights into the unique challenges and successful approaches in teaching spoken English. The primary purpose of this study is to explore the perspectives of EFL teachers in Azerbaijan, shedding light on the strategies they employ to overcome linguistic and cultural barriers and foster English speaking proficiency among students. The research seeks to provide practical recommendations for language educators facing similar contexts. A qualitative research approach is adopted, involving in-depth interviews with experienced EFL teachers. The participants share their teaching experiences, challenges faced, and the strategies they find most effective in promoting English oral communication skills. Thematic analysis is applied to identify recurring patterns and themes in their responses. The findings reveal a range of effective strategies employed by EFL teachers, including the incorporation of interactive activities, real-life language applications, and the cultivation of a supportive classroom environment. The challenges unique to Azerbaijan, such as limited exposure to native speakers, are acknowledged, and tailored teaching methods are discussed as solutions to address these obstacles. In conclusion, this study provides valuable insights into the practices of EFL teachers in Azerbaijani universities, offering practical strategies to enhance English speaking skills in a non-English speaking context. The results contribute to the broader discussion on effective language teaching methodologies, with implications for similar language learning environments worldwide. The study underscores the importance of context-specific approaches in fostering English proficiency, recognizing the diverse linguistic landscapes in non-English speaking countries.

**Keywords:** *English as a Foreign Language (EFL), Azerbaijani universities, English speaking skills, Language teaching strategies, Language learning environments, Effective language teaching*

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## ***“We Are But We Don’t Speak”*: Silenced Mothers and Articulate Daughters in Ethnic American Short Story Cycle**

**Meltem Can<sup>72</sup>**

### **Abstract**

Over the past century, female authors from various ethnic backgrounds in the United States have enriched the literary canon with their short stories that problematize the contemporary female condition by addressing the silencing of non-Anglo-Saxon women by both patriarchy and the dominant WASP culture. Unlike their male counterparts, these writers highlight the intersecting forms of oppression faced by women from otherized ethnic communities and establish the short story as a potent medium for the female voice while introducing new narrative structures, culturally diverse themes and unconventional characters from ethnic minorities. Gloria Naylor, the author of *African American Fiction*, Shirley Geok-Lin Lim, the Asian American writer, Ana Castillo, the Chicano American author, and Louise Erdrich, the Native American writer have pioneered the multicultural American Short Story Cycle and set forth the silenced voices of non-Anglo-Saxon women facing racial and gender discrimination. The assimilated and muted African American mother and her wilfully voiceless daughter in Naylor’s “Kiswana,” the Asian American mother and daughter silenced by their male-centred culture in Lim’s “Journey,” the voiceless Chicano mother and her articulate third-generation daughter defying the history marked with the patriarchal and racial exploitation in Castillo’s “Ghost Talk” and, the deliberately silent yet powerful matriarchal Native American woman and her symbolic daughter passing on her legacy in Erdrich’s “Fleur,” all suggest subversions of gender binaries and the dichotomy between the white Anglo-Saxon discourse and the marginalized native culture by voicing the muted mother via the articulate daughter figure. This article will analyse “Journey,” “Kiswana,” “Ghost Talk” and “Fleur” from a postcolonial feminist standpoint and suggest that the daughters speak up for both themselves and their inarticulate mothers against silencing through literature, which stands out as their foremost power and means of resistance to the normalization of patriarchal exploitation and ethnic discrimination.

**Keywords:** *Postcolonial feminism, Ethnic American Short Story Cycle, Journey, Kiswana, Ghost Talk, Fleur*

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# Writing, Identity, and Gender in American Short Story: Changing Perspectives towards the 21<sup>st</sup> Century

Meltem Uzunoğlu Erten<sup>73</sup>

## Abstract

American literature of the 1980s and 1990s is rich and colourful for it is characterized by multiple and diverse voices from many different backgrounds of American society. Regarded as part of the anti-tradition period, these last decades of the 20<sup>th</sup> century are indeed the outcome of the experiences of a whole 100-year period. They involve political, economical, scientific, and gender-based struggles relating to many issues; thus the literature of this period paints a vibrant picture of the post-modern world. This picture questions the role of writing in such an atmosphere and the so far valid identities by emphasizing a shift in our perspectives while becoming the harbinger of a new age. That is why this paper focuses on a selection of short stories from American literature of 1980s and 1990s, with the aim of observing this shift and the transition into the 21<sup>st</sup> century.

**Keywords:** *American short story, 1980s and 1990s, literature, identity, gender*

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## Scarred Bodies Narrating Past Stories in Morrison's *Beloved*

Meryem Ayan<sup>74</sup>

### Abstract

Toni Morrison's Pulitzer Prize-winning fifth novel *Beloved* (1987) narrates the history of African slavery not with pen and paper but with body and scars that are literarily used as a page or a material surface on which messages and signs can be found recalling the past. The scars on the slave women's bodies can be accepted/considered/interpreted as pictorial words of the body as a text narrating the hidden stories behind the past realities of African slavery, memories, womanhood, motherhood, and even mother love behind infanticide. *Beloved* narrates the gothic story of a ghost daughter named Beloved who is the incarnation of Sethe's murdered daughter with a cut-throat scar, and a slave mother whose scarred body silently transforms the forgotten memories of slavery and the sacredness of motherhood. The scars on the bodies can be an emblem of the hidden meaning of one's past bearing incredible means of hidden stories. Thus, Morrison's *Beloved* will be analyzed, discussing how scarred bodies narrate/represent a narration of past stories.

**Keywords:** *scarred body, slavery, memories, Beloved, Toni Morrison*

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# Investigation of Code-switching in Azerbaijani EFL Classrooms

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## Abstract

The objective of this study was to investigate the role of code-switching utilized by both students and teachers in EFL classrooms at Khazar University by focusing on types, initiation patterns, and discourse functions of code-switching. The research sought to understand how code-switching occurs in Azerbaijani EFL classrooms, its reflection in teacher and student attitudes, and its effects on the learning process. The study aimed to bridge knowledge gaps in this area and provide insights for the development of more effective teaching strategies in multilingual educational settings. The study involved four classrooms; a total of 20 lessons were observed and recorded on audio, and these recordings, along with one of the researcher's notes, were transcribed. To distinguish between conscious and unconscious usage of code-switching in EFL classrooms, two groups were informed about code-switching before the study. Subsequently, interviews were conducted with all teachers and several selected students to determine their perspectives on code-switching. These interviews were done in a situation in which participants could reflect on their own verbal expressions. According to observations, students demonstrated a significant use of code-switching, with a higher frequency of student-initiated code-switching, while less code-switching occurred in teachers' speech. Teachers were also concerned about students' test results, indicating a lack of understanding by the students of the material in English. Consequently, the teacher employed code-switching as a learning strategy to facilitate a smoother teaching and learning process. This aligned with the notion that students may struggle to comprehend the material if it is delivered solely in English. Code-switching was inevitable in teachers' speech while giving instructions, explaining grammar rules, carrying out classroom management, and making jokes. This study addresses both theoretical and practical aspects of code-switching, aiming to offer guidance for EFL educators in Azerbaijan and contribute to the advancement of EFL education.

