

ICPL

Shanghai 2025

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FROM ICPL 2025

The Organizing Committee of the 5th International Conference on the Philosophy of Language, Literature, and Linguistics extends its warmest invitation to scholars, researchers, and practitioners to participate in this year's highly anticipated event. Continuing the legacy of its predecessors, ICPL 2025 aims to provide a vibrant platform for exchanging ideas, presenting innovative research, and fostering intellectual collaborations in the fields of language, literature, and linguistics.

This year's conference delves into a particularly timely theme: the transformative impact of artificial intelligence and technology on language, discourse, and education in the digital age. Exploring topics such as the role of AI in linguistic research, digital tools in literary studies, and AI-driven advancements in language education, ICPL 2025 seeks to bridge tradition with innovation, encouraging interdisciplinary dialogue that addresses both the opportunities and challenges of our rapidly evolving technological landscape.

We are delighted to announce that the 5th ICPL 2025 is held at Shanghai International Studies University (SISU) in Shanghai, China. The conference is proudly co-hosted by Khazar University, Baku, Azerbaijan, and SISU, symbolizing a partnership that reflects the conference's commitment to fostering global academic connections. Held in a hybrid format—offering both in-person and online participation—the event ensures inclusivity and accessibility for scholars worldwide.

Shanghai, a city celebrated for its dynamic blend of tradition and modernity, offers the perfect backdrop for this year's conference. Participants attending in person have the opportunity to experience the city's cultural richness, historical charm, and cosmopolitan energy, while online attendees will still benefit from a thoughtfully curated program designed to facilitate meaningful engagement and collaboration. As always, ICPL is more than just an academic gathering; it is a celebration of scholarly curiosity, innovation, and the enduring relationships that grow out of shared intellectual pursuits. Whether you join us in person in Shanghai or participate online, ICPL 2025 promises to be a platform where diverse perspectives converge, where new ideas take shape, and where the bonds of a global academic community are strengthened.

We eagerly look forward to welcoming you to ICPL 2025 and sharing in this exciting journey of discovery and dialogue. Let us come together to explore the intersections of philosophy, language, literature, and technology, as we continue to shape the future of these fields in our increasingly interconnected and digitalized world.

COLLABORATING INSTITUTES

INSTITUTE OF LANGUAGE SCIENCES, SHANGHAI INTERNATIONAL STUDIES UNIVERSITY

The Institute of Language Sciences at Shanghai International Studies University (SISU) is a comprehensive research and educational institution dedicated to language science research.

Focusing on language science, the institute prioritizes research on language development, evolutionary patterns, and cognitive processing mechanisms. Building on its strengths in sociolinguistics and language education, it advances theoretical and applied linguistics, explores cutting-edge issues in language data science and neurocognitive linguistics, develops language-related technologies, and cultivates high-level talent in the field.

The institute currently employs 35 full-time faculty and researchers, including 16 professors/researchers, 10 associate professors/associate researchers, and 9 lecturers/assistant researchers. All hold doctoral degrees from prestigious domestic and international universities. Additionally, it employs 8 full-time foreign experts and collaborates with renowned scholars worldwide as adjunct/guest researchers. The institute comprises four research centers:

- Theoretical Linguistics
- Applied Linguistics
- Psychological and Neurolinguistics
- Language Data Science and Applications

It offers the following academic programs:

- Linguistics
- Foreign Linguistics and Applied Linguistics
- Language Data Science



- Language Policy and Language Education

The institute features dedicated research and teaching facilities, including student activity rooms, modern multimedia conference rooms, and the university-level key laboratory—Language Science and Multilingual Intelligent Application Laboratory. This laboratory encompasses specialized units, such as:

- Behavioral Laboratory
- Eye-Tracking Laboratory
- EEG Laboratory
- Phonetics Laboratory
- Child Language Laboratory
- Language Data Processing and Application Laboratory
- Smart Learning Laboratory

Furthermore, the campus hosts a state-of-the-art brain functional imaging center centered around functional magnetic resonance imaging (fMRI), positioning the institute's infrastructure among the most advanced in China.

This integration of interdisciplinary research, cutting-edge facilities, and global academic collaboration solidifies the institute's role as a leader in language science innovation and education.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, KHAZAR UNIVERSITY

The Department of English Language and Literature at Khazar University is a dynamic academic and professional hub dedicated to the study, teaching, and application of the English language. With a mission to instill a deep appreciation for language and its societal role, the department equips students with the skills, knowledge, and mindset necessary to thrive in the fields of English language teaching, linguistics, translation, and literary studies.

As a key academic unit within an English-medium university, the department is responsible for overseeing and implementing university-wide English language instruction. This critical function ensures that all Khazar University students are well-prepared to excel in an Anglophone academic setting. The department takes this responsibility seriously, striving for excellence in every aspect of English language education. With a strong emphasis on teaching non-native speakers of English, the department also welcomes collaboration with native speakers, both as instructors and students. It fosters an inclusive and academically rich environment where all learners—regardless of language background—can significantly improve their skills in speaking, listening, reading, and writing.



The department offers a total of 81 courses, covering a broad and interdisciplinary curriculum across undergraduate and graduate levels.

Undergraduate Programs:

- English Language Teaching
- Philology (English Language and Literature)

- Translation

Graduate Programs (MA):

- Linguistics

- Translation

Doctoral Programs (PhD):

- Germanic Languages
- Comparative Linguistics
- World Literature

These programs are designed to encourage critical inquiry, academic research, and professional

development, preparing graduates for both academic and career success in diverse language-related sectors. The Department of English Language and Literature maintains a vibrant academic community enriched by active research, engaged faculty, and global perspectives. It continues to evolve alongside the latest developments in linguistics, translation studies, and English education—ensuring that students gain not only theoretical understanding, but also practical expertise aligned with global standards.

CONFERENCE CO-CHAIRS



Hu Kaibao

**Assistant President
Institute of Language Sciences
Shanghai International Studies
University, China**

Prof. Kaibao Hu has more than 20 years of research experience in corpus-based translation studies, has had 100 papers published in journals indexed in CSSCI, SSCI, A & HCI, and 9 academic monographs in publishers such as Springer and China's Higher Education Press. He is also an investigator of over 13 projects on a national level. In 2017 and 2020, he was admitted into the list of the most influential scholars in the research of Philosophy and Social Sciences in China and the distinguished professor of the national major talent plan.



Hamlet Isakhanli

**Founder/ President of Khazar
University, Azerbaijan**

Hamlet Isakhanli is the founder of Khazar University, chairman of the Board of Directors and Trustees, co-founder of Dunya School, publisher, translator and editor. He is a scientist and public figure, doctor of physical and mathematical sciences, professor, poet, writer and publicist, and an author of articles, books, textbooks and monographs on mathematics, humanities, and social sciences.



Milana Abbasova

**Head of the English Language and Literature
Department, Khazar University, Azerbaijan**

Milana Abbasova is an accomplished academic professional and department head at Khazar University (Azerbaijan), with over two decades of experience in English language education and research. She holds a Ph.D. in Germanic Languages. Renowned for her expertise, she has played pivotal roles as a lecturer, program coordinator, research coordinator and editor across various prestigious platforms. Dr. Abbasova has contributed extensively to scholarly literature, with numerous publications in SCOPUS-indexed and other reputable journals, focusing on linguistics, education, and digital learning. A frequent keynote speaker and panelist at international conferences, she also organizes and leads seminars and forums to foster academic collaboration globally. Her dedication extends to translation projects, including significant contributions to cultural and educational exchanges. As an active member of linguistic organizations and editorial boards, Dr. Abbasova continues to shape the field of language and literature with innovative research and transformative leadership.



Muhammad Afzaal

**Professor (Associate) in Institute of
Language Sciences, Shanghai International
Studies University, China**

Dr. Muhammad Afzaal joined the Institute of Corpus Studies and Applications at Shanghai International Studies University, China, as an Associate Professor after earning his PhD from Shanghai Jiao Tong University, China. He also brings extensive research experience as a fellow at the Hong Kong Polytechnic University, Hong Kong, and nine years of teaching experience at Foundation University Islamabad, Pakistan. Dr. Afzaal is the author of two notable books: *Corpora and Discourses of the Belt and Road Initiative* (2023, Springer Nature) and *Language, Corpora, and Technology in Applied Linguistics*. He has also significantly contributed to the field of corpus linguistics through the development of LexiConc, a corpus tool designed for generating concordances and lexical bundles, which has become a valuable resource for researchers. Dr. Afzaal has published extensively in SSCI, SCOPUS, and ESCI-indexed international journals, including *Critical Discourse Studies*, *Corpora*, *International Journal of Applied Linguistics*, *Discourse Studies*, *Automatika*, *Asia Pacific Business Review*, *Chinese Journal of Communication*, *Asian Journal of Communications*, *Frontiers in Psychology*, *Humanities and Social Science Communications (HSSC)*, *Australian Journal of Applied Linguistics*, and *Asian Journal of Comparative Politics*.

KEYNOTE SPEAKERS



Hamlet Isakhanli

President of Khazar University, Azerbaijan

Hamlet Isakhanli is the founder of Khazar University, chairman of the Board of Directors and Trustees, co-founder of Dunya School, publisher, translator and editor. He is a scientist and public figure, doctor of physical and mathematical sciences, professor, poet, writer and publicist, and an author of articles, books, textbooks and monographs on mathematics, humanities, and social sciences.



Dechao Li

Professor in the Department of Chinese and Bilingual Studies, the Hong Kong Polytechnic University

Dechao Li is a Professor in the Department of Chinese and Bilingual Studies at the Hong Kong Polytechnic University and the Editor-in-Chief of the journal of *Translation Quarterly* published by the Hong Kong Translation Society. His research interests include translation theory, corpus-based translation studies, and empirical research on interpreting. He has published extensively in journals such as *Perspectives: Studies in Translatology*, *The Translator and Interpreter Trainer*, *Target: International Journal of Translation Studies*, *Chinese Translators Journal*, *Modern Foreign Languages*, *Foreign Language Teaching and Research*, and *Foreign Languages*. His most recent publication is *Transcultural Poetics: Chinese Literature in English Translation* (Routledge, 2023, edited by Yifeng Sun and Dechao Li).



Bahman Amani

Senior Executive Advisor of the Center for International Affairs, Ministry of Science, Research, and Technology

Bahman Amani, a distinguished scholar with a PhD in English Language and Literature, is the Senior Executive Advisor of the Center for International Affairs at the Ministry of Science, Research, and Technology. A retired rector, Dr. Amani has made significant contributions to academia, particularly in literature and criticism, through numerous published papers. His career reflects a steadfast commitment to education, research, and fostering international academic collaboration.



David Machin

**Professor in Institute of Language Sciences
Shanghai International Studies University,
China**

David Machin is Professor of Linguistics in the Institute of Corpus Studies and Applications at Shanghai International Studies University. He formerly worked at Örebro University, Sweden. He works with critical discourse analysis and multimodality to focus on the topics of diet, sustainability, and racism. His books include *How to Do Critical Discourse Analysis* (2023), *Introduction to Multimodal Analysis* (2020) and *Doing Visual Analysis* (2018). He is the co-editor of the international peer reviewed journal *Social Semiotics* and sits on the advisory boards of some leading international discourse analysis journals.

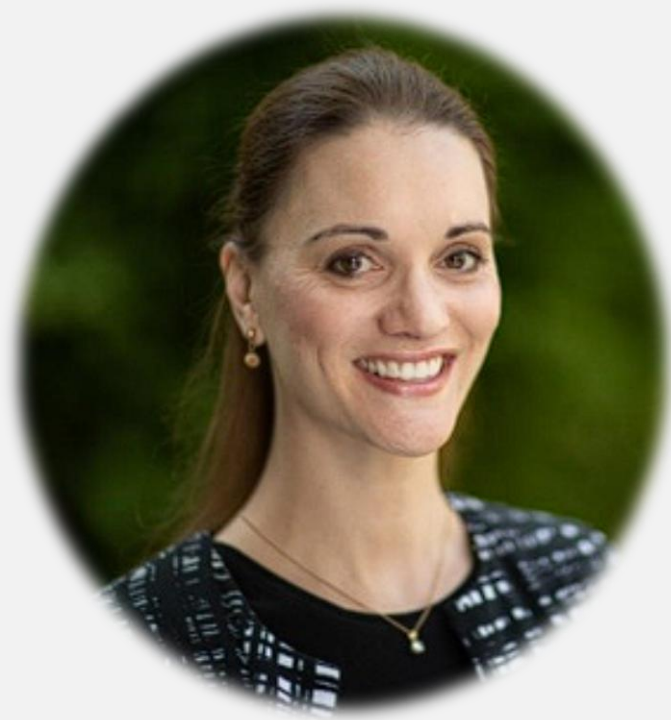


Muhammad Imran

Adjunct Professor in English Language and Literature Department, Khazar University, Azerbaijan

Dr. Muhammad Imran is an Adjunct Professor in the English Language and Literature Department at Khazar University, an ESI Research Fellow at Saint Joseph University, Macau, and a Researcher in the Education Research Lab at Prince Sultan University, Saudi Arabia. He completed his PhD in English Language and Literature from Shanghai Jiao Tong University, China. He has ten years of teaching and research experience in Pakistan, Saudi Arabia, China, Azerbaijan, and the USA. Moreover, he is the editor of *International Review Literary Studies*, an associate editor for *PloS One (Q1)* and *Sage Open (Q1)* journals, and an editorial board member for many reputable journals. His research expertise includes English language teaching and technology, AI and academic writing, literary criticism, and machine translation.

GUEST SPEAKERS



Samantha Curle

**Professor in Department of Education,
University of Bath, United Kingdom**

Dr. Samantha Curle (DPhil, FHEA, FRSA) is a Reader in Education (Applied Linguistics), Director of the MRes programme in Advanced Quantitative Research Methods (University of Bath), and Associate Member of the English Medium Instruction Oxford Research Group (University of Oxford). Her main research interest lies in factors affecting academic achievement in English Medium Instruction (EMI) in higher education. She has published four edited books on EMI. Her EMI-related research has been published in journals such as *Language Teaching*, *Applied Linguistics Review*, *Studies in Higher Education*, *Journal of Engineering Education*, *Journal for the Psychology of Language Learning*, *Journal of English for Academic Purposes*, *Language Teaching Research*, and *International Journal of Bilingual Education and Bilingualism*.



Alan Reed Libert

**Honorary Senior Lecture, University of New
Castle; Adjunct Professor, Khazar University**

Alan Reed obtained his B.A. in Classical Languages (Ancient Greek and Latin) from New York University and his Ph.D. in linguistics from McGill University in Montreal. From 1994 to 2023 he was a lecturer in linguistics at the University of Newcastle in Australia. For more than 15 years he was also head of the university's German program and has served as head of its post-graduate applied linguistics programs. He is currently an honorary senior lecture at the University of Newcastle and an adjunct professor at Khazar University in Azerbaijan. His research interests include Turkic languages, artificial languages, onomastics, and adpositions. He has written numerous papers and books; his most recent book is *A Dictionary of the Artificial Language Oz* (Lincom Europa, 2024).



Fabio De Leonardis

Associate Professor in Institute of Language Sciences, Shanghai International Studies University, China

Fabio De Leonardis holds a BA+MA degree in Foreign Languages and Literatures from Bari University, where also he obtained a PhD in Theory of Language and Sciences of Signs in 2008; he additionally holds an MA in Russian and Eurasian Studies from the European University at St. Petersburg (2013). In spring 2014, he was Wayne Vucinich Visiting Scholar at Stanford University's Center for Russian, East European, and Eurasian Studies and from 2012 to 2021, he co-edited the journal *Nazioni e-regioni. Studi e ricerche sulla comunità immaginata*. His research interests focus on discourse analysis, nationalism, Russia and Eurasia, and the question of Palestine. He is currently Associate Professor of Semiotics at Shanghai International Studies University and is a member of both *Social Semiotics* and *Nazioni e-regioni* editorial staff. Among his publications are *Palestina 1881-2006. Una contesa lunga un secolo* (La Città del Sole, 2007); "Memory and Nation-Building in Georgia" (in Isaacs R. – Polese A. (eds.), *Nation-Building and Identity in the Post-Soviet Space: New Tools and Approaches*, Routledge, 2016); and *Nation-Building and Personality Cult in Turkmenistan: The Türkmenbaşy Phenomenon* (Routledge, 2018).