**Keywords:** *Code-switching, EFL, functions of code-switching*

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# Sociolinguistic Analysis of Shaki Dialect: Exploring Age, Gender and Education Influences on Lexical Usage

Milana Abbasova<sup>77</sup>, Eljan Salimli<sup>78</sup>

## Abstract

In traditional dialect geography studies, informants were predominantly selected from older males, as they were believed to be the main representatives of the dialects. This study investigates whether being elderly or male has a huge influence on the utilization of dialect words. An attempt is also made to answer the question if being educated decreases the level of dialect word usage. The Shaki dialect of Azerbaijani has been selected as a case for this analysis. The study was done through quantitative research. The survey was conducted in the form of an online close-ended questionnaire in December, 2023. The respondents are comprised of 176 people, with 131 of them being women and 46 being men, from different parts of Shaki. Twenty dialect words, which belong to different parts of speech, were chosen for the analysis. Respondents were asked about their gender, age and whether they used those words in their daily speech. 129 (72.9%) of the respondents are 40 years old or younger and 48 (27.1%) of them are older than 40. The findings suggest that the average frequency of using dialect words among men is higher than that among women. Furthermore, individuals over 40 showed a higher level of dialect word usage in comparison with the young. 66 respondents provided information about their education level. 13 (19.7%) of them have received secondary education, while 49 (74.2%) have higher education. The comparison of the dialect word usage by uneducated and educated respondents suggests that being educated does not significantly reduce the level of dialect word usage, at least in daily conversations.

**Keywords:** *Dialect words, Shaki dialect, age, gender, education level*

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# Innovative Lexicon: Unraveling the Evolution of Neologisms in English Language Dynamics

**Milana Abbasova<sup>79</sup>, Heydar Guliyev, Rahima Khalilli, Leyla Alammadova, Eljan Selimli**

## Abstract

This paper explores the profound impact of modern processes on languages globally, evident in the globalization of technological innovation and its repercussions on various facets of human interaction. With a focus on the English language, the study reviews the linguistic landscape before and after the COVID-19 pandemic, examining the effects of these changes. The proliferation of new words, particularly during the pandemic, poses communication challenges as virtual interactions become more prevalent, showcasing the evolving nature of language in response to global events. The primary objective is to analyze the linguistic perspective, encompassing morphological and semantic aspects, with a specific emphasis on neologisms. The analysis is conducted on selected corpora, including specifically designed corpora, encyclopedic collections of neologisms, online dictionaries, and others. Qualitative and distributional methods are employed for data categorization, involving techniques such as description, collection, identification, and categorization. The classification and linguistic analysis of neologisms reveal their integrated characteristics, necessitating expertise in technology and digital realia. Neologisms identified in the analysis predominantly relate to mediation in virtual realia, displaying rich linguistic forms. Given the significance of English in communication, the study recognizes the complexity in considering neologisms and the linguistic demands brought forth by the pandemic. It acknowledges the burden placed on certain groups, particularly those involved in education. The compilation of dictionaries faces challenges as the entrance of neologisms into the lexicographic word stock demands common understanding and use. In conclusion, this study illuminates the dynamic interplay between language, technology, and global events, specifically the transformative effects of the COVID-19 pandemic on the English language.

**Keywords:** *Neologisms, word formation, morphologic analysis, corpus linguistics*

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# Developing Language Learning Capacities by Utilizing Artificial Intelligence Learning Applications in Higher Educational Institutions

Mudasir Ali Rind<sup>80</sup>, Piralı Aliyev<sup>81</sup>

## Abstract

Day by day technology has been developed in different sectors, including machine learning, technological industries, and in the education sector. Many technological systems have been used for enhancing the learning strategies and skills of learners. This technology has provided many advances in the education sector to foster knowledge and management of knowledge with effective learning technologies. Numerous studies have examined artificial intelligence learning applications and have found that the attitudes of learners have been positive towards the applications and systems of machine learning using artificial intelligence. This study has focused on the motivations of and effectiveness for learners in higher educational institutes by measuring the interaction of learners with applications and the attitudes of learners towards the applications of artificial intelligence. It found that interactions of learners with AI applications in learning content and developing language learning capacities has been positive. Most learners responded positively and gave meaningful responses regarding the applications of artificial intelligence. This study further found that motivations of learners towards these applications were positive and the motivations of respondents have been constructive regarding the factors that build confidence in learning with applications, the development of content learning skills through AI applications, and the development of understanding language learning capacities by interacting with applications. This study concludes that if one wants to increase the motivation of learners, there should be proper training sessions at higher educational institutes. It suggests that there should be curriculum design for AI applications from school to higher levels of learning.

**Keywords:** *Education, language learning capacities, AI applications, higher educational institutes*

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# Investigating the Impact of Artificial Intelligence on the Development of Language Attainments and Capabilities in Higher Educational Institutions

Mudasir Ali Rind<sup>82</sup>, Pirali Aliyev<sup>83</sup>

## Abstract

Technology will be conventionally used for enhancing learning abilities of students in achieving their goals, and these technologies are also managing learning systems. AI technologies have developed learning techniques for students as well as for teachers. AI and technology have enabled teachers to detect mistakes and enabled learners to know when mistakes have been made. This type of learning system can bring new advancements, with which technological equipment can provide ways for educators to fill in gaps in learning arrangements. Such systems also foster new learning strategies students to get feedback from educators, and have provided instantaneous feedback which students can use for further learning. AI learning technologies have also had an impact on students' writing skills in composing sentences and constructing texts, as well as on their reading abilities. This study focuses on the impact of AI on students' language learning styles. It also focuses on the skills that are developed by utilizing AI applications for learning languages in higher educational institutions. It found that most learners are motivated and show positive responses towards learning with AI applications. In general, they agree that AI is helping them to increase their efficiency in learning. Most of the respondents have shown a positive attitude towards learning with AI applications. The study concludes that AI applications can have a significant impact on language learning styles and experiences. It suggests that higher educational institutions should arrange training sessions to increase the learners' interaction with AI; this will be very helpful in increasing the motivations of learners with respect to AI applications. Also, there should be proper guidance for learners to improve their motivations regarding learning language with AI applications.

**Keywords:** *Language learning capabilities, AI applications, education, motivations regarding AI applications, higher educational institutions*

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# Reasons for Students' Code Switching in English Classes at Khazar University

Naila Ibadova<sup>84</sup>

## Abstract

Code-switching is a process of using two or more different languages in a discourse. This shifting process often occurs among students in bilingual or multilingual societies. For Azerbaijani students who study English as a second language, code-switching in English classes is unavoidable, as they are in a bilingual environment. The reasons for or goals of code-switching vary depending on students' educational and cultural backgrounds. This paper explores the reasons behind code-switching in English classrooms among first year students of Khazar University. The reasons for ESL students to code switch between English and their native language during the classes include lack of vocabulary, social factors, teacher behavior, and instructions given by teachers. This study aims to shed light on the motivations behind this linguistic phenomenon. It highlights the complex nature of code switching in English classrooms and provides insights into the underlying reasons for its occurrence. The motivations and actions associated with code-switching can vary across languages and cultural backgrounds. This research contributes to the existing literature on code switching in English classrooms by providing quantitative evidence on the reasons behind this phenomenon. The research methodology involved conducting surveys with a diverse group of students from different educational backgrounds in the same university. The findings reveal several key factors that contribute to students' use of code-switching during English lessons.

**Keywords:** *Code switching, classroom languages, English classrooms, language learning*

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# Gender and Digital Literature: Women's Digital Activism and Its Challenges in South Asia with a Focus on Pakistan

Naila Sahar<sup>85</sup>

## Abstract

In this presentation, I will investigate gendered digital activism in Pakistan, and the ways in which Pakistani women use technology, art and literature to emerge from being a benign presence in a masculinist culture to occupying cyber-spaces of resistance. Radhika Gajjala writes “ensuring that women are empowered by any kind of technology requires that we investigate issues that are much more complex than merely the question of material access to the latest technologies” (Gajjala 2002). In this context, Pakistani cyber-feminist technological environments are woven around those resistance strategies that are tailored to challenge the cultural determinism, and nationalist, religious, and patriarchal discourses that coerce to control and regulate women's bodies and to use them as markers of nationhood.

I argue that even when Pakistani women activists bring visibility to gendered subjectivities within technologically mediated contexts, they are kept imprisoned in the double bind (Spivak 2001) where they are judged by patriarchy at home and are perceived as victims who need saving in the western hegemonic discourses. This double bind becomes that existential crisis for Pakistani women where despite all efforts of liberation they constantly find themselves struggling with the expectations and stereotypes of what it is to be a traditional/ liberated woman. To unravel the dynamics of cyber-power that are exerted to re-enforce existing hegemonies, this paper will investigate how voice and silence of the subaltern (Spivak/ Gajjala) in the gendered digital spaces shape online social networks in relation to offline hierarchies.

**Keywords:** *Gendered Digital Activism, Pakistani Cyber-Feminism, Patriarchal discourses, Subaltern voices*

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# The Use of Phraseological Units in the Discourse of Mass Media of a Political Orientation

Nargiz Karimova<sup>86</sup>

## Abstract

The article is dedicated to the study of semantic features of phraseological units in the English-language discourse of mass-media of a political orientation. Phraseological units are emotional markers of events outlined in English-language news texts. News producers successfully use phraseological units to influence recipients, forming their opinion about certain events or a particular political figure. When analyzing the texts of news reports, it is worth taking into account the structure of this type of texts, which consist of a header, an introductory block, a main block of events and a final paragraph. Phraseological units that are located in the initial or final position of a certain block of news text, paragraph or sentence contain greater manipulative potential, because from the point of view of text linguistics, linguistic rhetoric and media linguistics, the beginning and end of any text or sentence are its strong positions, the information of which is best remembered by the recipients. In English-language texts, phraseological units mostly function with a negative connotation, less often with a neutral one, but in this case the context in which they are used can give them a negative connotation. The author of the article proves that media discourse is a battlefield of pragmatic interests, and phraseology is an emotional means of influencing recipients, with the help of which text producers create vivid images of politicians, forming a certain attitude of recipients towards one or another personality. As the actual material collected attests, in the English-language media discourse of political direction, phraseological units that are semantically related to gambling are often used. An interesting phenomenon in the modern English-language media discourse of a political direction is the statements of individual politicians and public figures, which, despite the clear norms of the codification of political speech, abound with figurative, expressively colored expressions, phraseological innovations, which can become the subject of further research.

**Keywords:** *Expressive, figurative, media discourse, phraseological unit, political orientation*

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# The Changing Role of the Foreign Language Teacher with the Advancement of Digital Technologies

Nargiz Mammadova<sup>87</sup>, Konul Mammadova<sup>88</sup>

## Abstract

The aim of the study is to investigate the active methods and strategies of making foreign language study more interesting and effective with the help of new technologies. Since effective teaching of foreign languages involves creating a language environment that is authentic and particular to the native people of the language being studied, teachers of a foreign language are forced to solve the problem of modelling a foreign-language educational environment as close as possible to the “natural environment” of said language. Since digital technologies dominate education, this topic is considered relevant. Digital learning technologies help students enter a virtual environment that is as close as possible to the authentic language environment of the foreign language studied by students. This requires, the teacher’s development of technology and curricula for teaching foreign language oral speech in classes with immersion in virtual reality (VR). Digital technologies have the potential to transform the learning experience – and we are already seeing it in action with many students’ participation. To achieve this goal, the following objectives have been defined: Advanced technology such as VR has many advantages for teachers’ professional training and students’ language learning process. It allows for breaking boundaries and limitations of learning, more opportunities for fun, learning efficiency and ease – greatly improving our current pedagogical methods. By becoming a tool for independent student engagement and self-assessment, technology provides opportunities for students to access classrooms remotely. Innovative, statistical methods were used to achieve the goal set in the study. At the end of the study, we come to the conclusion, that by using modern technologies in language teaching, it is possible to make the lesson more attractive, to increase students’ motivation, to organize students to be more independently and actively engaged in the language.

**Keywords:** *digital technologies, digitalisation of society, virtual reality, self-assessment*

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# Linguistic Quips as the Soul of Satire in Abu's Subversive Political Cartoons

Neha Khurana<sup>89</sup>

## Abstract

Satire has been defined as “the process of attacking by ridicule in any medium” (Hodgart 8) and as the “literary art of diminishing or derogating a subject by making it ridiculous and evoking towards it attitudes of amusement, contempt, scorn, or indignation” (Abrams 275). Both definitions establish degradation of the target as the primary characteristic of satire. This paper proposes to look at the mechanisms through which such degradation of the target is achieved in political cartoons that set out to be voices of dissent against powerful authorities. The focus will be on the satirical political cartoons created by cartoonist Abu Abraham through the period of the Emergency Years (1975-77) in India when a pre-censorship order mandated that all cartoons and articles of every newspaper be passed by an assigned Chief Censor before being published. Abu's cartoons made such censorious authorities the targets of their satire, thus lending a critical perspective to the masses even as authorities attempted to suppress all criticism. This paper argues that many of Abu's cartoons (both published and censored) achieved this through the use of linguistic quips. Abu tweaks ordinary words giving them a new context, and changes oft-quoted proverbs and idioms pushing them towards newer meanings. Linguistic quips became for cartoonists like Abu a way of firm and crafty subversion against censorious authorities through their parodic and mock-epic effects. These will be analysed in this paper against the backdrop of philosopher Henri Bergson's concept of reciprocal interference and Arthur Koestler's concept of bisociation both of which comment upon the deliberate clashing of codes and meanings that a creator can achieve to produce satiric humour.

**Keywords:** *Political cartoons, satire, subversion, linguistic quips*

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# *She met herself in the end: Examining the Identity of a Woman by Patriarchal Myth Critique in The Passion of New Eve*

Nidanur Yıldırım<sup>90</sup>

## Abstract

This research attempts to investigate the occult imagery and surrealistic visions in Angela Carter's *The Passion of New Eve* as a mystical feminine-centered spirituality opposing patriarchal faiths in terms of myth critique. The analysis depicts the main character Evelyn/Eve, as embarking on mythic journey to strengthen the feminine principle through her wondrous transformation and figurative death and rebirth. Carter's mythopoetic language decodes recurring occult symbols like blood, fertility, the chora, and ancient goddess figures to re-establish the spiritual connection between women's spirituality and the demonic parts of the divine feminine and the dreaded folkloric archetypes. In this study, the works of researchers such as Roland Barthes and Joseph Campbell will be brought into account to analyse and research such connections. Barthes' theories about myth as a system of signs and symbols in culture offer a framework for understanding the fertility symbols, occult items, ancient deities, and alchemical rites that are shown in the novel. The bizarre events and alchemical rites that Eve goes through go against ideas of courage and hierarchy that are associated with men. To emphasize the feminist subversion of Joseph Campbell's hero's journey concept, analogies to myth critique theory are drawn. In the end, the study makes the case that Carter uses mysticism and occult imagery to rebel against religious restrictions on female sexuality and power. She also directly challenges the patriarchal dominance of spiritual narratives by presenting a new feminist mythology that is centered on psychic liberation and reclaimed goddess worship.

**Keywords:** *Angela Carter, The Passion of New Eve, gender, feminist mythology, myth criticism*

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# Techno-Culture – As a New Trend in the English Literature

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## Abstract

Techno-culture in hyperreality is a very contemporary trend in literature. This article examines the term of techno-culture and its emergence in the English literature. Techno-culture is a kind of culture influenced by technology and science on human life. The extraordinary development of science and technology in the 20-th century led to a changed perspective of the position of man in the world and of the beliefs and values that had shaped the western world. A different type of society was emerging and all these changes also impacted the English literature and the writing styles of the writers. A considerable number of contemporary British writers have developed a cooperation relation with technology and how it challenges the traditional form of narrative. Numerous works were written for the illustration of techno-culture, negative and positive impacts of technology in human's life and society were portrayed using irony and pastiche; some works predicted that new inventions and progress would tend to improve life and society and they could be solution to the world problems, in others , a means of the world destruction. On the other hand, the emergence of techno-culture also impacted on to the widely use of genres like science –fiction and dystopia. Robots, artificial humans, human clones, intelligent computers and their possible conflicts with human society have all been major themes of the most works written in the 20-th literature. In conclusion all these themes introduce us to situations that make us rethink about the world we live in and how much control we have over it and reflect our innermost fears about our lives and the world.