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ICPL 2025 ABSTRACTS

Dependency Distance as a Metric for Analyzing Complexity Trends in Pakistani Medical Research Writing: A Corpus-Driven Approach

Adnan Tahir¹, Urooj²

Abstract

Syntactic complexity is a critical indicator of second language (L2) researchers' proficiency, particularly in academic writing. A writer's grammatical competence and strategic use of phrasal and clausal structures enable effective articulation of research findings. Research articles, as a key academic genre, facilitate the global dissemination of knowledge. Analyzing their syntactic complexity from a dependency-based perspective can provide valuable insights into L2 writers' proficiency levels. This study adopts a mixed-methods, corpus-driven approach to examine developmental trends in Pakistani medical research writing. Specifically, it explores dependency distance and the nuclear-to-post-satellite ratio as metrics of syntactic complexity. While prior studies have addressed syntactic complexity, little attention has been given to linguistic development in Pakistani medical research writing. Addressing this gap, the study analyzes PMC, a self-compiled corpus, consisting of 24.5 million words from 8,885 research articles published in 46 Pakistani medical journals (1987–2024). The corpus spans ten HJRS-classified disciplines: Pharmacology and Toxicology, Medicine, Dentistry, Biochemistry, Genetics and Molecular Biology, Health Sciences, Veterinary Sciences, Nursing, Neurology, Immunology and Microbiology, and Psychology. Using a systematic analytical framework based on Biber et al. (2024) and Python-based dependency analysis, this study examines complexity as a multidimensional construct, considering both structural distinctions and syntactic functions. The findings reveal a significant reduction in dependency distance and the nuclear-to-post-satellite ratio over time, supporting the Dependency Distance Minimization Principle. These findings contribute to linguistics, computational linguistics, NLP, medical communication, and medical journal writing, offering valuable insights for linguists, medical researchers, journal editors, and other stakeholders in medical linguistics.

Keywords: Syntactic Complexity, Pakistani Medical Research, Biber's Grammatical Complexity Model, Python, Dependency Distance Minimization

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Hashtags As a Way of New Word Formation in the English Language

Gulchohra Farhadova³

Abstract

There are a lot of ways for the formation of new words in English. One of the significant linguistic features in online communication is hashtags. The main feature of them is shaping the way language is used and evolving in the digital environment. When it comes to social media, the hashtag is *used to draw attention, organize, promote, and connect*. Acting as shortcodes, hashtags help organize content, streamline group discussions, and convey meaning with a limited number of characters. They allow users to quickly express complex ideas or connect content across a wide range of topics. However, hashtags present unique challenges for natural language processing models, which require interpreting and categorizing meanings from often unstructured and non-standardized text. This paper explores the impact of hashtags on language development and their effect on NLP systems, especially in tasks such as sentiment analysis, topic detection, and language prediction. Hashtags frequently give rise to new linguistic forms, including neologisms, word combinations, or phrases that do not adhere to traditional grammar rules. These unconventional linguistic structures may complicate the understanding of the intended meaning for both humans and automated systems. For example, phrases like **#ThrowbackThursday** or **#BlessedDay** blend words in ways that differ from standard sentence structures. Other examples for new word formations may be **#Girlpreneur** **it is combination of the words “girl” and “entrepreneur”**. Pair this hashtag with the story of how you got started with your business to reach all the young girls who have hopes of becoming an entrepreneur. **#Fempire - it is blending of 2 words “female” and “empire”**. **This hashtag is used to show the power of females and used as a new word in language**. This study examines both the positive and negative impacts of hashtags on language use and their influence on computational linguistics. While hashtags contribute to the evolution of online discourse, they also create obstacles for processing natural language data accurately.

Keywords: hashtags, new word formation, shortcodes

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A Systematic Review of English as a Medium of Instruction (EMI): Inequality in Practices, Attitudes, and Management in Higher Education

Sun Wuqiao ⁴

Abstract

The adoption of English as a Medium of Instruction (EMI) has significantly increased in higher education worldwide. Extending Spolsky's framework, this study provides a comprehensive review of the inequalities associated with EMI in its background, practices, participant attitudes, and impacts. Following the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocol (PRISMA-P), the study includes 50 high-quality articles for a rigorous analysis. Firstly, the background revealed substantial inequalities. In the context of globalization and neoliberalism, where English dominated various fields, universities often implemented EMI to boost institutional prestige, neglecting the development of instructors and students. Historical colonial influences have also made English as a dominant language in educational systems. Secondly, inequalities in EMI management and implementation were evident at different levels. At the macro level, resource distribution between large and small cities, as well as prestigious and less renowned universities, varied. At the meso level, disparities existed in resources allocated to different disciplines, course design, and instructor quality. On the micro level, factors such as language policies, linguistic and cultural differences, and socio-economic backgrounds further contributed to inequality. Then, attitudes toward EMI differed among instructors and students. Some struggled with language proficiency, while others failed to engage with EMI policies. Differences in expectations between local students and international instructors added complexity to the classroom dynamics. Students often experienced frustration, anxiety, and showed preferences for certain English accents, affecting their learning effectiveness and outcomes. Finally, the impact of EMI varied across student groups. Senior and privately educated students adapted more easily, while others faced challenges. EMI also affected students' language identities, sometimes leading to questions about their native language. Resource inequalities further exacerbated educational disparities. Moving forward, future research could explore factors that may influence instructors' and students' attitudes and provide additional suggestions for enhancing the application of EMI in higher education. By deepening our understanding of these factors, we can better inform the implementation of EMI classes that suit students' needs.

Keywords: English as a medium of instruction (EMI); inequality; higher education

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NLP for Similar Languages: The Case for Urdu-Hindi

M G Abbas Malik⁵, Sadaf Abdulrauf⁶

Abstract

The study investigates the development of a unified computational resource for the Urdu-Hindi language pair by overcoming script differences through machine transliteration and morphological analysis. Urdu and Hindi share similar grammar and vocabulary but are written in different scripts—Urdu in Perso-Arabic and Hindi in Devanagari. This orthographic divergence complicates cross-linguistic computational tasks. The research employs finite-state transducers (FSTs) to achieve script independence and demonstrates the feasibility of a shared morphological analyzer for adjectives in both languages. A key innovation is the use of a Universal Intermediate Transcription (UIT), a phonetic pivot that bridges the script gap between Urdu and Hindi. UIT encodes phonetic similarities using ASCII characters, ensuring system portability and readability. By converting Urdu and Hindi texts into UIT, the study enables the creation of computational tools applicable to both languages. This approach is particularly effective for machine transliteration, which aims to transcribe text between scripts while preserving pronunciation. The study first tackles machine transliteration by developing FSTs for bidirectional Urdu-Hindi transliteration via UIT. The process involves deterministic and non-deterministic phases, with the latter addressing ambiguities arising from script differences. Next, the research builds a morphological analyzer for Urdu-Hindi adjectives, analyzing inflectional and derivational patterns. The analyzer handles both marked (inflecting for gender, number, and case) and unmarked adjectives. Implemented using finite-state methods and Xerox's finite-state tools (XFST), the analyzer is script-independent due to UIT. Testing on a comprehensive dataset shows its robustness in processing inflectional and derivational morphology, including common affixes and derivational processes like negation. The study concludes that finite-state methods are highly effective for machine transliteration and morphological analysis in closely related languages like Urdu and Hindi. This research advances NLP for under-resourced languages, offering a scalable framework for Urdu and Hindi. Future work could extend this approach to other language pairs, such as French (France) - French (Quebec) or Malay-Indonesian, and explore probabilistic methods to enhance transliteration and morphological analysis.

Keywords: Machine Transliteration, Morphological Analysis, Finite-state Transducers, Probabilistic Modeling

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Pragmatics as a Form of Metaphorization in Azerbaijani and English-Language Journalistic Texts**Husniyya Tanriverdiyeva⁷****Abstract**

Media texts, as products of speech activity and aggregates of communicative processes, serve as significant sources of information reflecting political, economic, and cultural issues. In modern journalistic style, metaphors, irony, and other figurative devices are widely used, making texts more engaging, impactful, and manipulative. In political discourse, metaphors influence mass consciousness, facilitating the clear and effective delivery of ideological messages. Well-chosen figurative expressions make political issues more comprehensible and become key tools of a manipulative style. Journalistic texts are designed to influence audiences, inform them, and shape public-political consciousness within society. By employing a richness of expressive means, journalistic style creates new metaphors and adds new shades of meaning to existing linguistic units. In political discourse, metaphors play a crucial role in presenting realities and shaping public opinion. Meanwhile, scientific-journalistic texts popularize scientific topics, making them accessible to broader audiences. In English-language journalistic texts, metaphors are widely utilized, enabling the definition of new realities and the presentation of familiar events from different perspectives. Journalists, to create vivid imagery, employ not only metaphors but also other artistic devices such as metonymy, synecdoche, oxymoron, litotes, hyperbole, and irony. Repetition, parallelism, ellipsis, parceling, and varying syntax are defining features of this style. The pragmatics of journalistic texts go beyond mere information transmission, serving to elevate the scientific and cultural level of society. The mechanism of mutual understanding between the text creator and the reader is essential to achieving the pragmatic purpose of the text. This mechanism is shaped by the creator's intent, focus, and the reader's cognitive capabilities. The pragmatic function of expression is intrinsically linked to this focus.

Keywords: pragmatics, metaphor, journalism, parallelism

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The Dynamics of Implicit and Explicit Meanings in English: Theoretical and Practical Perspectives

Khanim Ahmadova⁸

Abstract

Implicit meaning is one of the deeper layers of language, representing ideas that are not directly expressed but understood through context. In English discourse, implicit meaning is analyzed with consideration of the grammatical structures, stylistic features, and cross-cultural differences of various languages. Implicit meanings are often used to convey hidden intentions, provide indirect information, or draw attention to specific topics. This topic pertains to the methods used in both written and spoken forms of English. During the verbalization process, factors such as context, the speaker's intent, the audience, and culture play a significant role in expressing implicit meanings. Implicit meanings are conveyed in discourse through rhetorical techniques like sarcasm, metaphor, insinuation, subtext, and other stylistic devices. Research shows that in English, the verbalization of implicit meanings often relies on intonation, gestures, visual aids, and textual structural features. Implicit meanings are particularly prevalent in journalistic, literary, and diplomatic texts, where they enhance the impact of the message and deepen the textual meaning. Exploring implicit meaning and its verbalization in English discourse is crucial for understanding the interplay between language and culture, as well as for improving the effectiveness of communication. For instance, the creation of implicit meaning through metaphor can be exemplified by a statement from a journalistic article: *“The government is walking on thin ice regarding the new policy.”* The phrase *“walking on thin ice”* is metaphorical, suggesting that the government is in a risky situation due to its new policy. Understanding the implicit meaning here requires cultural knowledge related to the metaphorical sense of the expression.

Keywords: implicit meaning, context and meaning, semantic analysis, cognitive linguistics, subtext

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Doublespeak as an Element of Manipulative Rhetoric in Modern Political Discourse

Konul Habibova⁹

Abstract

This study explores the role of doublespeak as a manipulative rhetorical tool in modern political discourse. With the increasing influence of globalization, digital communication, and social networks, political language has evolved to include more strategic and deliberate forms of expression aimed at shaping public perception. Doublespeak, a term popularized by George Orwell's "1984", refers to language that obscures, distorts, or reverses meaning to mislead audiences. This research offers a fresh perspective on doublespeak's role in contemporary political discourse, emphasizing its ideological and manipulative functions in shaping public opinion. The study examines how political figures, governments, and media outlets employ doublespeak to frame narratives, control information, and influence public perception. The significance of this research lies in its focus on doublespeak as a powerful tool in modern political communication and its growing presence in media, governance, and public discourse. In an era where strategic ambiguity, misinformation, and propaganda are widely used in political and corporate communication, understanding the mechanisms of doublespeak is critical for media literacy, democratic accountability, and critical thinking. Key linguistic strategies—including euphemisms, jargon, inflated language, and bureaucratic speech—are analyzed within various political contexts. The study also highlights real-world examples from governmental and corporate discourse, military terminology, and propaganda, demonstrating how language is used to manipulate audiences. Case studies from international political speeches, official statements, and media coverage provide a comprehensive view of doublespeak's practical implications. Furthermore, the research investigates the psychological and cognitive effects of doublespeak on public perception and decision-making, arguing that it is not merely a rhetorical device but a tool of power that shapes ideology and suppresses dissent. By comparing doublespeak with the concept of unspeak—which aims to name things directly without obfuscation—the study underscores the ethical and communicative consequences of strategic language manipulation. In conclusion, the paper highlights the importance of linguistic awareness in recognizing and resisting manipulative political rhetoric. Understanding doublespeak is essential for fostering transparency, promoting critical thinking, and ensuring informed democratic engagement in contemporary society.

Keywords: political discourse, doublespeak, manipulation, rhetoric, linguistic strategies, euphemism, propaganda

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A Psycholinguistic Analysis of Speech Errors: The Role of Language Proficiency and Dominance

Konul Hajiyeva¹⁰

Abstract

This study presents a psycholinguistic analysis of speech errors with a particular focus on the roles of language proficiency and language dominance among bilingual university students. Speech errors ranging from phonological slips to lexical substitutions and syntactic disruptions offer critical insights into the underlying processes of language production, control, and cognitive load. This research examines how these errors correlate with self-reported proficiency levels and dominant language use in daily communication. Data were gathered through a carefully designed questionnaire administered to 36 bilingual undergraduate students from diverse linguistic backgrounds. The questionnaire comprised both closed- and open-ended questions targeting participants' language histories, self-assessed proficiency, dominant language use, and qualitative accounts of speech error experiences in academic and social contexts. Participants also identified contexts in which errors were more likely to occur and reflected on the perceived causes. Findings indicate a higher frequency of lexical and phonological errors in the non-dominant and less proficient language. Participants with higher self-rated proficiency reported fewer errors and greater awareness of error correction strategies. Language interference, cognitive fatigue, anxiety, and vocabulary limitations emerged as prominent contributing factors. Moreover, patterns of code-switching and language mixing were distinguished, particularly in spontaneous speech. These findings contribute to a deeper understanding of how psycholinguistic factors interact in real-time language use. The study offers implications for bilingual education, second language instruction, and future experimental research in speech production. It highlights the value of self-report methodologies of bilingual speakers.

Keywords: Speech Errors, Language Proficiency, Language Dominance, Psycholinguistic Analysis

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Schrödinger's Cat in Ambiguity-Based Linguistic HumorIlham Taghiyev¹¹, Elmira Jahangirli¹²**Abstract**

The present article deals with detection and resolution of linguistic ambiguity in the process of verbal communication analyzing the relationship between concept, referent, and linguistic signs in oral and written speech on the one hand, and the process of cognition of humorous texts by non-native speakers on the other hand in the light of recent developments in quantum physics viz the claim that everything in the physical world exists only when it is observed; putting it linguistically, only when it is heard or read (as linguistic signs, i.e. spoken and written words are considered physical objects that induce relevant or irrelevant concepts). After analyzing the samples of linguistic jokes and the results of the ambiguity-detecting (participants had to decide whether the given text was ambiguous), humor creating (participants had to complete the dialogue containing ambiguous utterance humorously) and humor translation tests (participants had to translate the given joke into their vernacular) conducted by the authors of the present article with non-native speakers, we will come to conclusion that the humor-carrying utterance can be ambiguous and non-ambiguous at the same time (like Schrödinger's Cat which is simultaneously alive and dead) depending on linguistic and metalinguistic knowledge of the receiver, i.e. hearer or reader. On the other hand, the same situation is true in relation to linguistic humor in two-linear jokes; without the reply or reaction of the participant inside the jokes, it is humorous and non-humorous simultaneously. It becomes humorous only with incongruent reply or reaction of the interlocutor both intentionally (just to make a joke) and unintentionally (due to linguistic or metalinguistic gap).

Keywords: ambiguity, linguistic humor, two-linear jokes, ambiguity resolution, humor translation

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A Corpus-based Study of *Chinese Folktales*: Evaluating AI's Capacity in Translating Culture-Loaded Terms

Jingke Liu¹³

Abstract

With the rise of artificial intelligence (AI) technology, translation studies face transformative challenges, particularly in handling culture-loaded terms—lexical items deeply rooted in specific sociohistorical contexts that resist direct cross-linguistic equivalency. Focusing on Chinese folktales, rich in idioms, metaphors, and allusions, this study evaluates mainstream AI models' ability to identify and translate such terms compared to human experts. Using a self-built parallel corpus of 15 stories of the book *Chinese Folktales* and their human-translated English versions, this study analyzes discrepancies in term extraction and translation strategies across four AI models (ChatGPT-4, Gemini, DeepSeek, Kimi). In extraction, results reveal AI identified 24.3% fewer culture-loaded terms than humans, consistently overlooking culturally defaulted concepts (e.g., ‘金兰之好’ [jinlanzhihao], simplified as ‘good friendship’ in the story *China's Romeo and Juliet*). In translation, AI relied heavily on literal translation with annotations (39.4% of cases), cultural substitution (32.9%), and omission (27.7%), demonstrating bias toward Western analogues (e.g., replacing ‘Yellow Emperor’ with ‘Zeus’). These strategies led to two key limitations: (1) vacuum in meaning (loss of cultural connotations, e.g., reducing ‘乌纱帽’ [wushamao] to ‘black gauze cap’ in the story *Judge Bao Takes on the Emperor's Son-in-Law*) and (2) asymmetry in meaning (mismatched imagery, e.g., translating ‘墨斗’ [modou] as ‘ink box’ in the story *Lu Ban the Master Craftsman and Builder*). The findings underscore the need for culturally curated training data and hybrid human-AI workflows that prioritize source-culture fidelity. This study offers a framework for optimizing neural networks to better preserve cultural nuance, fostering equitable cross-cultural communication.

Keywords: Artificial Intelligence, Cultural Translation, Translation, Culture-loaded Terms, Folktales

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Beyond Algorithms: Experts' Perceptions on AI-Generated and Human-Authored Texts

Humay Huseynova¹⁴, Gunay Hajizada¹⁵

Abstract

Nowadays the rise of Artificial Intelligence has influenced almost every domain, including education, business, healthcare, and beyond. The impact of it is also evident in literature. Today AI can be used to create poetry, generate texts, and analyze literary content. The article explores the degree of effectiveness of AI applications in literary creativity relative to human generated pieces of work. To achieve the goal, a comparative analysis was chosen as the main method to reveal the difference between AI-generated texts and human-authored texts, with a focus on distinguishing characteristics such as emotional depth, unique creativity, and originality. Additionally, interviews were conducted with experts from literature and language art to get their general insights about the influence of AI in reading and literature and define to what extent the cognitive and emotional characteristics of AI-generated and human-authored texts differ. The findings showed that while AI can mimic writing styles, it struggles to replicate the nuanced experiences and feelings embedded in human storytelling. The findings revealed key differences, with AI-generated texts generally failing to capture the complexity and emotional resonance typical of human-authored works. These results highlight the limitations of AI in fully replacing human creativity in literature and communicating with the human mind and emotions. Our findings suggest that while AI has the potential to assist in literary creation, it cannot yet replicate the combination of emotion, humor, and surprise that human writers have wit and brought to their work.

Keywords: artificial intelligence, creativity, expert view, storytelling, literature

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A Multi-dimensional Analysis of Diplomatic Discourses of the U.S. Regarding Israel-Palestine Conflict

Xiao Shanshan¹⁶

The century-old rivalry between Israel and Palestine has garnered ample global attention, much owing to the religious and regional subtleties between two countries that thus far remain unresolved. The language of U.S. diplomacy, with its sporadic influence on global opinions in terms of Israel-Palestine conflict, warrants a closer inspection through the lens of Biber's Multidimensional (MD) model, which has been effective in examining the stylistic features and linguistic patterns across various types of genres. This dissertation conducts a corpus-based multidimensional, sentiment/emotion analysis based on the specialized U.S. diplomatic corpus (CUSDD-IPC) spanning eight months crawled from U.S. official government website (Israel-Hamas conflict column). It aims to unveil the linguistic intricacies as well as the sentiments/emotions in U.S. diplomacy towards Israel-Palestine settlement expansion. In doing so, it strives to promote a synergized framework of Biber's multidimensional model and sentiment/emotion analysis, while testifying the applicability of such framework in the context of U.S. diplomacy in Israel-Palestine conflict. It also aims to shed new light in the identification of dimensional variations in diplomatic discourses in conflict settings.

The multidimensional analysis extracted five dimensions from the 67 selected lexico-grammatical features, representing a distinctive mode of U.S. diplomatic narratives characterized by hidden agents, explicit stance-taking, intense logical reasoning, and high levels of abstractness. Fine-tuned pretrained language models (PLM) yielded substantive results for diplomatic sentiment analysis. The overall neutrality aligns with the feature of diplomatic texts as institutionalized discourse, while the slight negativity overall mirrors the general conflictual background. Emotion analysis based on Plutchik wheel has revealed the complex emotive pattern in U.S. diplomatic discourse. While "trust" pervades highly interactive genres, formal subgenres like press releases are brimming with "fear" and "anger". The detection of 28 compound emotion reveals the complex emotive strategy in U.S. diplomacy towards Israel-Palestine conflict. The finding of this study is a comprehensive concretization of the U.S. diplomatic rhetoric in Israel-Palestine conflict in terms of linguistic patterns as well as sentiment orientation/ strength. This study contributes theoretically by integrating theoretical insights of PLM-based sentiment analysis and lexicon-based emotion analysis into Biber's multidimensional model, offering a nuanced understanding of emotional patterns and linguistic strategies in the diplomatic discourses.

Keywords: *Multidimensional (MD) analysis; diplomatic discourse; sentiments in diplomacy; pre-trained language model; Plutchik wheel*

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AI as a Catalyst for the Global Expansion of English: Opportunities and Challenges

Gunay Muslumova¹⁷

Abstract

The rapid development of artificial intelligence (AI) has noticeably impacted the worldwide expansion of English, increasing its status as the domineering lingua franca in global interactions. AI-powered language tools, such as machine translation, natural language processing (NLP), and AI-supported language learning platforms, have made learning and using English more accessible in various linguistic and cultural settings. However, this technological advancement also brings forth issues like linguistic uniformity, digital language biases, and the exclusion of less widely spoken languages. This paper intends to research AI's dual function as both a promoter and a possible obstacle in the international expansion of English. This research combines qualitative discourse analysis with quantitative data from AI language applications and global language proficiency assessments, using a mixed-methods strategy. It examines the role of AI-driven platforms in English language education by analyzing user data from services like Google Translate, Duolingo, and ChatGPT. Additionally, it delves into the effects of Artificial intelligence-based English discourse in educational, professional, and social spheres, evaluating how these technologies influence language skills, communication structures, and linguistic variety. Insights from interviews with linguists and educators shed light on the perceived advantages and challenges associated with language expansion driven by AI. The findings indicate that while AI expands the accessibility of English learning materials, it may also strengthen current language hierarchies by increasing the dominance of English over other languages. The study emphasizes ethical considerations, such as the role of AI in maintaining linguistic imbalances and the necessity for language policies promoting inclusivity in AI development. By critically assessing the influence of artificial intelligence on the global use of English, this research offers perspectives in discussions on the future of multilingualism in an AI-dominated era.

Keywords: Artificial intelligence, global English, linguistic expansion, machine translation, linguistic diversity, digital language bias

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Empowering Language Education through ChatGPT: Redefining Language Learning and Teaching Experiences

Faisal Aziz¹⁸

Abstract

This study aims to discuss the growing potential and challenges associated with integrating ChatGPT into English language learning and teaching, specifically focusing on its impact on writing skills. This research adopts a qualitative approach, divided into two interconnected stages: an extensive content analysis of user experiences and a comprehensive examination of ChatGPT's effectiveness within language education settings. The first stage intends to capture the diverse perspectives of key stakeholders, including educators and students, through an online questionnaire regarding integrating artificial intelligence (AI), specifically ChatGPT, into language learning and teaching. By investigating initial findings, the research aims to uncover nuanced insights into how ChatGPT contributes to language proficiency, particularly in writing skills. Additionally, it seeks to understand the varied sentiments expressed on social media platforms, ranging from enthusiastic endorsement to cautious skepticism. The second stage focuses on investigating recently published literature and analyzing the perception of the researchers about AI and its impact on language learning and teaching. The findings highlight the potential opportunities, challenges, and nuances of ChatGPT's strengths and limitations, particularly by examining the accuracy and effectiveness of ChatGPT solutions in diverse linguistic contexts and ethical challenges like plagiarism, misinformation, incorrect references, and biased content. This study contributes valuable insights to the evolving discourse on integrating ChatGPT in language pedagogy. It lays the foundation for future investigations to ensure ChatGPT's secure and conscientious integration into educational settings.

Keywords: ChatGPT; Language pedagogy; Educational Technology; Writing Skill, Artificial Intelligence in Language education

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AI as a Cognitive Linguist: Rethinking Meaning, Context, and Human-Like Cognition in English ProcessingLeyla Jumayeva¹⁹**Abstract**

This study explores the need for paradigm shift in linguistics through AI in meaning, context, and pragmatics of English. As modern models such like, GPT-4 and Gemini, BERT, are challenging the very essence of traditional semantics, discourse analysis and cognitive linguistics, they throw some doubts over AI-generated language vis-a-vis human cognition. It compares AI-generated meaning with human linguistic conceptualizations by using naturally occurring speech data drawn from sources such as social media, news, academic writings, and multilingual corpora-dissecting AI's interpretations of implicature, assumptions, and speech acts. Empirical surveys that involve linguists, computational researchers, and AI ethicists assess whether AI indeed mimics human verbal processing or operates on a different conceptual mechanism altogether. Experimental case studies will include an investigation of AI's ability to resolve ambiguities in a linguistic sense, along with how AI processes digital trends in language evolution and how it interprets implied meanings-with a close look at Internet slang, abbreviations, multimodal discourse, and biases that influence meaning across multilingual contexts. Findings are represented through comparative data visualizations, revealing areas of convergence and divergence between AI and human cognition. Beyond computational analysis of such a subject, the issue also includes the ethical and philosophical dimensions of issues such as misinformation and bias propagation and the role of AI-generated text in academia, journalism, and social communication. It questions whether AI will virtually change the linguistic norms of an average human or remain separate in its machine-mediated form of communication. Connecting linguistics to AI research and cognitive science would advance the discussion of AI-human language interaction and provide baselines for future work on AI-based linguistic modeling.

Keywords: Artificial Intelligence, Cognitive Linguistics, Semantics, Discourse Analysis

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The Power of Chiasmus as a Rhetorical Figure

Lala Guliyeva²⁰

Abstract

Rhetoric, in its early stages, was more than just the art of speaking beautifully; it encompassed a broader range of meanings and functions. At its core, rhetoric involves the fluent, accurate, and contextually appropriate use of language to convey ideas effectively in both spoken and written forms. Traditionally, it was viewed primarily as the study of stylistic devices that enhance the aesthetic quality of literary language. However, rhetoric has since evolved beyond its ornamental role to become a cognitive tool for conceptual innovation. Among its various linguistic strategies, rhetorical repetitions play a crucial role in reinforcing meaning and creating emphasis at different levels of discourse. One of the most distinctive forms of rhetorical repetition is chiasmus, a stylistic device that falls within the broader category of parallelism. Unlike conventional parallelism, which maintains a consistent sequence of elements, chiasmus inverts this structure, rearranging components in a mirrored, reversed order. This inversion creates a striking rhetorical effect, enhancing both emphasis and stylistic complexity. A well-known example of chiasmus appears in Shakespeare's *Macbeth*: "*Fair is foul, and foul is fair*". Here, the reversal of key terms strengthens the play's underlying themes of ambiguity and moral disorder. Beyond literary texts, chiasmus frequently occurs in proverbs, aphorisms, and even everyday speech, highlighting its versatility and widespread usage. This study underscores the significance of rhetorical repetitions, particularly chiasmus, as a powerful linguistic tool for shaping meaning, reinforcing contrast, and enhancing both the emotional and cognitive impact of discourse. Its symmetrical nature not only strengthens rhetorical expression but also contributes to memorability and persuasive effectiveness. Further research could explore its role across different cultural and linguistic contexts, shedding light on its universal applicability and evolving function in modern communication.

Keywords: Chiasmus, rhetorical repetitions, parallelism, inversion, stylistic devices

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Bridging the Cross-Cultural Legacy of Kalilah and Dimnah: Through Persian, Indian, and Arabic Literary Heritage

Md. Mumit Al Rashid²¹, Aunor Islam²²

Abstract

Kalilah and Dimnah, originating from the Indian Panchatantra, is a foundational collection of fables that has profoundly influenced literary, philosophical, and ethical traditions across Indian, Persian, and Arabic cultures. Initially conceived as a series of didactic animal tales aimed at imparting wisdom and guiding rulers, its successive adaptations in diverse linguistic and cultural settings enriched its moral, political, and intellectual significance. The Sassanian-era Pahlavi translation infused Persian ethical and administrative ideals, positioning the text as a key instrument in statecraft, moral discourse, and leadership training. In the 8th century, Ibn al-Muqaffa's Arabic adaptation, *Kalila wa Dimna*, further solidified its importance in the Islamic world, embedding Islamic virtues while refining Arabic prose traditions. These transformations underscore the text's remarkable adaptability, reflecting the evolving socio-political and ideological landscapes of each era. Beyond its regional influence, Kalilah and Dimnah extended its reach to European and Asian literary traditions, shaping medieval and early modern thought on governance, civic responsibility, and ethical decision-making. Its narratives, deeply rooted in their respective historical contexts, transcend cultural and linguistic boundaries, offering timeless lessons on morality, diplomacy, and human nature. This study examines the text's dynamic cross-cultural transmission, highlighting how each adaptation preserved its core teachings while incorporating localized philosophical and ideological elements. By analyzing its enduring relevance, this paper demonstrates how Kalilah and Dimnah serves as a vital medium for intercultural dialogue, fostering intellectual exchange and mutual understanding across civilizations. Its legacy reaffirms literature's role in bridging diverse traditions, reinforcing universal ethical values that continue to shape contemporary discourse on leadership and morality.

Keywords: Kalilah and Dimnah, Panchatantra, cross-cultural literature, Persian tradition, Arabic prose, moral education, universal ethics

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A Missionary Sinologist in the 20th-century Historical Transitions– Unique Spanish Story of the *I Ching*'s Transmission in the West

Hongying Li²³

Abstract

In 1983, Spain met its first direct Chinese-Spanish translation of the Chinese classic, *I Ching*. Translator Carmelo Elorduy (1901-1989), a missionary and sinologist, approached the book as a work of ethical and philosophical enlightenment, avoiding its use as a divination manual (Li, 2024). This view contrasted with previously published translations of the *I Ching* in Spain at the time. This paper examines the key agents involved in the 1983 version —translator Carmelo and publisher Editorial Nacional— as well as the social, political and cultural context of late 20th-century Spain, to explore their roles in the production and reception of this version. A comparative analysis with James Legge's Chinese-English translation and Richard Wilhelm's Chinese-German translation further elucidates the uniqueness and limitations of this Spanish version's circulation. The research reveals that the 1983 version reflects transitions on four interrelated levels: 1) the translator's shift in identity from missionary to Sinologist; 2) the deepening of the translator's engagement with Chinese philosophy; 3) the historical evolution of the publisher's objectives and missions; and 4) Spain's democratic transition and its consequent cultural openness. Moreover, the comparative analysis shows that, while all three versions are direct translations by missionary Sinologists, the interpretation and reception of the *I Ching* varied significantly based on historical and social contexts. This case study provides insights into how the production and reception of translated texts are closely linked with the agents involved and the socio-political and cultural changes, offering a unique Spanish perspective on the global dissemination of the *I Ching*.