**Keywords:** *techno-culture, hyperreality, impact, science fiction, dystopia*

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# Transcending Class Boundaries: An Analysis of D. H. Lawrence's *Touch and Go* in the Light of Bourdieu's Concept of Habitus

Nur Çürük<sup>92</sup>

## Abstract

Set in a mining village in the English Midlands, D. H. Lawrence's *Touch and Go* (1920) deals with the theme of the clash between Labour and Capital through the struggles between a mine-owning family and a group of colliers on the eve of an impending strike. In the play, Gerald Barlow has taken over the management of a local colliery from his father, and subsequently made the pits 'profitable' by introducing new methods of industrial production, which end up with dehumanising working conditions on the part of the colliers. In the meantime, a group of colliers plan to go on a strike for the benefit of their fellows who cannot persuade their employer to receive a 'fair' advance. In the play, the portrayal of these characters from two different social classes deserves attention for analysis because although they seem to be well aware of their social class positions, they are also presented as individuals whose certain statements and behaviours conflict with the realities of their own class backgrounds. Thus, this essay aims to analyze *Touch and Go* in order to highlight how Lawrence challenges the rigidity of class boundaries through such characters conflicting with their own class positions. In this way, the essay seeks to explore how Lawrence's critical approach to class consciousness and distinctions is represented in the play. To this end, the essay draws upon Pierre Bourdieu's conception of 'habitus' as it provides a convenient basis through its emphasis on the relationship between individual practices and class background.

**Keywords:** D. H. Lawrence, *Touch and Go*, Pierre Bourdieu, *habitus*, social class

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# Interconnectedness through Non-Discursive Practices among Women in Emecheta's *Second Class Citizen*

Nurten Birlik<sup>93</sup>

## Abstract

Buchi Emecheta's *Second Class Citizen* foregrounds the predicament of women in Nigeria and reveals that women are disadvantaged due to their gender markers in the heavily patriarchal local culture and poverty, and also due to the residual legal elements after the colonizer left the country. Despite their multilayered predicament, they manage to empower themselves through a different kind of collective consciousness which is deeply embedded in their local culture and which remains a closed book to both the male members of the community and the former colonizer. This collective consciousness leads to a closed circuit of interconnectedness among them to be achieved in a non-discursive realm which involves practices like converting their daily chores to rituals or reciting songs about male oppression or other problems. The protagonist of the novel Ada ops for a different line of existence as she goes to school and, later, finds a position as a well-paid librarian. Due to her education and position, she is somehow disconnected from the non-discursive practices of other native women; and she feels alienated among them in both Lagos and London. Interestingly enough she invents another non-discursive practice to empower herself as a black woman with five children in London. At difficult times of oppression coming from her husband and the mainstream discourse in London, she communicates in her mind with an undefinable entity she calls Presence. Through Presence, she can achieve her psychological coherence and establishes herself as a promising writer in London. In this paper, I aim to discuss how women in the novel, educated or not, invent their own psychic mechanisms to empower themselves and achieve their psychological coherence in a non-discursive realm of inter- (sometimes intra-) connectedness. In this frame of thinking, I also claim that women, though oppressed by the system, manage to reverse the traditional hierarchy between the victim and the victimizer by opening an alternative ontological space through interconnectedness.

**Keywords:** *Buchi Emecheta, Second Class Citizen, interconnectedness, postcolonial literature*

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# The Search of the Modern Human Being in Ballard's *Concrete Island*

Oğuzhan Kalkan<sup>94</sup>

## Abstract

The interaction of human beings with planet Earth has always been problematic since the dawn of civilization, although it has acted as a shelter. This struggle for power between the two has been told from the very early epics and stories of ancient ages. As a modern-day science fiction writer, J.G. Ballard tells the stories of human beings in a modern age and focuses on Earth as a true frontier for exploration. The dystopian world Ballard creates in his novel *The Concrete Island* is a living organism that challenges the protagonist to overcome his own individual barriers and difficulties. With its concrete structure in the junction of busy motorways, the island acts as a sanctuary for the protagonist to confront and understand himself. The barrenness of the island reflects his unsettled mind, which leads to a process of self-discovery as he navigates through the mazes of the junkyard. As a predator, he gets rid of the inhabitants of the island which he counts as obstructions in his battle against the island. Gradually, he identifies himself with the island and attempts to find solace and eventually control the island. After going through several tests by the island, the protagonist thinks that he has tamed the island and sits on his virtual throne. This article explores the condition of modern human beings within the frames of dominance, power and primal instincts that emerge in the face of isolation with a meticulous reading of the novel in connection with islands that appear in influential literary works such as *Odyssey*, *Robinson Crusoe*, *The Lord of the Flies* and the author's other works.

**Keywords:** *Dystopia, modernism, Ballard*

# An Evaluation of the Linguistic Responses of Systems (Questions/Answers) of the Search Engines Bing.com and Yandex.com and Chat-GPT: Access to Textual Data, via Monolingual Questions

Omar Larouk<sup>95</sup>, Marina V. Garanovich<sup>96</sup>

## Abstract

The explosion of Internet services and the production of publications have allowed access to an unlimited quantity of data, information, and knowledge to all university researchers and users (or consumers). With this increased production of information, all these productions generate problems of information disorder linked to the growing number of monolingual and multilingual resources on the Internet. Finding information in multiple languages is a research topic that will become important in the future, because monolingual indexes offer multilingual documents. In addition, much technical information of all kinds has become available on the Internet thanks to numerous search engines and AI tools such as ChatGPT. This paper covers querying with a traditional search engine ([www.bing.com](http://www.bing.com) or [www.yandex.com](http://www.yandex.com)) or ChatGPT in a language other than the language of the documents sent by the index, namely, doing a search with a question in English on the French language search engine [www.bing.fr](http://www.bing.fr) and on the index of [www.yandex.com](http://www.yandex.com) in order to compare results with those from the ChatGPT AI engine. These responses should be taken into account, because our tests show that the content is multilingual from the first page of results on classic search engines ([www.bing.fr](http://www.bing.fr) and [www.yandex.com](http://www.yandex.com)) but not on the ChatGPT AI engine. Our observations can improve search engine index management in order to provide users with more relevant results. This composite information is supplemented by multilingual information in other languages. Accessing information via a search engine leads to the capture of multilingual queries, especially since Internet services contain multilingual content. This pressure of multilingualism leads developers of index tables intended for the Internet to design multilingual entries adaptable to languages other than those initially envisaged. Hence, there is the need to explore new techniques to search for and process different aspects of raw data than the ChatGPT index, which is monolingual.

**Keywords:** *Multilingual data, search queries, search engines, ChatGPT.*

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## How to Find Presuppositional Information in a Question/Answer System: An Implied or an Intentional Relationship?