Keywords: *I Ching* Translation; missionary sinologists; Chinese-Spanish translation; cultural reception; historical transitions

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Cinematic Solastalgia and AI: Mapping Cultural Displacement in *Raise the Red Lantern* and *Elippathayam***Meenakshi S Thambi²⁴****Abstract**

Artificial intelligence, often perceived as a tool of progress, emerges as an unlikely archaeologist of loss, tracing the spectral presence of solastalgia within the architectural and cultural landscapes of Zhang Yimou's *Raise the Red Lantern* (1991) and Adoor Gopalakrishnan's *Elippathayam* (The Rat Trap, 1982). While both films explore the suffocating confines of patriarchal spaces, the contrast between the cultural milieus, with China being a vast, centralized power and Kerala as a linguistically and socially distinct state within the South Indian subcontinent, complicates homogenized readings of confinement and displacement. Set against the crumbling structures of a wealthy household in the Warlord Era of the 1920s China and a fading feudal Nair community's 'Tharavadu' (aristocratic ancestral manor) in pre-modern Kerala, these films employ spatial restriction and silence as tools of subjugation. Moreover, the differences in sociopolitical histories, kinship structures, and linguistic realities (Mandarin and Malayalam, respectively) generate distinct manifestations of psychological erosion, necessitating a comparative framework that goes beyond pan-Asian paradigms to examine cultural syncretism within representations of loss. The concept of solastalgia, as theorized by Glenn Albrecht, underpins this study's engagement with the paradox of mourning a vanishing world while being physically rooted within it. Through AI-driven analysis of mise-en-scène, spatial compositions, and restricted mobility, this research quantifies solastalgic patterns, bridging film studies and digital humanities to demonstrate how cinema archives cultural displacement. This paper employs Marc Augé's concept of non-places, Foucault's heterotopias, and Gaston Bachelard's poetics of space to examine how *Raise the Red Lantern* and *Elippathayam* transform domestic architecture into solastalgic landscapes of loss. By mapping these patterns across thematically entwined cinematic traditions, this study asserts AI's role not merely as an analytical tool but as an active participant in humanities research, expanding the methodological possibilities for interrogating the intersections of solastalgia, space, memory, and technology. In illuminating regionally specific yet globally resonant narratives of cultural erosion, this research ultimately underscores AI's potential to redefine how solastalgia is both perceived and quantified, offering a critical framework for future engagements with cinematic representations of displacement and loss.

Keywords: Solastalgia, AI-driven film analysis, cultural displacement, architectural entrapment, digital humanities

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Postcolonial Realities in Assia Djébar's Works and Parallels with Post-Soviet Azerbaijan

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Abstract

Globalization has brought modern societies closer together, intertwining social, cultural, and political issues across different regions. The 20th century was marked by the collapse of empires, triggering a continuous movement from the periphery to the metropolises. Migration has become a global phenomenon and a defining characteristic of our time, profoundly affecting politics, the economy, and, most significantly, culture. From this perspective, postcolonial and migrant literature is crucial for understanding the internal struggles of those who have experienced the traumatic and painful realities of postcolonialism and migration. Despite the vast geographical distance between Algeria and Azerbaijan, many parallels can be drawn between postcolonial Algerian and post-Soviet Azerbaijani societies, which have recently emerged from imperial rule. This connection becomes particularly evident when analyzing the works of the renowned Algerian writer Assia Djébar. Through her female protagonists, Djébar explores themes of identity, trauma, and the new realities that have irrevocably transformed her country and its people. She places her heroines in liminal, inescapable situations, exposing identity crises and probing their subconscious in search of answers and truth. These themes are central to Assia Djébar's work, where her female protagonists navigate liminal spaces, exposing identity crises and subconscious conflicts. Djébar's writing critiques cultural oppression and social injustice, vividly depicting Algeria's colonial struggles. Her novel *The Naïve Larks* evokes parallels with Azerbaijan's experience during the Soviet Union's collapse. As a female author, she explores bilingualism, hybridity, and alienation, themes resonant in *Algerian Women in Their Apartment*. Her protagonist feels estranged from the submissive women around her, likening them to "a chorus of voiceless slaves who have broken through the dense darkness of silence." Ultimately, independence has come at a high cost. In today's globalized world, freedom is being redefined by national self-awareness and the struggle against both external domination and internal traditions.

Keywords: postcolonialism, hybridity, bilingualism, alienation

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The Digital Archive, Memory, and the Revival of 20th Century Childhood through Technology: A Genealogical Analysis of 1950's *Kuttikalude Deepika*

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Abstract

The digital archives of regional children's literature salvage a past childhood of Kerala which is ignored by the mainstream Malayalam historical narratives. The paper shows how technology of the digital archives of 20th century Malayalam Children's Periodicals brings the focus on the role of children in the social progress after the Reformation Movements in Kerala (late 19th century to early 20th century). Through analysing the copies of *Kuttikalude Deepika* of 1950s in the public digital archive, *Granthappura*, the paper seeks to understand how digital memory preserves and contributes to the collective memory of 20th century childhood of Kerala in the digital age. The study explains the way in which personal and collective memories of childhood found in the narratives of juvenile periodicals are constructed, mediated and accessed through digital spaces. Drawing upon Paul Ricoeur's perspective on memory and Wolfgang Ernst's notion of digital archive as a dynamic digital space, the paper interrogates how the digital in contrast to traditional physical archives make the traces of the past accessible in present so as to revive the silenced voices of children of 20th century Kerala. Leveraging a genealogical analysis of *Kuttikalude Deepika*, a popular children's periodical in Malayalam, the paper proposes the creation of a digital archive exclusively for the 20th century cultural productions for children in Kerala. The study discusses the significance of technology and AI in rescuing memory from oblivion. The role of AI in refining the digital archive by improving the accessibility and addressing ethical concerns and biases is also implied.

Keywords: Digital archive, children's periodicals, childhood, memory, technology

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The Significance of Multimodality in the Producing Computer-Assisted Educational Discourse

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Abstract

Multimodality is considered one of the major issues in Discourse Studies and is always in the spotlight of linguists. In the digital age, multimodal elements are especially observable in computer-assisted educational discourse, which has gained popularity as a new area of modern knowledge. Much interdisciplinary research has been done on multimodality and considerable contribution was made towards the formation of a multimodal corpus. Thus, the great influence of digital technologies on text production, among other factors, has made more apparent the fact that texts are multimodal and language alone cannot be used to explain the meaning made through them. However, as far as we know, little information is available on the role of multimodal elements in the construction of computer-based educational discourse. So, the study aimed to investigate multimodal features of computer-assisted educational discourse, which is characterized by involving various modes of communication and representation instead of traditional text-based interactions. The research was conducted on multimodal samples recruited from educational websites designed for English language learners. The data were analysed based on MDA techniques, such as Multimodal Corpus Analysis and Social Semiotic Approach. In the main, the results showed that all of the examined educational English platforms had a high level of multimodality. Furthermore, the findings indicated that the pragmatic aspect played a critical role in determining the proportion of textual and multimodal elements in the construction of computer-based educational discourse. Based on the results of the study, we can expect that multimodality occupies a dominant position in the production of computer-assisted educational discourse in terms of linguistic and non-linguistic factors in this process.

Keywords: multimodality, Discourse Studies, computer-assisted educational discourse

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Exploring the Integration of Holistic Education Principles in Teacher Training Programs

Elnur Pashayev²⁹

Abstract

This study explores the integration of holistic education principles into global teacher training programs, emphasizing the preparation of educators to design and implement multidimensional lesson plans. Employing a mixed-methods approach, including surveys, interviews, and curriculum analyses, the research examines regional disparities, educator preparedness, and the impact of such training on student outcomes, such as engagement, academic performance, and emotional well-being. The findings reveal significant differences between developed and developing regions. Developed countries, supported by greater resources, flexible curricula, and robust teacher development initiatives, report higher integration rates, while developing regions face challenges including rigid policies, insufficient infrastructure, and limited access to professional development. Despite these obstacles, the study identifies promising strategies for addressing these disparities, such as incorporating experiential learning modules, fostering international collaboration for capacity building, and advocating for policy reforms to support holistic methodologies. This research underscores the value of holistic education in enhancing teacher preparedness, equipping educators with the skills needed to address students' intellectual, emotional, social, and spiritual needs comprehensively. Furthermore, the integration of these principles promotes inclusive and adaptive education systems that are better aligned with contemporary global challenges. The study emphasizes actionable solutions, including embedding emotional intelligence, interdisciplinary teaching strategies, and student-centered pedagogy into teacher training curricula, ensuring that future educators can foster equitable and sustainable learning environments. By contributing to the discourse on education reform, this research offers evidence-based recommendations for improving teacher training programs worldwide, advocating for a transformative shift toward holistic education to bridge global disparities and create future-ready teaching practices.

Keywords: Holistic education, teacher training, curriculum integration, education reform, interdisciplinary approaches

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The Role of ChatGPT in Developing Productive Language Skills: A Systematic Review

Eljan Salimli³⁰

Abstract

Even though the features of ChatGPT, which provide interactive and personalized learning, are highly beneficial for language education, they also present certain limitations that need to be considered. This review critically examines the capabilities of ChatGPT in enhancing productive language skills, viz. speaking and writing. Following the PRISMA guidelines, a total of 117 articles were systematically reviewed, and nine relevant studies were selected for analysis. The findings indicate that the use of ChatGPT significantly enhances writing skills. This is primarily due to its ability to analyze the text produced by the learner and offer immediate, detailed feedback. Additionally, it assists learners in correcting grammatical errors, refining their sentence structure, and enhancing overall coherence. ChatGPT proves to be especially valuable in formal writing contexts, where accuracy and clarity are crucial. Regarding speaking skills, ChatGPT also facilitates improvement by promoting fluency and communicative competence. Through interactive dialogues and simulated conversations, learners can practice real-life communication in a structured environment. However, while ChatGPT can aid in fluency development, its effectiveness in improving speaking skills remains limited in comparison to writing. The main reason for this is that ChatGPT cannot fully replace thoughtful human feedback, which is essential for refining pronunciation, tone, and contextual appropriateness in speech. Furthermore, certain limitations of ChatGPT must be acknowledged. These include a lack of originality in its responses, an inability to effectively teach informal and neutral registers, and technical constraints related to accessibility and performance. As a result, while ChatGPT serves as a valuable tool for language learners, its role should be carefully integrated into pedagogical approaches to maximize its benefits. This review highlights the impact of ChatGPT on language learning and emphasizes the necessity of incorporating it thoughtfully within language education to complement traditional teaching methods rather than replace them.

Keywords: ChatGPT, language teaching, language learning, writing, speaking, limitations

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Integrating AI into EFL Writing Instruction: A Theoretical and Auto-ethnographic Exploration of Syllabus Design and Course Development

Wei Xu³¹

Abstract

This study uses a theoretical and auto-ethnographic approach to examine the development of an AI-enhanced EFL writing course syllabus, with a focus on integrating AI tools to provide personalized, real-time feedback aimed at enhancing students' writing proficiency. Drawing on Vygotsky's sociocultural theory and principles of Dynamic Assessment (DA), the paper outlines a theoretical framework for designing an AI-supported EFL writing course. The course is structured to promote continuous feedback, revision, and self-regulation, highlighting how AI can scaffold learning through ongoing formative assessment and help students address specific writing challenges. The design emphasizes language accuracy, coherence, organization, and critical thinking—skills essential for success in standardized tests such as the Test for English Majors-Band 4 (TEM-4). As an auto-ethnographic account, this study reflects on the key decisions and challenges encountered during the syllabus and course structure design, particularly in balancing AI-driven technology with traditional pedagogical methods. One central challenge discussed is finding an effective balance between AI-generated feedback and instructor-led guidance, ensuring that AI complements rather than replaces human interaction. This reflection explores the evolving understanding of both the potential and limitations of AI in the EFL classroom. AI tools, such as DeepSeek, are selected to provide continuous formative assessment, aiming to improve students' self-regulated learning and writing skills. These tools not only offer targeted feedback on areas such as grammar and cohesion but also support the development of critical self-reflection in students. The research investigates how these AI tools can be effectively integrated into the syllabus, particularly for students preparing for standardized tests like the TEM-4. The study also explores the theoretical and practical implications of AI in course design and highlights the importance of blending AI with instructor guidance to foster student engagement and promote skill development. In conclusion, this study provides insights for educators seeking to integrate AI tools into EFL writing instruction, offering practical strategies to balance technological support with effective teaching practices.

Keywords: AI-enhanced learning, EFL writing instruction, Dynamic Assessment (DA), syllabus design, self-regulated learning

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The Problem of Modern Youth in John Green's Novels

Fidan Abdullayeva³²

Abstract

Modern American writer John Green is called the “voice of youth” as a writer who writes about the problems of the younger generation. He is one of the creators of a whole teenage subculture called “young adult” and “nerdfighters”. Both artistic directions reflect a worldview that brings together the world of adults and teenagers. In the novel “Looking for Alaska”, he talks about the real world of youth, their complex, sometimes cruel relationships with each other, their friendship and enmity, and the difficulties they face. The questions that J. Green fearlessly raises are the questions that young adults want to ask. Unable to communicate with his parents neither at school nor at home, the young man who is looking for adventure and decides to study at a new school spends all his time on social networks and at the computer. The writer shows with serious effort that if the problems of youth are ignored, they will open the way to new problems in the future. It is time to hear the voice of youth who are “withdrawn to themselves”, “on their own” with their own existence. In the novel “An Abundance of Katherines”, the writer shows the ways of understanding their identity to young people who are growing up, using the example of a young hero. J. Green puts his hero through certain tests, presents the restoration of his identity in relation to others. Thus, he reveals her character, highlights her uniqueness as an individual. He describes her along the paths leading to the search for identity that defines her as a person. J. Green writes about youth who are known to everyone, who are not taken seriously in reality, whose individual world disappears in the crowd. Most of his novels highlight the contradictions between the socio-cultural situation and the individual trying to break out of the established framework and find his place in the world.

Keywords: modern youth, “voice of youth”, individual and society, novel

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Literature as Activism: Environmental Crisis and Consciousness in *The Overstory***Firas Al Jumaili³³****Abstract**

Richard Powers' *The Overstory*, published in 2018, examines deeply the human-nature relationship, making it an important work for ecocritical analysis. To begin with, this paper investigates the novel by applying ecocritical theory and exposing the interconnection between human beings and the natural world, particularly between humans and trees, as well as the impact of deforestation. Moreover, the multiple stories of the novel are intricately woven to emphasize the ecological and ethical implications of human interaction with the natural world. In addition, Powers employs the imagery of trees to explore topics of environmental decline, ecological interrelation, and the pressing necessity for conservation. By doing so, he portrays trees as not only tangible beings but also representations of profound, timeless wisdom. As a result, *The Overstory* challenges the harmful practices that have led to forest destruction and the decline of biodiversity. Furthermore, the novel prompts a reevaluation of human duty to the planet, advocating for a more sustainable and balanced connection with nature. Equally important, through its varied characters and their growing awareness of their surroundings, *The Overstory* delves into the psychological and philosophical aspects of ecological activism, highlighting the emotional toll of environmental disregard. Therefore, this paper contends that the novel serves as a significant commentary on the environmental crisis, providing both criticism of existing ecological policies and an optimistic outlook for future transformation. Ultimately in doing so, it highlights the importance of literature in raising public consciousness and promoting united efforts to combat environmental degradation.