Omar Larouk<sup>97</sup>, Marina V. Garanovich<sup>98</sup>

### Abstract

The emergence and spread of digital technologies have had a profound impact on the problem of access to documents and information, which is still plagued by a mass of irrelevant information. Our question concerns the harmonization between the discourses of indexers (creators, enunciators) and the linguistic questions of users of an information system (OR interlocutors). The aim is to question the issue of information retrieval and to find out how our language, via natural linguistic queries submitted to an information system or search engine, supports our extralinguistic perceptions, both in terms of information needs. This problem requires discourse analysis within the framework of semantics and pragmatics. This situation leads us to question the current status of linguistic terminology in the context of information retrieval on the Internet and in databases. The presupposition of a natural question does not correspond to the main information of the message, but to implicit information, motivated by the formulation of the question. In the context of a Q/A system, the request for information conveyed by a user's question (Q) and the answer (A) provided by the index are linked by the implicit relationship between two propositions, Q and A, in an information retrieval system. Since the presupposition is the non-refutable information included in a query or statement, we can formalize the presupposition search process as follows. A presupposition is information shared by the user's need (query) and the content of the compound index. These contextual elements determine the semantics of a statement in the immediate environment. The textual context refers to the immediate environment of a word or sequence of words, while the referential (discourse) context refers to the whole text (document) surrounding the word. In other words, the author (indexer) omits information that he considers to be known by his reader (interrogator), hence the emergence of implicit information conveyed by a text (or a query).

**Keywords:** *Presupposition, implication, discourse analysis, information retrieval*

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# The Ancient Greek Language in the Philosophical-Political Thought of Martin Heidegger and Carl Schmitt

Orazio Maria Gnerre<sup>99</sup>

## Abstract

Martin Heidegger and Carl Schmitt were two very important authors for the German, European and world history of thought of the 21st century. At the beginning of the last century, they built their own vision of the world and of political issues, which in some points, converged. Considered part of a similar cultural *milieu*, they reflected on similar problems in political philosophy. They certainly dealt with different fields (Schmitt was a jurist, Heidegger was a philosopher), but various cultural characteristics linked them to the same speculation. Both had a clear interest in the philological dimension, an interest that was reflected in linguistic research. The work of both authors, in fact, is dotted with the use of archaic Greek terms. In this speech, we intend to highlight this usage, and the key words in ancient Greek on which these authors speculated. In doing this we intend at the same time to emphasize the philological dimension of the thought of these two authors, and the role that philology assumed in their thought. Finally, precisely through their rediscovery of ancient Greek, we intend to demonstrate some points of contact within their political philosophy.

**Keywords:** *Martin Heidegger, Carl Schmitt, Ancient Greek, Philosophy of Politics, German Thought*

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# Can Bibliometric Analysis Be Used in English Literature Studies: An Exemplary Bibliometric Analysis of Studying the Concept of “Masculinity” in Literature

Özlem Yılmaz<sup>100</sup>

## Abstract

Bibliometric analysis, which can basically be defined as “the statistical assessment of scholarly publications and books” and which “provides an alternative way to quantify research outputs without expert reviewers” (Sally et al.9) is frequently used in research executed in physical sciences, health sciences, and economics. Nevertheless, studies using bibliometric analysis which scrutinises the litterateur regarding the handling of a specific subject by literary scholars is very rare and needs further analysis. Hence, the aim of this study is to investigate how the concept of masculinity is studied both across disciplines and in specifically literature so as to demonstrate the present situation and direction of literary masculinity studies by mapping the development and focal points of the study of the concept of masculinity in this discipline through bibliometric analysis. By this means, this study also aims to demonstrate whether bibliometric analysis method can be used in literary studies as a preliminary preparation element and whether it can assist researchers and literary scholars in English literature in their decisions regarding their study topics in literature. To this end, the study aims to investigate a variety of criteria such as the interaction of different journals in different countries regarding the concept of masculinity, the intensification of the study of the concept according to years, and use of masculinity as a keyword in literary studies.

**Keywords:** *Bibliometric analysis, masculinity, literary masculinity studies, English literature*

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# The Blurred Boundaries between Philosophy and Literature in Modernity

Paolo Pitari<sup>101</sup>

## Abstract

This contribution explores the manifestation of the inextricable relationship between literature and philosophy in modernity. With initial reference to the Aeschylean tragedies as the original expression, in Western culture, of the unity of philosophy and literature – and therefore of literature as a voice of truth –, the presentation focuses on demonstrating how, through modernity and all the way to modernist and (even) postmodernist writers, the ideal for literature as an expression and contributor of truth persisted across time. The closing suggestion is that the blurred boundary between literature and philosophy with respect to truth has always been, and will continue to be, a fundamental characteristic of our culture.

**Keywords:** *Literature and Philosophy, modernity, truth*

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# The Origin and Contemporary Development of Afro-American English

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## Abstract

The Afro-American variant of English language is known as ebonics, AAVE (Afro-American Vernacular English), black English (black people's English). The Afro-American English is wide spread topic among linguists. In this abstract, the origin and history of the development of the Afro-American variant of English language was analyzed from the point of view of Germanic studies. The history of the emergence of the Afro-American variant of English language still causes controversy and generates hypotheses. There are still four main theories of the origin of the Afro-American variant of English language: the hypothesis of Anglicists, Creolists, neo-Anglicists and substratum. Afro-American variant of English language as a part of the African-American socio-ethnic and territorial reality is of particular interest due to the fact that this version has elements of sociolect and slang, including dialect. This variant is characterized by the fact that it appeared as a result of various historical, social and cultural reasons. Due to my research, I can definitely say that Afro-American variant of English language is not a dialect or a language. The language version was formed during slave trade. So people needed to have a common language. In this case, firstly, pidgin was formed. Pidgin is initial stage in the development of a new language. Then, pidgin increased year by year. So creole understanding appeared. Creole is increasing form of pidgin. This language variant is a Creole, used by African-Americans as a means of international communication. Consequently, it has been investigated that it is a Creole.

**Keywords:** *Afro-American English, Pidgin, Creole, Dialect, Version*

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# Highlanders' Resilience against the Poignant Dualities in Gregory Burke's *Black Watch*

Pelin Gölçük Mirza<sup>103</sup>

## Abstract

Gregory Burke's *Black Watch* (2010), as a docudrama play, focuses on involvement of the Black Watch (a royal military unit of Scotland) in Iraq war in 2004. As a verbatim production of National Theatre of Scotland, the play includes transcripts of oral testimonies given by the real highlanders who had to fight for Britain and U.S.A as cannon fodder in Iraq. Through the juxtaposition of fictional and real dialogues of Scottish soldiers, *Black Watch* gives significant insights into stereotypes about Scottish identity, nationalism, class division, and military, cultural, and economic exploitation of Scottish people in the middle of horrific battlefield. The play seeks for a metaphorical/theatrical tie between politicians and ordinary people through different theatrical and linguistic elements. This makes itself obvious in Burke's particular attempt to incorporate humorous casual language of individuals within utmost gravity and vulgarity of the war. Throughout the play, sordid facts of life and war are imbued by soldiers' obscenity, repetitions, and jokes. That is to say; traumatic tension of the play is often confronted by the comic relief of soldiers' dialogues which establish a great confrontation between individual memory and historical accounts. In the light of this argument, this paper aims to explore the incongruities between the politicians' hypocritical idealizations of concepts such as public duty, nation, empire, manhood and genuine experiences of the individuals through the use of humor.