Keywords: nature, deforestation, ecological, humans, consciousness

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The Impact of Classroom Environment and Teacher-Student Relations in Autism Education

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Abstract

The teaching of foreign languages, such as English as an international language, to individuals with autism spectrum disorder (ASD) has captured attention from researchers in language instruction, language learning, and educators specializing in students with special needs. As the number of children diagnosed with autism continues to grow, it is crucial to ensure they have equal opportunities for enhancing life skills, access education, build successful social interactions, and acquire universal communication abilities. The purpose of this paper is to examine how the classroom environment and teacher-student relations impact the learning and social development of students with autism. A structured, sensory-friendly classroom environment can enhance focus, and support learning by maintaining consistency, minimizing distractions, and incorporating visual aids. Additionally, building strong teacher-student relations fosters trust, improves communication, and increases student engagement. Instructors, demonstrating patience, adaptability, and empathy can create an inclusive space that accommodates diverse learning needs. Moreover, a supportive classroom culture that encourages peer interaction can boost confidence and emotional well-being. Research indicates that students with autism benefit from evidence-based approaches such as Applied Behavior Analysis (ABA), Structured Teaching, and social skills development. However, challenges persist, including the need for specialized teacher training and sufficient resources to support diverse learners. This paper examines how social aspects of the classroom impact students with autism spectrum disorder, emphasizing the significance of teacher support in promoting meaningful learning experiences. The findings emphasize the need for inclusive teaching strategies and ongoing professional development to equip educators with skills necessary to support students on the autism spectrum effectively. A commitment to inclusivity and accessibility in education is essential for ensuring that all students, regardless of their abilities, have the opportunity to thrive academically and socially.

Keywords: autism education, inclusive education, classroom environment, teacher-student relations, individualized support, social development.

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The Impact of Second Language Acquisition on Azerbaijani EFL Learners

Gulnaz Novruzzada³⁶

Abstract

International communication is an important aspect in a process of communication. Language has been acquired by humans from the age of five from the mother tongue or better known as the acquisition of the first language. The aim of this qualitative study is to reveal the effect of foreign language learning on mother tongue use. The acquisition of children's language will develop from acquiring the first language to the acquisition of a second language. This study examines the changes that occur in the native language communication because of the acquisition of the foreign language. In the field of foreign language (FL) vocabulary acquisition, there seems to be a growing awareness of the fact that the mother tongue (L1) might have a facilitating role for language learners. There was research among the university students who had already acquired English as a foreign language. An experimental group of university students were recruited for the study. As a result, FL learners could affect their L1 grammatical structures. The study showed that the FL effects are clearly visible in the speech of the participants. In grammatical aspects, it showed that the use of L1 is enhanced by learning FL. They get used to speak standard language of their L1 and even use a complete structure. As the structure of the both languages are different, the learners tend to speak by using English structure (SVO) into their native language. Lexical borrowing or lexical transfer is one of FL learning effects that influence on Learners' L1. The speakers add some English words while they speak Azerbaijani language. The effect of grammatical and lexical aspects was also showed by some participants in this study.

Keywords: L1 use, language acquisition, interference

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Lexical Semantic Devices Maintaining Formality in Online News Sources

Hajar Abdullayeva³⁷

Abstract

In the contemporary world, the rapid evolution of online news reporting has raised concerns in linguistics regarding the use of lexical semantic devices for maintaining a certain level of formality in the discourse of online news. Online news sources play a pivotal role in shaping public opinion; thus, for the sake of preserving credibility and authority, the use of formal language is undeniably essential. The study focuses on the issue of the role of lexical semantic devices in establishing and bolstering formal tone across various online news platforms. For closer investigation, a synchronic approach has been used to study the use of the vocabulary for dissemination of the news online nowadays. Within the frames of general descriptive lexicology, the investigation has been carried out passing several stages such as observation, classification, generalization, and ultimately verification. To this end, articles on politics, economy, science, and social issues have been gathered as linguistic material from prominent news outlets such as BBC, CNN, Al Jazeera, Reuters, and Fox News, identifying key lexical choices upholding formality and contributing to the reinforcement of the authoritative stance and high reputation of the world-renowned news source. The level of formality has been assessed by combining manual and automated techniques. The findings are comprised of adherence to the formal lexical devices, complex noun phrases, and nominalization; specific field-related terms, including technical jargon, political terminology, economic language, and scientific lexicon; utilization in the mainstream news media, which also has a certain influence on the appeal of the audience, perception of the news content, and ultimately shaping attitudes. The research has also shed light on the inclination towards blending formal and informal tones to cater to diverse audiences, offering insights into the evolving nature of the balance between formal and informal lexical semantic devices in online news environments. It is underscored that features like detachment, objectivity, accuracy, and heaviness of the lexical semantic devices are for avoiding ambiguity and manipulation, especially in areas like politics and economics, where precision and authority are essential. The study highlights the important role of lexical semantics in online news discourse.

Keywords: lexical semantics, lexical semantic devices, formality, online news, digital media linguistics

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The Inference-Based *Search-After-Meaning Unity* Model in Poetry

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Abstract

This research initiates to examine the contribution of implicitly expressed or wholly omitted inferential information in comprehending the asymmetry of structural and content planes of poetry. Incorporated with the information explicitly stated in the texts, inferences function as an integral and indistinguishable part of the information represented in our memory. Accordingly, to understand a poem, we usually “read between the lines” by making numerous inferences to connect implicitly expressed or wholly omitted statements into a coherent account. Constructed on the precision principle, each word or structure counts in poetry. As a multifaceted phenomenon, the process of inferring involves both merging background knowledge with text clues and the context to come up with an idea that is not explicitly expressed in the text, on the one hand, and to figure out the exact meaning of this or that word, on the other. Challenging the traditional view of the role of coherence in text organization, we propose the so-called “search-after-meaning unity” cognitive procedure which assumes that coherence is not only something that exists in the encoded language (as a static product), but also something that exists in the brain of the language user, the logic of which, in turn, makes it reasonable to: (a) distinguish between the underlying (non-encoded) content and the linguistically presented information in the text, and (b) consider meaning holism a concept due to which all the inferential relations a sentence participates in together constitute its meaning. What the accepted approach necessitates in furtherance is to clarify the impact of underlying content on the suggested vision of information as well as the integration of the two (meanings). It is the analysis of to what extent inferences can enrich our appreciation of poetry through connecting the ideas in a text by means of inference generation, which, in turn, makes any text coherent. How the different types of inferencing contribute to the holism of the poem and which factors function as promoters of inferencing are also among the major concerns of the research.

Keywords: coherence, inference-based coherence, inference types, search-after-meaning unity

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21st Century Azerbaijani Storytelling: Artistic Time in Atagam's Tales

Javid Zeynalov⁴⁰

Abstract

As a part of World Literature, 21st century Azerbaijani storytelling is developing under the influence of modernist and postmodernist trends. Although traditional prose elements are preserved, experimentalism, intertextuality, deep psychologism and individualism are coming to the fore in contemporary Azerbaijani storytelling. Writers of the period tend to write in various styles, expanding the boundaries of time and space. Mythological motifs, mystical elements and non-chronological plot structure are reflected in the stories of Seymur Bayjan, Alabbas, Gan Turali, Sharif Aghayar, Agshin Yenisey, Atagam and other writers. The listed writers, touching on various topics, explore the deep layers of human psychology and reshape the structure of artistic time through experiments. The main object of the article is the study of the manifestation of artistic time in the postmodernist style in Atagam's stories. In Atagam's stories, artistic time has a multilayered and non-chronological structure. Emphasizing that time is relative and subjective, he avoids presenting events in a sequential or linear order. On the contrary, in his texts, past, present, and future time are intertwined, and the flow of events changes through the thoughts and memories of the characters. One of the main goals of the article is to examine how time is presented in a fragmentary structure in the stories of Atagam, as a postmodernist writer. Because, by using mythological and folklore motifs in his stories, Atagam looks at time from a different perspective. Therefore, the instability of artistic time in his stories turns the reader into an active participant in the text and requires him to form the logic and temporal sequence of the text himself. The main reason for Atagam's success and is loved as a storyteller is that he uses a completely different language, different style, and different stylistics in each of his stories.

Keywords: Atagam, story, time, space, chronotope, postmodernism

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Navigating the Terminological Maze: A Bibliometric Study of Genre, Style, Register, and Text Type

Jialei Li⁴¹

Abstract

When asked to differentiate the terms genre, style, register, and text type, the first thing that comes to one's mind is to consult a dictionary. However, even authoritative dictionary entries for these terms may confuse the issue as these terms are often mutually defining. Neither has there been agreement among linguistic researchers as these terms work under distinct scholarly traditions, enjoy different hierarchical relationships, change with time, and are simply preferred or dispreferred by different scholars. Previous introspective interpretations and analyses have provided hints to clarify these terms, but we cannot say that these terms reflect the changing linguistic reality. As a result, we need empirical data to supplement previous explorations of the "terminological maze." We intend not to overturn previous specifications, but to explore from the perspective of "probability," namely how most authors use each term, and to provide inductive logic for the term choice. Thus, this study aims to conduct a bibliometric analysis using VOSviewer to navigate the terminological maze, searching for research articles that use genre, style, register, and text type as topic words in the Web of Science (WOS). In this study, we also supplemented bibliometric visualization with n-gram analysis, extracting the noun phrases surrounding each term and zooming into various branches under genre, generic, style, stylistic(s), register, registerial, and text types. Bibliometric studies on genre, style, register, and text type have revealed that these terms share similarities. "Corpus" and "discourse" turned out to be universal research topics under the four terms. However, each term also has distinctive features, emerging topics, and representative scholars. Their main differences can be summarized as follows: (1) genre has a prominent pedagogical focus on English for academic purposes (EAP) and English for specific purposes (ESP); (2) style leans more toward individual differences in factors such as gender, speech, and identity; (3) register is closely connected with sociolinguistics and systematic functional linguistics; and (4) text type centers on the interplay with and influence on other linguistic features of texts by type.

Keywords: genre, style, register, text type, bibliometric analysis, term differentiation

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The Role of Computational Linguistics in the Development of Artificial Intelligence

Konul Hasanzada⁴²

Abstract

Artificial intelligence occupies a key position in the modern world, penetrating all spheres of human activity. The development of AI opens up new prospects and opportunities for improving people's lives, optimizing production, and solving a wide range of problems. We are going to investigate the role of computational linguistics in the development of artificial intelligence, its impact on various parts of AI, and the ways of further development of this area. One of the important areas of AI is the interaction of humans with computers and other technologies through natural language. Computational linguistics, the science of language and its computer processing, plays a key role here. This area of science deals with the development of methods and algorithms for analyzing, understanding, and generating natural language in order to create smart systems capable of interacting with people in their language. Within the framework of the analysis and processing of natural language, various tasks are carried out, including the following: Syntactic analysis, Morphological analysis, Semantic analysis, Sentiment analysis, Information extraction. All these computational linguistics tasks contribute to the creation of more intelligent systems that can effectively interact with people through natural language. Machine translation and semantic analysis also play an important role in the development of artificial intelligence through the field of computational linguistics. Machine translation allows computers to recognize and translate text from one language to another. The integration of semantic analysis into machine translation allows for the creation of more accurate and high-quality translations that best convey the meaning and ideas of the original text in another language. Another important aspect of the role of computational linguistics in the development of artificial intelligence is voice assistants and dialogue systems. Thanks to computational linguistics and its productive interaction with other disciplines of artificial intelligence, we can expect new perspectives and possibilities in the development of future technologies.

Keywords: artificial intelligence, computational linguistics, interaction, natural language

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The Role of Metaphor in English Language Instruction in the Era of AI

Qiu Zhouyan⁴³

Abstract

Metaphor permeates language and plays a crucial role in shaping human cognition, understanding and reasoning. Metaphor theory, primarily rooted in cognitive linguistics, posits that metaphorical language shapes our understanding of abstract concepts and ideas by linking them to concrete images and familiar experiences. In educational contexts, especially in English language teaching, much importance is attached to vocabulary accumulation and text comprehension. Therefore, the image-evoking and cognition-driven nature of metaphor is supposed to be playing a crucial role in English language teaching, fostering the retention of English vocabulary and deeper comprehension of texts. Moreover, understanding culturally-loaded metaphors becomes crucial for effective communication, an important aspect of foreign language instruction. As the educational landscape evolves with the advent of artificial intelligence (AI), it becomes necessary to discuss how these technological advancements can complement traditional pedagogical strategies, including those grounded in metaphor theory. This research aims at exploring the integration of metaphor study into English language instruction, particularly in the context of the current AI era. It examines how metaphors can enhance the retention of English vocabulary, facilitate comprehension and engagement in text analysis and discussion, and help promote intercultural communication. It also discusses the use of potential AI-powered tools in support of the metaphor-based pedagogies in English language instruction. An AI tool like Quillbot is introduced to illustrate the use of AI-based learning for metaphor understanding and consequently for deeper text analysis. Other tools such as the language model ChatGPT, and a collaborative platform like Google Docs are specifically presented for better understanding of culturally-loaded metaphors and consequently more effective intercultural communication in our English language instruction.

Keywords: metaphor, retention of vocabulary, comprehension, English language instruction, AI

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Representation of Chinese Society in the Works of Multicultural Writer Amy Tan

Leyla Gojayeva⁴⁴**Abstract**

The historically conditioned isolation of the Chinese ethnic group from other national groups in the United States leaves an indelible mark on the formation of the mentality of Chinese Americans: in comparison with other social structures, the family has a much greater influence on them. A significant number of ethnic authors appeared in American literature, whose work is marked by a bright originality. Asian-American ethnic literature was the last to be identified of those four established. This literature is represented by American authors of Japanese, Chinese, Korean, Filipino and Malaysian origin. There is a manifestation of syncretism of the Chinese philosophical system in all of A. Tan's works. However, the ratio of the influence of various Chinese teachings in the novels under consideration is not the same. Thus, this is the predominance of Confucianism with its attention to ethical problems in the family and relationships between its members in the Joy Luck Club. Along with magnificent pictures of nature in the novel *The Kitchen God's Wife*, A. Tan presents such features of the Chinese mentality as a huge pantheon of deities, their touchdown through the creation of various legends, and the ease of deification. All these signs indicate the gravitation of this work towards Taoism, a traditional philosophical and religious teaching, with the unconditional presence of other components of the triad specified. Consideration of the artistic works of A. Tan allows concluding that her work is undoubtedly unique in terms of problems, poetics, and narrative technique. The plot, composition, system of symbols and comparisons in A. Tan's novels contribute to the perception of the narrators' thoughts about the value of human life, the need to preserve hope and human dignity under any circumstances, as well as the acquisition of spiritual freedom by her heroines. Coming from the Anglo-American literary tradition, these artists of the word combine the values of two cultures in their work. Asian culture has the greatest influence on the worldview, and American culture - on the formation of the creative method.

Keywords: generation, culture, Chinese mentality, hybrid literature, human life

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Role of Artificial Intelligence in English Language Education: Transforming Learning Experiences and Overcoming Challenges

Muhammad Asif⁴⁵

Abstract

In this study, we have evaluated the role of artificial intelligence (AI) and its chatbots, such as ChatGPT and Gemini, and recently launched DeepSeek technologies for English language education at the higher education levels. AI is creating miracles in almost all fields of life; however, its contribution to revolutionizing English language education is remarkable by enhancing personalized learning experiences and addressing various language education challenges across the globe. This is a qualitative study in nature, and thirty-three students participated in it voluntarily from different higher education institutions in central Punjab, Pakistan. The data were collected through semi-structured interviews and focus group discussions. To validate the findings and make an impactful discussion, this study benefits from a well-organized theoretical framework based on Siemens' (2005) Connectivism Theory and Vygotsky's (1978) Sociocultural Theory. The findings of this study highlighted that AI has a significant transformative role in English language education. Furthermore, the adaptive learning paths and personalized learning tools helped learners build academic paths with improved self-direction and assurance, which leads to better student involvement and educational results. The results showed that the learners could get many benefits from AI integration in language education, such as auto-correction of written essays, speaking practices, and personalized demand-based learning material development. However, there are some challenges to observe as multiple obstacles impede AI adoption in educational contexts because of insufficient technological foundations together with de-radicalization resistance from educators, which accompanies data protection fears and algorithmic biases in information supply. For future research, this study recommends that language education departments should train their faculty first and provide them with the latest AI tools and technologies so that they can train the learners and transfer knowledge accordingly. Secondly, the institutions should develop policy guidelines for staff and students for the safe and transparent use of AI technologies in language learning and teaching. By following these recommendations, a better AI-integrated language learning environment can be established at any higher education institution.