**Keywords:** *Gregory Burke, Black Watch, Scotland, War, Humor*

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# The History and Current Status of English in Middle East

Rufana Rafiyeva<sup>104</sup>

## Abstract

English as a global language has begun its journey in Middle East since colonial times. The status of English language has gradually changed over the years. Due to this fact, the spread of English in these countries has also some common specific features. This abstract dig into the evolution and contemporary standing of the English language within the Middle East. It traces the historical trajectory of English in the region, highlighting its emergence as a dominant language influenced by colonialism, trade, and cultural exchanges. From its introduction during colonial eras to becoming a *lingua franca* in various domains such as politics, education, business, and entertainment, English has undergone a transformative journey. Presently, English holds a main role, evident in its integration into diverse faces of daily life, technological advancements, and educational systems across Middle Eastern countries. Its dominance, propelled by globalization and the quest for global connectivity, reflects both historical legacies and modern aspirations within the region. It should be noted that due to the trend of economic progress in the countries of the Middle East and the region's attempts to move forward in the direction of development and education, globalization, global English and English as a Medium of Instruction has come to the fore. Thus, the purpose of this paper is to identify the major changes which have taken place in the use of English in the Middle East. The relevance of this topic lies in the fact that these countries have common history, culture, and traditions. The paper explores the historical role, changes over the decades and current status of English in Middle East focusing on Saudi Arabia, United Arab Emirates, Türkiye, Egypt, Iraq and Iran. Thus, the result of our study can help understand the historical, political and cultural background of the spread of English not only in this region but also worldwide.

**Keywords:** *English, Middle East, lingua franca, history, globalization*

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# A Cognitive-Linguistic Analysis of Advanced Azerbaijani Learners' Written Output

Sabina Namazova<sup>105</sup>, Davoud Kuhi<sup>106</sup>

## Abstract

The field of linguistics witnessed a profound transformation over recent decades, moving away from traditional methods that isolated grammar and vocabulary for teaching towards a modern approach that prioritizes communication, meaning, and usage. Cognitive Linguistics has emerged as a prominent addition to linguistics. Its impact on our everyday lives is pervasive, but we don't realize it. We initially perceive the world through visual and verbal cues from others, and our minds subsequently construct concepts, influencing our behavior accordingly. In this research, we aimed to analyze the differences between written classroom and competition essays of advanced Azerbaijani learners and explore the role of cognitive linguistics in teaching English as a foreign (EFL) or as a second language (ESL) in Azerbaijan. This paper conducts a comprehensive linguistic analysis of the written output produced by advanced Azerbaijani learners, employing an approach that integrates cognitive schemas, pragmatics, mental models, metaphors, and language use. A set of quantitative and qualitative methods is used to investigate cognitive schemas, pragmatic considerations, mental models, metaphorical expressions, and language usage in the essays. In the in-class essays, the following results were observed: n= 33, cognitive schemas= 24, metaphors=20, pragmatics= 32, mental models= 31. The numbers are the scores for each category. The findings indicate how advanced learners of Azerbaijani construct cognitive schemas and use them in their written expressions. This research discusses the role of pragmatics and mental models in shaping the language production process. It contributes to a wider understanding of language acquisition, cognitive processes, and language pedagogy. It offers guidance for educators and curriculum developers. We believe that our research has an important role in advancing theoretical development and making practical insights for the field of cognitive-linguistic analysis.

**Keywords:** *Cognitive Linguistics, ESL, EFL, cognitive schemas, pragmatics, mental models, metaphors*

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# The Collapse of Conventional Gender Identities in Postwar Britain in Shelagh Delaney's *A Taste of Honey*

Seher Özsert<sup>107</sup>

## Abstract

This research scrutinizes how postwar Britain is marked to be a time of transition from multifold aspects, especially for women who demonstrated a tendency towards a more domestic life than the previous occupations in the public sphere. Social expectations in terms of gender roles and sexuality turn out to be central arguments while reviving the national consciousness. This paper concentrates on the English playwright Shelagh Delaney's 1958 play, "*A Taste of Honey*", in which she criticizes traditionally assigned roles of motherhood and womanhood. As one of the leading figures in the Kitchen Sink drama, Delaney focuses on the mother-daughter relationship through Helen and Jo, who deal with family troubles while suffering from poverty. This paper investigates how motherhood is observed as a burden rather than an innate sacrifice throughout the play. The analysis illustrates that the rejection of the traditional female roles also results in the characters' distancing from each other through the denial of genuine sentiments as well as social norms. Delaney further portrays a male character, Geof, who has impeccable caring mother instincts. As the arguments in the feminist discourse also reveal, the characters' rejection of conventional feminine or masculine identities is caused by their desire for freedom away from socially and culturally assigned responsibilities. The main argument of this paper is to investigate how Delaney demonstrates the shattering of stereotypical gender roles through her unorthodox characters in her play *A Taste of Honey* in the light of prevailing feminist criticism.

**Keywords:** *Postwar British drama, feminism, Delaney, gender identities*

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# Holistic and Analytic Scales in Assessing Speaking Skills in the Faculties of Foreign Languages

Sevil Gurbanova<sup>108</sup>

## Abstract

Speaking, which is considered the essential part of communication, is difficult to assess because of its context-dependent and dynamic nature. Though there are some rating scales which are presented to us to assess speaking proficiency, they sometimes do not correspond to a statement of criteria that we wish to measure. The aim of the current paper is to explore in greater depth some specific issues of assessment of the speaking skills. The study will, first, give a review of the literature surrounding the testing of speaking. After the review of research, the designs and implementations of speaking tests currently used will be introduced and compared. Two methods of testing oral performance – both holistic and analytic, which can be used for the assessment of spoken proficiency of language learners at university level, will be explored in order to examine the relationship between them and to find out their drawbacks and advantages. As it is known, the holistic approach takes the performance into consideration as a whole, whereas an analytic one focuses attention on discrete qualities of it. In this study, it is aimed to make a reference to the scales proposed by the Common European Framework of Reference for Languages (CEFR). The study will be carried out at Azerbaijan University of Languages. The participants will be the students of faculties of foreign languages. It will determine whether holistic scale or analytic one is more appropriate for assessing the L2 speaking of students in classroom settings. Our study is expected to suggest some grounds for change in assessing speaking skills in faculties of foreign languages.

**Keywords:** *assessment, speaking, holistic scale, analytic scale, testing*

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# Exploring the Effectiveness of Using Role Playing and Novel-Based Performances in English Language Lessons for Developing Speaking and Communication Skills of Zero-Level Students

Sevinj Khudiyeva<sup>109</sup>

## Abstract

Engagement in performances inspired by novels and taking part in role-playing activities are categorized as types of drama activities. This article intends an experiment illustrating changes observed among 40 zero-level students at Khazar University. At the conclusion of each unit in the course, role-playing lessons captivated the attention of zero-level students, integrating real-life scenarios into the learning experience. As their language skills developed over time, they progressed to initiating role-playing activities at the beginning of subsequent units. Novels were selected by the teacher/s based on students' interests and proficiency levels at the beginning of the semester. The instructor/s divided the groups into 4-5 smaller ones centered on the number of students. Over a three-month period of extensive reading, students acquainted themselves with the material, scrutinized the novel's events, and then, within their group, allocated roles among themselves while preparing for their performances. The collaborative approach, with regular reading, deepened understanding, fostered teamwork, enhanced spoken fluency through quick processing of thoughts. While role-playing is an integral and actively participated part of the lesson, the approach to novel-based drama allows for flexibility, accommodating hesitant students who may opt for more limited involvement. This dual approach fosters a supportive environment where students can engage with the lesson content at their comfort level. Post-performance, the teacher/s evaluated students' answers to questions from various parts of the work, employing a 10-point scale, thereby ensuring a thorough assessment of their comprehension and application of the novel's concepts. The students, portraying actors and actresses in novel-based dramas, were required to express their lines with clarity, improving their verbal communication and pronunciation skills. The issue, faced by the teachers, was organizing the time management specifically for dramas and role-playing activities within the context of the lesson plan in advance. In conclusion, both role-playing and dramas play a beneficial role in enhancing students' communication skills, problem-solving abilities, and overall confidence.