Keywords: Artificial Intelligence; Language teaching and learning; Academic writing; English language education

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AI Digital Competencies of English Language Teachers in 21st-Century Education

Muhammad Sajid⁴⁶, Muhammad Kashif⁴⁷

Abstract

This article will discuss AI digital competencies essential for English language teachers in 21st-century education, emphasizing the integration of AI tools in language pedagogy. This study aims to highlight the opportunities, challenges, and skills required to enhance teaching effectiveness, foster learner engagement, and prepare educators for the evolving demands of AI-driven educational environments. This study further explores the AI digital competencies required by language teachers in 21st-century education, focusing on integrating AI technologies into language pedagogy. As AI reshapes the educational landscape, language educators must develop not only pedagogical skills but also the digital literacy necessary to utilize AI tools for language teaching, learner engagement, and personalized instruction. Drawing on recent research and pedagogical practices, this study will examine key AI competencies, such as utilizing AI-driven tools [ChatGPT, Google Gemini, etc.] for English language assessment, managing data for learner analytics, and applying AI applications like chatbots and adaptive learning platforms to enhance teaching. It will also emphasize how these competencies align with current educational frameworks, ensuring that they meet the evolving needs of learners in an AI-enhanced environment. The session will present theoretical insights and case studies, illustrating how AI tools can support language instruction and improve learning outcomes. The discussion will particularly focus on the practical implications of these tools in language education, highlighting their benefits and challenges. This approach will help attendees gain a clear understanding of the AI skills necessary for modern language teachers and how these competencies can be implemented to enhance both teaching effectiveness and student learning. By the end of the presentation, participants will have a deeper awareness of AI's potential in language education, backed by research and examples from practice, and a clearer understanding of the digital competencies required to succeed in AI-driven educational contexts.

Keywords: AI Chatbots; English Language Teaching; Technology and Language Education; Assessment

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The Role of AI in Knowledge Production: A Study of ChatGPT as Catalysts for Advancement

Nadeem Abbas⁴⁸

Abstract

This proposal study aims to explore the potential of Artificial Intelligence (AI) and ChatGPT (Chat-based Generative Pre-trained Transformer) in revolutionizing the field of Digital Humanities (DH) research, particularly in the creation of digital dissertations and articles using multifaceted research methods. By leveraging the power of AI and ChatGPT, this study aims to demonstrate how these technologies can enhance the process of knowledge generation and dissemination within the realm of Humanities research. The rapid advancements in AI technologies have unlocked numerous opportunities for scholars, facilitating novel approaches to knowledge creation and dissemination. This proposal emphasizes the benefits of leveraging AI and ChatGPT, specifically in DH projects pertaining to producing digital dissertations and articles. By utilizing these intelligent systems, researchers can effectively integrate various research methodologies to enhance the quality, speed, and accuracy of their work. This study will delve into the use of AI to automate laborious tasks such as data analysis, image creation, animation, literature synthesis, and information summarization. ChatGPT, a state-of-the-art conversational AI, will be employed to demonstrate how it can facilitate dialogue-based interactions and aid scholars in refining their research questions, identifying relevant sources, and brainstorming potential approaches. Additionally, natural language processing capabilities can support cross-referencing and annotating diverse sources, enabling researchers to navigate vast digital repositories seamlessly. Furthermore, this proposal highlights the collaborative potential of AI and ChatGPT in fostering interdisciplinary research. By promoting knowledge exchange and collaboration between researchers, these technologies offer a unique opportunity to cultivate a rich scholarly ecosystem that transcends traditional disciplinary boundaries. In conclusion, this proposal presents a compelling case for integrating AI and ChatGPT in DH projects, specifically in creating digital dissertations and articles through various research methods. By harnessing the power of these tools, scholars can unlock new avenues for knowledge production and dissemination, thereby advancing the field of Humanities research.

Keywords: AI, ChatGPT, Catalysts for Advancement

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Affective Filter in Language Learning: How Emotions Block or Enhance Acquisition

Nargiz Novruzlu⁴⁹, Aysel Maharramli⁵⁰

Abstract

Emotional intelligence plays a crucial role in language learning. The article studies how different emotions affect a learner's ability to acquire a new language. It specifically focuses on Stephen Krashen's theory of second language acquisition which consists of five hypotheses. The study explores the last hypothesis, Affective Filter which can either facilitate or block second language learning. This filter is not static, it can be either high or low and depends on various factors such as: a student's mood, confidence and employed teaching methods. According to Stephen Krashen, negative emotions such as stress, anxiety or lack of motivation are likely to activate the filter and reduce the effectiveness of language learning. When the affective filter is high, learners usually feel worried, bored and afraid of making mistakes. In contrast, when the affective filter is low, learners become motivated and self-confident, so they take responsibility and enjoy the learning process. To examine this relationship, the article employs mixed-methods research. FLCAS "Foreign Language Classroom Anxiety Scales" (Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986) is used to measure anxiety levels of language learners. In quantitative research, 100 university students are selected randomly and FLCAS questionnaire is used to measure their anxiety levels. In qualitative research, their language proficiency is assessed through a Cambridge English language assessment test and interviews. The findings reveal important insights into the relationship among stress, anxiety, motivation and language learning. By analysing students' responses to Horwitz's scale, this study highlights the key factors that influence their learning experiences. Additionally, the study suggests that students with a low affective filter are more likely to develop better language skills than those with a high affective filter. The findings also offer recommendations for creating a supportive learning environment for educators.

Keywords: affective filter, stress, anxiety, motivation, second language learning

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The Influence of Online Communication Platforms on the Creation and Spread of New Words or Phrases**Konul Mammadova⁵¹, Nargiz Mammadova⁵²****Abstract**

This research paper depicts that in the digital age, how online platforms such as social media, blogs, messaging apps, and forums play a central role in people's communication, sharing and exchanging ideas, and expressing themselves. These platforms have not only fundamentally altered the ways in which we communicate but also influenced the evolution of language. The rapid growth of online communication has led to the creation and widespread adoption of new words and phrases, often reflecting cultural, technological or societal changes. This study explores how social media platforms like Twitter, Instagram, forums, and messaging apps facilitate the emergence of neologisms and the viral spread of linguistic innovations. This study also investigates the role of influencers, celebrities in the widespread adoption of new words or phrases online and how new words or phrases originating from online platforms filter into everyday speech. Discourse and content analysis reveal that online platforms, especially social medias serve as key environments for language innovation while the survey results indicate that users, in particular younger generations, actively participate in the adoption and dissemination of these new terms, suggesting a shift toward more collaborative and dynamic language use. In conclusion, these findings indicate that as digital spaces keep evolving, further research is necessary to determine whether these language changes will remain effective and beneficial over time, as well as to understand the role of online platforms in shaping the future of language development. By understanding these dynamics, we can better appreciate the fluid and evolving nature of language in our globalized world.

Keywords: communication, viral spread, language innovations, influencer

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A Sociolinguistic Analysis of the Concept of Social Class in Literary Works: The Case of Lynn Nottage's*Sweat***Nigar Hatamova**⁵³**Abstract**

Literature, which reflects society's transparency, provides valuable examples for sociolinguistics. Several literary examples serve as a basis for studying the language of social classes, which is the field of interest of sociolinguistics. The characters of Lynn Nottage's play "Sweat" confirm this once again with their linguistic choices. This paper is grounded on a qualitative study that aims to show the relationship between social class and language. Act 1, consisting of 7 scenes, and Act 2, consisting of 8 scenes, are analyzed. Speech examples are selected and classified according to the presence of class markers at the pronunciation, grammar, and lexical levels. This paper interprets the sociolect of characters such as Evan, Tracey, Cynthia, and Jason to clarify how Nottage reflects class divisions through linguistic variations. For example, Jason's informal boorish language reflects his working-class background. The use of monosyllabic words such as "Yeah", "Nah," and "Hmm" in lexical choices is an example of a tactless way of speaking. This paper also examines how people perceive their social class superiority and expect the people around them to speak by this privilege. Evan, a police officer, declares his authoritative role over Jason by saying, "I'm not one of your stupid friends." The results suggest that the language in *Sweat* serves to reinforce the widening gap between the working class and the upper class. The study also shows that the transition from one class to another on the social ladder is reflected in linguistic choices. Cynthia's use of more formal speech after being promoted is an example of this. Ultimately, this analysis shows that *Sweat*, in addition to being a literary work, is also a powerful tool that demonstrates how language expresses class tensions and difficulties.

Keywords: sociolinguistics, social class, sociolect, linguistic markers

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The Interrelation between Technology and Art in *Brave New World* and *Never Let Me Go*

Nubar Aghalarova⁵⁴

Abstract

This paper examines the role of technology and art in dystopian literature as well as the interrelation between technology and art in “Brave New World” (1932) by Aldous Huxley and “Never Let Me Go” (2005) by Kazuo Ishiguro. These two dystopian novels depict the societies where technological advancements deeply influence and manipulate human life, creativity, and individuality. In “Brave New World,” technology is used to control and dehumanize individuals and to achieve social stability, while the use of art is limited to suppress humans' emotions and self-expression as the world controllers want to do everything that they can erase the past. In “Never Let Me Go,” technology plays an important role in controlling the lives of characters who are bred to donate their organs. In this novel, the whole story revolves around cloning and organ harvesting. Art, particularly the students' creative work at Hailsham, serves as an emotional symbol of expression, identity, human dignity, and value. This paper argues that both novels use the relationship between technology and art to criticise the dehumanizing effects of technological progress and highlight the role of art as a space for resistance, self-expression, and the preservation of individuality. Through literary and comparative analysis, the paper illuminates the complex dynamics between creativity and technological control in dystopian contexts. In conclusion, “Brave New World” and “Never let me go” encourage readers to consider how art might preserve human dignity in the society dominated by technological innovations and these novels can make us think about how technology and art coexist and influence each other in shaping the future of humanity.

Keywords: technology, art, dystopia, creativity, dehumanization, control

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A Cognitive Approach to Etymological Research

Nurana Huseynova⁵⁵

Abstract

As world linguistics develops, the newest areas of linguistics are formed. With the application of the newest fields of linguistics, the need for an approach from the multidisciplinary paradigms of modern secular sciences, unlike traditional linguistics, becomes even more urgent. Cognitive linguistics is considered one of the newest fields and paradigms of modern world linguistics. Cognitive linguistics, as the newest branch of linguistics, approaches language facts from the contexts of culture and thought, and combines linguistic and ethnocultural aspects. Cognitive analysis is based on the study of mental aspects of ethno-thinking with linguistic units. In cognitive analysis, etymological factors play a key role in the detailed interpretation of the internal structure of the concept, in short, cognitive semantics. In modern linguistics, the reconstruction of the cognitive structure acts as one of the main research methods in this direction. Cognitive linguistics studies the linguistic landscape of the world as a mirror of mental thought. It should be noted that although etymology is one of the oldest branches of linguistics, the history of scientific etymology is not so ancient. The points of intersection between etymology and cognitive linguistics, which are the newest branches of linguistics, are quite numerous. Below we will discuss these common issues.

Keywords: etymology, research, cognitive, concept, analysis, tradition

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Challenges in Developing Artificial Intelligence (AI) for African Languages: A Focus on the Hausa Language**Mohammed Sa'idu Gumau⁵⁶****Abstract**

The development of Artificial Intelligence (AI) for African languages poses significant challenges, hindering the exploitation of AI's potential benefits for these languages. This paper presents an in-depth examination of the challenges encountered in developing AI models for Hausa, one of Africa's most widely spoken languages. A comprehensive analysis of the Hausa language's complex linguistic structure, tonal nature, and dialectal variations is provided, highlighting the difficulties in developing accurate AI models. Furthermore, this paper explores these challenges, focusing on linguistic, technical, and socio-economic factors. A major issue is the lack of annotated datasets and digital resources necessary to train accurate AI models. Furthermore, the dual orthography-Ajami (Arabic script) and Boko (Latin script)-poses difficulties in standardization. Regional dialects also complicate efforts to create language models that are both comprehensive and accurate. AI struggles with capturing the rich cultural and contextual nuances of Hausa, such as idiomatic expressions and proverbs. This can result in outputs that lack authenticity and fail to represent the language accurately. Additionally, limited funding and expertise in computational linguistics within Hausa-speaking communities hinder the development of effective solutions. The dominance of global AI systems often exacerbates biases, marginalizing Hausa speakers in digital spaces. To address these challenges, this study recommends fostering collaboration between linguists, technologists, and local communities to build context-aware AI models. Prioritizing data collection, digitization, and funding for language-specific projects is essential. These efforts will not only advance AI for Hausa but also contribute to the broader inclusion of African languages in technology.

Keywords: Hausa Language, Artificial Intelligence, Linguistic Challenges, Digital Inclusion

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Regulation of Gender Metaphors in English Newspaper Discourse Through the Lens of Political CorrectnessYegana Qasimova⁵⁷**Abstract**

The report analyzes the discourse of English-language newspapers, with a particular focus on the use of gender metaphors in both English and American journalistic contexts. The author explores the characteristics of these metaphors, emphasizing the subtle yet pervasive influence of political correctness in shaping the language of these newspapers. As a result, gender metaphors in English-language discourse are increasingly shaped by the principles of tolerance. The concept of "political correctness," which emerged in the 1970s, evolved by the end of the 20th century, taking on altered meanings and functions. This doctrine extends beyond gender issues to include individuals with physical and intellectual disabilities, mental health challenges, and those facing financial hardship or belonging to lower social strata, advocating for a more ethical and tolerant approach to the language used for these marginalized groups. Over time, this focus on tolerance has influenced the representation of gender differences in the nomination process. The rise of gender equality and the societal shift toward a more inclusive attitude toward sexual minorities have been reflected in newspaper discourse. As a result, the incorporation of gender-sensitive metaphors in English-language newspapers became inevitable, with these metaphors often adopting a euphemistic tone. These shifts in language reflect broader societal changes, highlighting the increasing awareness of issues related to equality and inclusion. Recently, new figurative language elements have emerged, including euphemistic "replacements" that reflect broader ideological trends. This shift marks the transformation of the postmodern worldview into a political-ideological perspective, which now serves as a guiding platform for public discourse. Consequently, tolerance, acceptance of diverse worldviews, and respect for different mental, ethnic, and racial identities have become central to public thought.

Keywords: English newspaper discourse, gender, figurative elements of language, euphemisms, political correctness

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Phono-Semantic Universals (PSU): Cross-Linguistic Evidence for Phonemes as Semantic Carriers**Pintu Das⁵⁸****Abstract**

Linguistic theories have increasingly challenged Saussure's model of arbitrariness, advocating for a deeper understanding of the non-arbitrary relationships between signifiers and signifieds. Frameworks such as colexification (François, 2008; Brochhagen & Boleda, 2022) have tried to establish correlations between morphemes and meaning, while sound symbolism (D'Anselmo, 2019; List et al., 2019), and phonosemantics (Agrawal, 2020) have tried to establish correlations between phonemes and meanings. Colexification studies limit their scope by relying on the Goldilocks principle, i.e., attributing semantic equilibrium solely to averageness. Similarly, Sound symbolism studies emphasise correlations between phonemic patterns and perceptual constructs such as size and shape only and do not address how phonemes encode abstract, complex, and metaphorical concepts. Chomsky's theory of Universal Grammar (1957, 1965, 1995), too, does not explain the universality of the phonemic patterns associated with meaning. To address these limitations, this research challenges the established notion of morphology and will prove that each phoneme carrying a semantic significance is a morpheme. To prove it, first it will explain Action-based Phoneme-centric Semantics (APS), furnishing the meaning of Bāṃlā and Saṃskṛta phonemes created after a rigorous processing of linguistic data regarding the correlation between phoneme and meaning invented by Kalim Khan and Ravi Chakravarti (Khan, 2001, 2002; Khan and Chakravarti, 2009, 2011). Along with it, it will examine a wide range of Proto-Indo-European (PIE) words including Bāṃlā, Saṃskṛta, English, Latin, Greek, German, French etc. and some non-PIE words from the language families Semitic, Austroasiatic, Dravidian, Sino-Tibetan etc. to interpret how phonemes are correlated with the meanings and universal patterns, and how it leads to the concept of the phonosemantic universals.

Keywords: Phonosemantic universals, Morphophonemics, Proto-Indo-European phonosemantics, Cross-linguistic phonosemantics, Action-based semantics, Colexification critique

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The Role of AI in Mental Health Communication: A Multimodal Critical Discourse Analysis of Social Media**Discussions on AI-Based Therapy**Shangran Jin⁵⁹**Abstract**

The integration of artificial intelligence (AI) into mental health communication has revolutionized therapeutic practices, sparking significant discussions on social media platforms. This study focuses on Xiaohongshu, a popular social media platform in China, where discussions about AI-based therapy have gained considerable attention. Drawing on Multimodal Critical Discourse Analysis (MCDA) method, the research examines these discussions across textual, visual, and interactive modalities. The study aims to explore the role of AI in mental health communication and investigate how AI technologies construct therapeutic discourses. On Xiaohongshu, consultant influencers often discuss AI as a tool to enhance their consulting abilities, while help-seekers or patients share their experiences and perceptions of AI-driven therapeutic interactions. By analyzing these user-generated content on Xiao Hongshu, the research sheds light on the ways AI is perceived, represented, and debated in the context of mental health care. The results reveal on the one hand, that AI is often framed as a complementary tool that enhances the efficiency and accessibility of mental health services, particularly in addressing stigma and providing immediate support. On the other hand, concerns about the depersonalization of care and the reliability of AI-driven advice, are frequently raised by users. These findings highlight the dual role of AI in mental health communication—as both a transformative innovation and a source of self-help. In sum, this study contributes to a deeper understanding of the societal and cultural implications of AI in mental health communication, offering insights into the evolving relationship between technology, discourse, and therapeutic practices.

Keywords: mental health communication; MCDA; social media; AI-based therapy; influencer

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Artificial Intelligence and Bilingualism: Experimental Approaches Across Two Languages German and Azerbaijani

Aida Sobor⁶⁰

Abstract

The advent of artificial intelligence (AI) in linguistic research presents new opportunities to delve into bilingualism and its varied cognitive and social impacts. This study aims to explore the transformative effects of AI on bilingualism through a series of innovative experiments. Utilizing advanced AI-driven tools, we aim to examine language acquisition, code-switching, and cognitive flexibility among individuals fluent in both German and Azerbaijani. Our carefully structured experiments will involve participants who are proficient in both languages, observing their responses to AI-generated linguistic stimuli. This research will investigate how AI can significantly enhance language learning through personalized tutoring systems, adaptive learning algorithms, and real-time language translation, offering an immersive and highly effective educational experience. Furthermore, the study will assess AI's capabilities in detecting and predicting code-switching patterns and its potential to support bilingual education and cognitive development. Through this interdisciplinary approach, we seek to bridge the gap between traditional linguistic studies and modern technological advancements. The findings will provide a deeper understanding of bilingualism in the digital age, offering valuable insights for educators, researchers, and policymakers. By integrating AI into linguistic studies, we can gain a better grasp of bilingualism's intricacies, facilitate more efficient language education methods, and promote cognitive flexibility and cultural exchange. Ultimately, this research highlights AI's extraordinary potential to revolutionize bilingual education and glimpses into the future of language learning and cognitive development. This pioneering work envisions a world where languages are taught and learned in transformative ways, surpassing traditional boundaries and fully leveraging AI's capabilities to foster a truly global, multilingual community. Such advancements will lead to a more interconnected global society, where the benefits of bilingualism are fully realized and supported by advanced technology, making language learning more accessible and effective for everyone. This study aims to demonstrate the transformative potential of AI in bilingual education. By integrating AI-driven tools, educators can create personalized, adaptive, and immersive learning experiences, ultimately fostering a more global, multilingual community.

Keywords: personalized Tutoring Systems, adaptive Learning Algorithms, real-Time Language Translation, bilingual Education, cognitive Development, interdisciplinary Approach, digital Age, technological Advancements, language Research, multilingual Community

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Similarities among Major Three South East Asian Languages: Chinese-Japanese-Korean

Sudeb Das⁶¹

Abstract

Since Chinese characters were adapted by Japanese and Korean language until their own alphabets were developed, similarities among Japanese-Korean-Chinese can be observed in terms of phonetics, grammar, numbering, word formation, sentence structure. Chinese characters known as Hanzi play the pivotal role in this regard. In Japanese, there are three alphabets namely Hiragana, Katakana and Kanji. This Kanji alphabet was formed from Hanzi. In most of the cases Hanzi characters remain same in Japanese and Chinese but pronunciation differs. There are changes in radical (initial parts of the character) of Chinese Hanzi and Japanese Kanji. There are also cases where different character is used for a particular word in Japanese and Chinese. Korean has its unique alphabet called 'Hangul'. They also used to use Chinese Hanzi before Hangul was derived. From grammatical point of view Japanese-Korean can be explained as SOV language where the sentence follows Subject-Object-Verb sequence.

There is huge use of honorific form in these three languages. Use of verb conjugation is less as compared to European languages. Depending upon the tense, same verb form is used for first, second and third person. Stem of the verb (the part of the verb that remains same across all of its forms) plays an important role in Chinese-Japanese-Korean grammar to construct sentence for various expressions. For numbering system, same characters are used in both Chinese and Japanese. The method of counting beyond 10 is identical for Chinese-Japanese-Korean. Numbers from 1- 12 are used to express name of the month in Chinese-Japanese-Korean.

Keywords: Hanzi, Honorific Form, Verb Conjugation, Stem of the Verb

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From Phonemes to Meaning: Exploring Sound Symbolism in English Language Acquisition Among Other Language Speakers

Ulkar Gahramanli⁶²

Abstract

There has always been curiosity among language learners to understand why some sound clusters share similar meanings. This existing link between sounds and their correlated meanings, which is called sound symbolism, can enhance language acquisition when applied properly and innovatively with new technology. The main objective in this study is to identify the influence of sound symbolism on English language acquisition, especially among speakers of the Azerbaijani language. Though many languages have well-known sound symbolism, studies on how it affects second language acquisition still lack clarity. This article explains that phonological systems influence learners' perception due to the vowel harmony, sound classifications, and phonotactic restrictions in their native languages. English language learners are more likely to succeed in cognitive achievements and eliminating pronunciation difficulties and memorizing vocabulary through processing English phonemes and their qualities, which is highlighted through comparison in this paper. The results provide teaching methods that use sound-symbolic connections to advance our understanding of cross-linguistic sound perception; as a result, English acquisition might require less effort. It is also noteworthy that the latest advancements in computational linguistics and artificial intelligence (AI) can also improve the use of sound symbolism in language acquisition through gamified EdTech solutions, artificial speech, and AI-driven pronunciation technologies.

Keywords: Sound Symbolism, Language Acquisition, Native Phonological Systems, Phonotactic Restraints, Vocabulary Memorization and Pronunciation, Computational linguistics, AI, EdTech

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Pragmatic Manipulation through Implicatures in Digital Media Discourse

Tamella Mammadli⁶³

Abstract

Misinformation in media discourse is often influenced by pragmatic ambiguity and implicature, which make meanings unclear and shape how the public interprets information. This study investigates how media platform uses these linguistic strategies to subtly manipulate content, sometimes leading to misinterpretations, confusion, or even the reinforcement of ideological biases. Using relevance theory and pragmatic analysis, the research examines how implicatures—meanings that are suggested rather than directly stated—can mislead audiences by creating messages that appear neutral while subtly supporting specific perspectives. Through a qualitative analysis of political news articles, opinion pieces, and media reports, this study identifies patterns of pragmatic ambiguity that contribute to misinformation. These patterns include vague language, presuppositions (hidden assumptions), and context-dependent meanings, all of which allow multiple possible interpretations. By strategically using such techniques, media outlets can construct narratives that align with certain agendas while maintaining plausible deniability—meaning they can avoid direct responsibility for misleading implications. This study also considers the role of the audience in interpreting ambiguous language. Since meaning is not just created by the media but also shaped by how readers understand and process information, the research highlights how cognitive processes play a key role in the spread of misinformation. The findings emphasize the ethical concerns surrounding linguistic choices in journalism and stress the importance of critical media literacy. If readers can recognize and analyze implicit messages, they may be better equipped to navigate media bias and misinformation. By exploring these mechanisms, this study contributes to broader discussions on media manipulation, pragmatic inference, and misinformation. The findings are relevant to scholars in linguistics, pragmatics, discourse analysis, media studies, and political communication, as well as to journalists and policymakers who are interested in responsible reporting and ethical media practices.

Keywords: implicature, politics, discourse, pragmatics, media

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Representations of China in South African Media: A Topic-Modeling-Assisted Discourse Study

Ting LUO⁶⁴

Abstract

China's increasing engagement with South Africa has long been controversial among international scholars and media organizations, resulting in SA's negative perceptions of China. However, Western alarming tones failed to impede more communication and collaboration between the two countries over the last decade, exemplified by BRICS and the Forum on China-Africa Cooperation (FOCAC), hence the necessity to explore whether those exchanges have the power to facilitate a more nuanced understanding and a desirable national image of China in SA. To this end, the study aims to uncover how China has been represented in SA's English media from 2011 to 2024 by specifically focusing on *The Star*. Based on 320 news reports on BRICS and FOCAC, two corpora were built to investigate the discursive construction of China's images, with both spanning seven years and totaling 101,113 and 130,691 words respectively. Under the guidance of the discourse-historical approach (DHA), this study utilized topic modeling, a text-mining technique, to identify salient discourse topics in each period's reports, and thus to explore from what aspects China was portrayed. It further examined how the three discursive strategies (nomination, predication and argumentation) were employed to construct China's images, and explained the existing differences between the two periods by taking account of socio-historical context. The results indicate that the discourse topics in the later period lay greater emphasis on China-SA strategic partnerships, and more importantly, China has been portrayed in a more favorable light.

Keywords: South Africa; China; national image; topic modeling; critical discourse analysis

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Contrasting Utopias: A Comparative Analysis of Societal Ideals in Sir Thomas More's *Utopia* and Nizami**Ganjavi's *Iskandarnama*****Turkan Elbayiyeva⁶⁵****Abstract**

The conception of an ideal society has been one of the central themes of literature throughout history across different cultures and languages. Originating in Plato's *Republic* (375 B.C.) in the fourth century B.C., the idea of an ideal society evolved in various genres and styles, such as poetry or prose. Representative of Western literature, English philosopher Sir Thomas More's *Utopia* (1516), shaped by European fifteenth century historical context has been considered as a significant contribution to utopian literature. Muslim philosopher Abu Nasr Al-Farabi (870-950), who harmonized Plato's ideal city concepts with Islamic doctrines became an important text in eastern utopian literary tradition. Azerbaijani philosopher Nizami Ganjavi, one of the earlier examples of utopian concept from the twelfth century, also adopted this framework of ideal society in his poem *Iskandarnama* (1194 or 1196-1202). This article compares eastern and western utopian traditions as represented by Thomas More's *Utopia* and Nizami Ganjavi's *Iskandarnama*, focusing on both works' conceptions of the individual and daily life, economy and work, religion and freedom as well as governance and justice systems. *Iskandarnama* and *Utopia* emphasize the importance of nature, animals, and human relationships in society, highlighting the significance of bodily care and healthy eating habits. They contrast barbaric and civilized societies, emphasizing the need for harmony and peace. They believe in afterlife, divine power, and gratitude for God's favour. Both societies evolved into prosperous cities through hard work, with disobedience seen as misbehaviour and expulsion as punishment. However, there are differences in ideologies and cultural specifics. Nizami's ideal city lacks class distinction, while More's *Utopia* mentions slaves and a governance system. *Iskandarnama* dreams of peace and worshipping God, while *Utopia* focuses more on societal routines and a large group of idle priests, religious men, and wealthy noblemen. By comparing and contrasting, and generating the similarities and differences between *Iskandarnama* and *Utopia*, the research aims to determine that, Ganjavi's ideal society is similar to More's, emphasizing the connection established with nature and the value of animals in society. Both works are utopian, but *Iskandarnama* is more idealized, transcending equality for equity, while More's *Utopia* is based on equality.

Keywords: Utopia, Ideal Society, Religion, Nizami Ganjavi, *Iskandarnama*, Thomas More

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The Role of AI in Academic Reading: Narrative Inquiries of Chinese Students' Perspectives and Experiences**Ma Xincheng⁶⁶****Abstract**

In higher education, academic reading is an essential learning activity. Given the central role of English in the global academic community, Chinese students face multiple challenges such as language barriers, article comprehension, and producing academic papers in a foreign language. Nowadays, the extensive use of AI in university is common but the role of AI in students' academic reading and activities remains largely unknown. Previous studies have mainly focused on the behaviors of AI in output-oriented tasks, such as writing and speaking, with less discussion on the use of AI in input-oriented tasks like academic reading. Moreover, these studies often approach the issue from the perspectives of teachers and technology, with insufficient attention to the student perspective. Based on this, I conducted a four-month ethnographic study in China taking the CDA course at S University as a case, to explore the use of AI by 20 students in pre-class academic reading. All the students in this class come from the Institute of Language Sciences, where the integration of language and cutting-edge technology is emphasized. This study adopts interviews and artifact-elicitation methods. Long-term classroom observations and understanding products such as PPT materials of essay report, scripts and group discussions were also collected. From the perspective of narrative inquiry, this study collects and interprets students' stories and experiences to understand students' personal practical knowledge as much as possible. The study found that in the Chinese context, although macro and meso-level educational institutions such as universities have not yet formed specific and comprehensive regulations for the use of AI in academia, students have spontaneously formed their own usage policies and regulations from the bottom up. Through long-term AI-assisted reading, students formed practical knowledge via experiences, reflections, and summaries. Such personal practical knowledge is highly individualized and contextualized, not only influenced by technological factors such as perceived ease of use in TAM model, but also affected by educational background, language belief, and language proficiency. This study reproduces students' experiences and stories through narratives, records their voices and wisdom, and provides developmental inspiration for educational policymakers and technology developers.

Keywords: Academic Reading; The Role of AI; Narrative Inquiry; Higher Education

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Breaking the Silence: Elevating English Speaking and Listening through Innovative Practices**Matanat Naghiyeva⁶⁷****Abstract**

This article aimed at investigating the innovative pedagogical strategies that help the language learners to improve their speaking and listening competencies and make it easy to comprehend the language. As we know, there are wide ranges of strategies that we can use to improve students' speaking and listening skills. In our article we have focused on some of them which are mainly student-centered approaches or strategies and assist us in fostering oral proficiency and listening comprehension. These include Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), flipped learning, and Project-Based Learning (PBL). With the help of these approaches, we can emphasize natural discourse, critical thinking, and interactive or student-centered learning environments that boost the learners to use the target language fluently and confidently. We have also paid attention to the psychological side of learning and challenges that we can face while learning the language. In the article we focused on challenges such as communication apprehension, insecurity, and restricted or limited speaking opportunities, also the importance of feedback, peer and self-assessment. Furthermore, we have explored the role of digital utilities in enhancing speaking and listening skills through AI-driven pronunciation tools, platforms for online discussion, multimedia instruction, and gamification. For evaluating the impact of these tools on language learning and motivation, the integration of these digital techniques analyzed, and we see that by using these tools in a correct way, learners can achieve a lot of things during their learning process. This study enriches the conversation in the English language by presenting the strategies to accelerate fluency, self-assurance, and motivation in spoken language through the innovative strategies and practices.