**Keywords:** *role-playing, novel-based drama, speaking-skills and communication, zero-level students.*

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## Translating Metaphorical Expressions: Comparison of Two Azerbaijani Translations of *Twilight* by Stephenie Meyer

Shahmar Mammadov<sup>110</sup>, Irina Orujova<sup>111</sup>, Yaser Hadidi<sup>112</sup>

### Abstract

This paper delves into the intricate world of metaphor translation by conducting a comparative analysis of two Azerbaijani translations of Stephenie Meyer's novel *Twilight*. It focuses on metaphorical expressions and figurative language, exploring the strategies used by the translators to convey the original text's intended meaning and emotional impact. Through a close examination of the translations by Kazim Salimov and Shalala Ismailzadeh, the paper highlights the complexities and challenges of translating metaphors in literary works. The analysis reveals that main figurative translation methods, including literal, free, and equivalent translation, play a crucial role in shaping the fidelity, readability, and emotional resonance of the translated text. Both translators apply lexical and semantic transformations to convey the metaphorical expressions in a way that is meaningful and effective in the target language. Salimov's commitment to preserving the source text's syntax and semantics, often through literal translations, ensures faithfulness, but occasionally results in less natural and comprehensible renditions. In contrast, Ismailzadeh prioritizes readability and emotional depth, opting for free translations that resonate with the Azerbaijani-speaking audience, yet sometimes the target text meaning deviates from the original one. The study underscores the delicate balance that translators must strike between maintaining the figurative richness of the source text and ensuring comprehension in the target language. It emphasizes the need for specialized training in figurative language translation, a component often lacking in current university programs that predominantly focus on literal or technical translation methods. Metaphors, integral components of human communication, pose unique challenges for translators due to their cultural and contextual nuances. By addressing the intricate art of translating metaphorical expressions, this study contributes to a deeper understanding of literary translation and its role in preserving the artistic and emotional essence of the original work.

**Keywords:** *Figurative translation, lexical transformation, equivalence, metaphor translation, translation analysis, Twilight*

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## Psychoanalysis of the Character of “Master” in *Doctor Who*

Soner Güven<sup>113</sup>

### Abstract

Character image in fantasy and science-fiction is traditionally drawn with rigid lines. The character is either black or white. There is a tendency to make ‘good’ character pure positive personality. As well as, making the ‘bad’ character as pure evil. However, in life and human characteristics, there is no rigid, black and white personalities. Assuming that fantasy and science-fiction characters’ inspirations are drawn from human life, the tendency of adamant bias of strict characterization of ‘good’ and ‘evil’ is false. The character of ‘Master’ in *Doctor Who*, is a great illustration of this. The Master appears in season 3 of the modern series of *Doctor Who*. In his way, he does ‘good’ deeds. Yet, it might be ‘bad’ deeds for others. Nonetheless, his actions may be justified by psychoanalysis. By using Anna Freud’s Defence Mechanisms, which she outlines in her book, *The Ego and The Mechanisms of Defence*, The Master’s deeds can be explained. This study debates the reasons beyond The Master’s action by using Freud’s coping mechanisms. The show is set in the modern-day United Kingdom. In an alternate time, The Master gains the control of the Earth. Thus, he makes the lives of humans’ hell. He believes he justifies his actions for what happened to him in the past. In a way, he uses the Earth and humanity as a revenge machine. He shows the reasoning behind his deeds throughout the episodes.

**Keywords:** *Doctor Who*, psychoanalysis, Master, Anna Freud, Coping Mechanisms.

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# Undergraduate ELT Teachers' Perceptions of 21<sup>st</sup> Century Learning and Innovation Skills

Suheyła Demirkol Orak<sup>114</sup>

## Abstract

Each century brings up/raises sort of needs in accordance with its nature into the field of education, especially into the language education: since language is a living organism, it is not possible to isolate it from the century. And 21<sup>st</sup> century has brought the needs of social, open-minded, enterprising, prospective graduates from higher education bodies. These requirements can be fulfilled through the proper education of 21<sup>st</sup> century learning and innovation skills (integrated education with critical thinking, creativity, communication and collaboration skills- 4Cs). In this regard, undergraduate ELT teachers' perceptions of 21<sup>st</sup> century learning and innovation skills in the faculty of education in a state university in TR were examined. A quantitative case study was employed through a Likert type 2 factor questionnaire - '21<sup>st</sup> Century Skills Survey'- developed by Katherine N. Landon in 2009, and administered to 64 participants by benefitting from convenience sampling. According to the descriptive results of the present case study, undergraduate ELT teachers had positive perceptions towards 4Cs with really close mean values (respectively): Critical thinking ( Mean = 1.250, SD = .227), Communication (Mean = 1.234, SD = .222), Creativity (Mean = 1.214, SD = .217), and Collaboration (Mean = 1.203, SD = .251).

**Keywords:** *21<sup>st</sup> century, globalization, learning and innovation skills, communication, creativity, critical thinking, collaboration*

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# Washback Effect of the Kahramanmaraş Earthquake on ELL/T Prep Year Students' Language Learning Process

Suheyła Demirkol Orak<sup>115</sup>

## Abstract

This qualitative case study targeted to discover students' state of satisfaction with English language learning process conducted in the form of distance education resulted from the Kahramanmaraş Earthquake conditions happened in February 2023. Purposive sampling was employed to collect data, and the study was conducted with 10 prep class ELL/T students who were the earthquake victims and habitants of the earthquake rescue camps. For data collection; interviews were administered at the end of the academic term, yet reflection essays were collected from the participant students via the guidance questions weekly, and all the materials had been exposed to manual content analysis procedure. Depending on the data collected and analysis made on distance education on students' satisfaction regarding English language learning process, it was discovered that the participant students were dissatisfied with the distance education, and they all underlined that English language education is expected to be interactive. However, cause of the sudden shift from face-to-face education to distance education, it could not meet their expectations since psychological drawbacks of the earthquake were pretty warm, students lack of optimal accommodation conditions, and the digital platforms were inadequate cause of insufficient infrastructure. Moreover, participant students pointed out that the synchronous academic hours were really limited which was far from the referenced range of language education. The washback effects of the Emergency Remote education can be diminished via strengthening infrastructure and providing students with the professional psychological support during the process via regular intervals.

**Keywords:** *Natural disasters and ELT, distance education, interactive education, washback effect of the natural disasters.*

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# A Pragmatic Analysis of Implicatures in the TV series “Friends”

Tamella Mammadli<sup>116</sup>

## Abstract

This study investigates implicatures in television dialogue, focusing on the popular sitcom "Friends." Through a pragmatic analysis, we aim to uncover the implicit messages conveyed by characters in the show's conversations. Implicatures are subtle inferences that listeners draw from context, tone, and shared knowledge, enriching the meaning beyond literal words. By examining how implicatures are utilized in “Friends,” we seek to understand their role in conveying sarcasm, humor, skepticism, and other nuanced emotions. Through a deeper understanding of implicatures, we gain insights into the linguistic nuances present in everyday interactions, enriching our understanding of language and social dynamics portrayed in media.

By identifying and interpreting these implicatures, we gain insights into the characters' personalities, relationships, and the comedic dynamics of the show. This research contributes to our understanding of how implicit communication shapes dialogue in television sitcoms and offers a deeper appreciation of the linguistic nuances present in everyday interactions. Understanding implicatures enhances our ability to decode implicit meanings in communication, enriching our comprehension of language and social interactions.

**Keywords:** *Implicature, pragmatics, dialogue, meaning, sitcom, communication*

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# Sources of Humour in Films. What is There in a Film that Can Make Us Laugh?

Umid Mammadov<sup>117</sup>

## Abstract

Humour is a component of our everyday lives. Every day, as humans, we encounter hilarious circumstances and even humour itself. The humour we encounter makes us smile, laugh, and feel pleasant, but why is this so? Why do we laugh when we come across as amusing? We will find out responses with some analyses and examples that are going to be given/represented in this paper. The purpose of this study is to investigate how humour is employed in some selected films and what causes us to laugh when we watch these films. The examination of verbal humour is guided by the General Theory of Verbal Humour, and some amusing lines from six films are provided as examples. Furthermore, the discourse analysis approach is used to investigate the reasons of incongruity. In addition, frame analysis is employed throughout our research to delve into the specifics of how language contributes to the framing of circumstances in a film, impacting the audience's view. This approach demonstrates how language features may be used to construct, strengthen, or even undermine frames in order to produce comic results. Additionally, we use a semantic analysis approach to discover cultural references that play an active part in humour and how they impact the meanings of words to make them amusing. This research reveals various mechanisms by/through which language, cultural allusions, and framing interact together to elicit laughter, offering vital insights into the diverse origins of humour in film.

**Keywords:** *humour, verbal humour, discourse analysis, frame analysis, semantic analysis*

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## Language Policy as a Field of Social Linguistics

Valida Salmanova<sup>118</sup>, Narmin Aliyeva<sup>119</sup>

### Abstract

In recent times, language policy is already developing as an interdisciplinary field. Language policy has begun to study the problems of areas where sociolinguistics intersects with jurisprudence, politics, and sociology. This, of course, will create the basis for the emergence of new trends among language policy researchers. In this article, we tried to reflect the general directions of language policy research. However, since it is not possible to provide a comprehensive analysis of language policy research within the indicated trends in a small article, we have brought to the readers' attention only a few examples in each direction. The directions we have mentioned have been included in our other studies based on more detailed examples. The main goal of this study was to carefully examine some elements of sociolinguistics of the nuances involved in language policy. Based on the applied model, several conclusions and observations can be drawn, which are mentioned separately for clarity: 1. Language policy plays a decisive role in communication style. 2. A post-modern approach to language policy disproves myths about 'language existence'. Therefore, by taking an anti-fundamentalist approach to language, the pre-existing and ethnic, territorial, etc. we can say that it is a flexible and constantly changing product of social interaction rather than a system related to characteristics. 3. When the existence and ontology of languages is in question, it is impossible to talk about their planning.

Since the subject was widely addressed for the first time in Azerbaijani linguistics, the scientific results of the research can be used in future scientific research in this direction. Researching the language policy in the countries, determining the main features of this policy, and obtaining specific results can contribute to scientific cooperation with the countries of the world, language policy to be implemented, and language planning works in the future. In addition, the general monitoring of the language policy implemented in the independent Turkish states is also important in terms of revitalizing and shaping the common language and scientific and cultural values among the Turkish peoples in the future.

**Keywords:** *sociolinguistics, language policy, language planning*

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# Shakespeare's Philosophy of Deifying His Audience through Soliloquies in His Tragedies

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## Abstract

It goes without saying that William Shakespeare is a great genius in portraying and revealing the human nature. This is illustrated mainly in his canonical tragedies, usually following an almost Aristotelian plotline centred around a single character. Macbeth, in this sense, is such a tragic hero, veering from a glorious and eulogised commander to a vicious and distracted murderer. Another such character is Hamlet, changing from a naïve and thoughtful son and lover to an indifferent and sceptical one. Shakespeare, the creator of these two characters and a few more, probes into their unseen and unheard souls through a magical and miraculous literary device, soliloquy. What makes this device phenomenal is that it also serves to render the audience omniscient over the whole play and all the characters on the stage, culminating in the creation of dramatic irony for dramatic aesthetics. The audiences, though unable to know or discover others' inner or hidden thoughts and feelings in real life, are endowed with the chance to know them while watching a Shakespearean play primarily by means of soliloquies. It is in this way that they metaphorically turn into a godlike figure throughout the performance of a play as it is only God Himself that is accepted to know the reality of man, namely his motives, thoughts, feelings and emotions that make up human nature to a large extent. Viewed from this aspect, Shakespeare's audiences are deified through the use of soliloquy that offers an insight into man's hidden nature. This study is intended to offer a new perspective for soliloquy through a psychological reading of the soliloquies uttered by Shakespeare's great tragic heroes and to stress the importance of this device for dramatic aesthetics.

**Keywords:** *Shakespeare, human nature, soliloquy, deification, tragedy*

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# Boundaries of Male Body in Mario Testino's Photographs

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## Abstract

The term of body which is one of the main subjects of the human existence in the world has been discussed through the reflections of the literary genres and the works of art itself. The term of body has been examined because of the real meaning of the term which is derived by the community and people as an important example of elements and organs supporting each other to construct the body. With the effects of this situation, it is clearly possible to see the reflections of body in the field of art such as photography, literature, sculpture, and paintings. Any work of art includes the meaning of the body which is given as a symbolic and hidden meaning throughout the work itself. In the modern world, the representations of the body have been changed with the effects of the post-modern body standards and the new term of gender identities directly expressed by the modern artists dealing with the influential way of social media or technology. The new proportions of the body have led new terms as gender fluidity occur in the field of critical literary theory and the term of gender fluidity which is the blurred version of the gender borders is seen in the developments of the modern world's arts. In this paper, the effects of the new digital era with 21<sup>st</sup> century body proportions, celebrity bodies, masculinity ideas, and gender fluidity will be discussed in the light of Mario Testino's photographs which demonstrate the blurred borders of gender in the art.

**Keywords:** *Body, Art, Gender, Literature, Modern World, Photography.*

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# Analyzing Face-Threatening Acts through Politeness Strategies in English Court Discourse

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## Abstract

This article examines face-threatening acts (FTAs) in court discourse, using/applying Brown and Levinson's politeness strategies as a theoretical framework. It focuses on how legal professionals strategically apply/take advantage of these strategies to navigate and analyze FTAs during courtroom interactions. The research aims to uncover specific instances of negative and positive politeness strategies, highlighting their effectiveness in maintaining cooperative communication amid legal challenges. This study contributes to a deeper understanding of communication dynamics in successful legal practice offering valuable insights for legal professionals and scholars. Qualitative analysis has been used for encompassing the examination of court transcripts, case studies, and interviews with legal professionals. This comprehensive approach allows for a detailed exploration of the intricacies involved in the strategic use of politeness in the distinctive context of the US court discourse, as well as presents clear classification of FTAs within legal discourse and identification of common types of FTAs encountered in court settings.

**Keywords:** *face-threatening acts (FTAs), court discourse, cooperative communication, positive politeness, negative politeness.*

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# The Issue of Individual Societal Problems in “*Blindness*” by José Saramago

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## Abstract

“Blindness” is one of the most influential works written by José Saramago, who was one of the most renowned writers of Portugal, in the last years of his life. The novel focuses on events that occur in an unnamed country, in an unnamed city, involving unnamed individuals; in the work, no symbols other than periods and commas are used, and no specific names are given to any characters. The novel “Blindness” is about a city where an unexplainable epidemic of contagious blindness suddenly affects people and spreads quickly. The work begins with an unnamed person driving a car in an unnamed city, waiting at a traffic light and expecting the green light to come on. This person starts to become blind suddenly while waiting for the green light. The blindness gradually engulfs the entire city with its influence. All the people in the city start to contract an illness called “White Blindness.” The common characteristic of those affected by the illness is the inability to see anything but white. The blindness symbolizes not just a physical state but rather the inability to see truths, realities. The writer uses blindness as a metaphor to criticize the modern world, society, and liberal democracy. The book shows how easily society can break down in a crisis, and how it can reveal flaws and vulnerabilities of human civilization. “Blindness” is a mirror reflecting back, “Take a look at yourself, see your true identity, come to terms with you.”

**Keywords:** *blindness, civilization, metaphor, symbolize*

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