Keywords: English language teaching, student-centered learning, the role of AI in learning, innovative teaching strategies, digital tools in learning language, challenges in developing speaking and listening skills

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Lexical Stylistic Features, Spoken Household Lexica, Dialectal Lexica, Terms and Neologism in Modern**Poetry Language**

(Based on Sohrab Tahir's Poems)

Mehriban Orujova⁶⁸**Abstract**

The article is devoted to the study of some aspects of the stylistic characteristics of vocabulary in the modern language of poetry. It is noted that in the language of the poem, stylistics is manifested directly in the text, and not in the lexical (or phonetic) unit. Thus, this makes any poetic (or prosaic) text significant and influential from an artistic point of view. The linguistic literature has the idea that neologisms that manifest themselves in fiction are different from the new words used in other fields. In S. Tahir's poems too, many original words and expressions with non-traditional formats are used: my pot destiny, mouth arsheen, bloody memory, father world and etc. Sometimes such neologisms are created in a language model of words and word combinations that are readily available. Sometimes such neologisms are created in a language model of words and word combinations that are readily available. Our language has a winter sleep expression, but the combination of milk sleep created in its form is unconventional for Azerbaijani language, new and original for poetry. Or the author's definitions are sorted according to their addresses, and the new compounds that they create characterize them (in fact people that are praising addresses) in concrete and compact form. There is strange power of the praise, there are several faces of the praise, there is a praise that censures other, there is a swearing praise and step praise. The swearing praise here is a definition that is completely addressed to a person who is characterized as negative, while step praise is usually directed to someone who is not worthy. The author even increases their number: debt praise, grumbling praise and etc. The use of a new combination aims to create an accurate description. Our dream home is already wrapped up with suspicious structures. It uses a word that expresses its content, not any lexical unit that is used alongside the word doubt. A perfect resemblance stands behind the expression; as the body of doubt embraces all aspects.

Keywords: Metaphorical meaning words, Lexical unit, Neologisms, Spoken Household Lexica

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Exploring the Acceptance of (Generative) Artificial Intelligence in English Writing

Ikram Ullah⁶⁹, Huma Batool⁷⁰, Sadia Irshad⁷¹

Abstract

Gen AI presents significant potential for improving students' writing and its acceptance is influenced by varied factors. The present study aims at exploring the factors by examining six vital constructs of Technology Acceptance Model (TAM) 3 (Venkatesh & Bala, 2008) – academic relevance, output quality, (Gen) AI self-efficacy, (Gen) AI playfulness, (Gen) AI anxiety, and perceived enjoyment and their impact on perceived usefulness, perceived ease of use and behavioral intention of students. Using quantitative research approach, a sample size of 345 university students from Computer Science, Management Science, and Arts and Humanities voluntarily participated in online cross-sectional survey questionnaire. The data was analyzed by SPSS 23.0 and SmartPLS 4.0 for exploratory and confirmatory factor analysis. Academic relevance ($\beta=.378^{***}$) and perceived ease of use ($\beta=.456^{***}$) were identified as a significant predictor of students' perceived usefulness of (Gen) AI in their writing as compared to output quality of (Gen) AI which was found insignificant factor of perceived usefulness. The study also reveals that (Gen) AI playfulness ($\beta=0.332^{**}$) and perceived enjoyment ($\beta=0.449^{***}$) were the primary factors influencing students' (Gen) AI perceived ease of use, unlike (Gen) AI anxiety and self-efficacy which showed statistically insignificant effect. The findings of the study further suggest that perceived usefulness ($\beta=0.606^{***}$) and ease of use ($\beta=0.227^{*}$) are key enablers of behavior of students' intention to adopt (Gen) AI in future.

Keywords: (Generative) AI, TAM3, perceived usefulness, perceived ease of use, behavioral intention, SmartPLS

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English As a Global Language: Benefits and Risks for Local Languages and Cultures

Nazrin Bashirova⁷²

Abstract

The research investigates how the spread of English as a global language affects the preservation of local languages and cultures. The findings of this research draw upon the studies of linguists like D. Crystal (2003) and D. Graddol (2006), who have explored the widespread influence of English and its possible impact on the erosion of local languages and cultural identities. As English continues to be the dominant language in international business, education, science, and technology, its widespread use facilitates global cooperation and opens access to information. However, the global spread of English may unintentionally promote cultural homogenization, diminishing the richness of local cultures in favor of a more standardized global culture. By addressing the questions such as “In what ways does English, as a global lingua franca, enhance international communication and cooperation across various fields, such as business, science, and education?”, “How does the increasing prominence of English contribute to the decline of local languages, cultural practices, and traditional knowledge?”, “What are the benefits and drawbacks of English being the dominant language in international diplomacy and relations?” the study uses a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews. This comprehensive methodology offers a deeper understanding of how the spread of English affects language use and cultural dynamics across different regions. In conclusion, the paper aims to provide a balanced view of both the positive and negative implications of English's global dominance, contributing to the ongoing conversation about linguistic and cultural preservation in the face of globalization.

Keywords: globalization, linguistic imperialism, linguistic diversity

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In American English, the Slang of a Certain Social Class as Means of Enriching the National LanguageNargiz Salimova⁷³**Abstract**

American student slang is a dynamic and changing subset of language reflecting the social, cultural, and linguistic traits of student populations. Within the larger framework of American English, this paper investigates the beginnings, evolution, and relevance of student slang. The development of student slang is intimately related to the framework of the American educational system, in which colleges and universities create special language settings. Often including metaphorical implications, borrowings from many social groups, and acronyms, student slang is distinguished from conventional English by spontaneity, informality, and great degree of originality. One of the primary findings of this study include the important impact of outside social elements on student slang. Young subcultures' spread, the rising frequency of digital communication, and Standard American English's declining regulatory impact help to define student language constantly. The study also emphasizes how student slang often acquires vocabulary from specialized disciplines including the military, drug culture, and technology, therefore augmenting the lexicon with fresh idioms. Moreover, student slang is a strategy for developing identity since it strengthens in-group bonds and keeps most incomprehensible to outsiders mostly useless. Though it is informal, it is absolutely important for the American vocabulary to flourish since it introduces often accepted new terms and expressions. With a lot of phrases connected to drugs, alcohol, and social revolt, the survey also reveals a general negative connotation in student language. In conclusion, American student slang is an important linguistic phenomenon that not only enhances the national language but also reflects more general socio-cultural tendencies. In modern linguistics, it is a necessary field of research since its constant development shows the adaptability of language and the dynamic interaction among several social groups.

Keywords: Student Slang, American English, Linguistic Evolution, Social Identity, Informal Language, Cultural Influence, Lexical Innovation

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Language Policy in Azerbaijan: Balancing Azerbaijani, Russian and English

Nazrin Mamedova⁷⁴

Abstract

In the country of Azerbaijan, the use of four languages: Azerbaijani, Russian, and English, comes together due to the nation's history, politics and socio-economics. This paper analyzes Azerbaijan's language policy and how the nation manages the coexistence of these three languages in education, governance, and everyday conversations. When the Soviet Union collapsed, Azerbaijani was reinstated as the official language, promoting national pride and cultural independence. Nonetheless, Russian remains widely used in many businesses, media, and some educational institutions as a window to the post-Soviet world. At the same time, English is gaining more and more importance as a result of the internationalization of the country, economic, and educational reforms. To understand the changing society, this study used historical and policy-based approaches seeking to understand the changing functions of these languages. The results show that while Azerbaijani serves as the main language towards national identity and politics, Russian remains relevant among bilinguals, and English is increasingly accepted among the youth who are more willing to travel out. Maintaining balance, however, gets difficult because of factors such as generational changes, globalization, and educational practices that dictate language usage. The gradual loss of Russian as a second language as English proficiency increases makes one ponder about the future of Azerbaijan's language policy strategies. On one hand, Russian could be replaced by English and on the other, English could further dominate. All these factors demand balance approaches toward language planning that foster multilingualism and simultaneously protect the status of the Azerbaijani language. This paper ends with a set of policy propositions which are important for Azerbaijan's linguistic pluralism, the quality of language instruction, and Azerbaijan's role in the globalized world.

Keywords: language policy, language planning, linguistic diversity, multilingualism, national identity

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The Message That Warns Humanity in Arthur Clarke's Science Fiction Works

Nigar Aghayeva⁷⁵

Abstract

The development of technical capabilities and people's constant desire for comfort have caused them to move away from each other, become alienated. The human race, inseparable from computers, televisions, tablets and mobile devices, as well as from social networks, has entered its most terrifying age - the soulless human-robot age, just as it has benefited from scientific achievements. If a comfortable life separates us from our loved ones, if it alienates people from each other, do we need technical progress? A.C. Clarke's works seek answers to these questions and convey messages as much as possible. In this regard, the writer's work retains its relevance and does not lose its significance. A.C. Clarke's science-fiction works "Childhood's End" and "The City and the Stars" are a sign of the existence of transparent boundaries of what utopia is capable of and the transition from utopia to anti-utopia, they are also a warning of future tragedies. The writer tells about the deplorable fate of the Earth in the future, about the disasters caused by wars, about the tragedy of a person's oblivion of spiritual values and their constant desire to live better and live more. The negative consequences of technical progress, as well as the positive aspects, are followed as a main line in the writer's works in the form of human warnings. From this point of view, the works written by A.C. Clarke in the genre of science fiction are not only addressed to his contemporaries, but also to humanity, so they are relevant in all eras.

Keywords: technical progress, humanity, scientific achievements

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Metacognition and Neuro-Linguistics: Exploring Self-Regulation and Cognitive Strategies in Language Learning

Nurdan Amiraslanova⁷⁶

Abstract

While metacognition and neuro-linguistics have distinct goals, their integration offers valuable insights into how people manage their learning and actions when acquiring a foreign language. This study investigates how learners reflect on their thinking, incorporate language learning into their cognitive processes, and create strategies to assess and improve their performance. The objective is to uncover the mechanisms behind language acquisition strategies and the significance of metacognitive functions in this context. This paper presents a bibliometric analysis that explores the relationship between metacognition and neuro-linguistics. Data were collected from the Web of Science (WOS) database using keywords like "neuro-linguistics," "metacognitive processes," "language learning strategies," and "brain management." The VOSviewer tool was utilized for visualization, along with n-gram analysis, which identified important connections among the chosen keywords. The findings reveal emerging themes such as "language learning" and "cognitive control" as central areas of research. Specifically, (1) neuro-linguistics investigates language acquisition in relation to brain function, while (2) metacognitive processes emphasize self-regulation in learning tasks. Moreover, the study indicates that executive functions—such as working memory, cognitive flexibility, and inhibitory control—are crucial for second-language acquisition, as they enable learners to identify errors and adjust their strategies accordingly. Additionally, the research highlights the importance of brain plasticity in metacognitive engagement, demonstrating that individuals with better self-regulation skills often achieve greater linguistic proficiency. This paper offers fresh perspectives on the interplay between language acquisition and neural activity, enhancing our understanding of the cognitive mechanisms involved in language learning. These insights have significant implications for language education, curriculum design, and neurolinguistic interventions. Future investigations should aim to uncover the neurobiological aspects of training metacognitive processes and their ability to enhance both language learning efficiency and cognitive development.

Keywords: metacognition, neuro-linguistics, language learning strategies, cognitive control, executive functions, brain plasticity, self-regulation, second-language acquisition, working memory, cognitive flexibility, inhibitory control, metacognitive training

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The Literary Sources of William Butler Yeats' Romantic Poetry

Nilufar Gadirova⁷⁷

Abstract

The article explores the sources of William Butler Yeats' poetry, his connections with the Romantic English poets, traces of the Victorian tradition and the Pre-Raphaelites in his work, and references to Irish folklore. As a transitional figure in literature, Yeats bridges the gap between Victorian poetry and the more fragmented, experimental forms of modernism. He was a key figure in the Irish Literary Revival and played a significant role in the political and cultural transformation of Ireland. Yeats' work spans a wide range of themes, including mysticism, Irish folklore, nationalism, and the exploration of the human condition. His early works reflect the lush romanticism of the 19th century, while his later poetry engages with modernist themes of alienation, disillusionment, and the breakdown of traditional structures. Studying Yeats' poetry provides insight into the evolution of poetic form and shifting attitudes toward art, history, and identity. His work is a rich, multifaceted exploration of personal, political, spiritual, and philosophical themes. Yeats masterfully merges the personal with the universal, employs innovative forms, and delves deeply into the human condition, making his poetry both a vital part of literary education and an enduring source of inspiration. The study of Yeats' poetry serves multiple purposes: engaging with universal themes, fostering philosophical and psychological exploration, offering political commentary, improving literary analysis skills, and deepening appreciation for artistic expression. Even in this century, his poetry continues to resonate, offering timeless insights into the human experience.

Keywords: poetry, romanticism, image, imagination, P.B. Shelley, W. Blake, Irish folklore, Victorian era

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Overview of the Ancient Poetry of the Turkic Peoples

Gulkhani Shukurova⁷⁸

Abstract

The article examines the ancient roots of the literature and art of the ancient Turkic peoples, which are the common spiritual and cultural heritage. The criteria of free thought, faith, and belief of the Turks, which are the main themes in the ancient poetry of the Turkic peoples, are touched upon, mythical thought, religious worldviews (Manicism, Buddhism), new ideas of a mystical nature brought to Turkish aesthetic thinking by Islamic ideas in the literature created by the Turks, issues of Turkish mythology, and both the idea-content and form-expression possibilities of the history of general Turkic literature are analyzed. The unique rhyme and structure system of ancient Turkish poems, war songs reflecting Turkish martial arts with all its subtleties, folk poetry reflecting the mood of the masses, the content and idea qualities in Turkish poetry, and the possibilities of using artistic imagery and means of expression - metaphors, which are a very important component of the artistic language, are examined. The article explores the rich tradition of poetry among Turkic-speaking societies from their early history to the present. It examines the key features, themes, and styles of ancient Turkic poetry, focusing on its role in preserving cultural identity, history, and values. The article highlights significant poetic forms such as the *epic* and *lyrical* traditions, with a particular emphasis on works like the *Kutadgu Bilig* and the *Dede Korkut* stories. Key findings suggest that Turkic poetry served not only as entertainment but also as a tool for transmitting wisdom, promoting social cohesion, and reinforcing spiritual beliefs. The article concludes by emphasizing the ongoing influence of these ancient poetic traditions in contemporary Turkic cultures, suggesting that they continue to shape national identity and cultural heritage.

Keywords: Turkic, poetry, rhyme, epic, mythical thought

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A Global Shift in Communication and Connectivity: Digital Multilingualism

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Abstract

This article sheds light on the evolving role of multilingualism in the digital realm. The term “multilingualism” refers to the language use, the competence of an individual in more than one language, or the language situation of a nation or society. Nowadays multilingualism plays an essential role in societies and, it has been a topic of pivotal importance in shaping communication that is held globally, promoting social inclusion and economic growth. It can be seen as one of the important facets of contemporary digital media practices, as well. With the help of rising digital technologies, multilingualism has become essential for ensuring that every individual has inclusive access to online platforms, as it fosters real-time communication across different language barriers. To the degree that people’s lives are techno-social in character, digital communication and interaction are woven into the fundamental fabric of sociality (Chayko, 2021). However, it should be stated that digital devices and technologies along with digital communication are not available for all individuals, and it is not balanced everywhere in the world. Besides that, the advancement of technologies and their increased accessibility remain closely linked to monolingual ideologies, such that, for many individuals, engaging with digital communication necessitates a shift to a more dominant language (Gibson, 2015). Research in these areas requires further studies of the definition of digital multilingualism (it can be explored from two different concepts - linguistic diversity and multilingual practices), its meaning, various functions and inevitable effects. This work is conducted in response to the need to give concise understanding of this concept.

Keywords: multilingualism, digital multilingualism, technological development, communication

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The Impact of Affective Factors on Speaking Fluency in Second Language Acquisition: Overcoming Emotional Barriers

Rashida Hagigatli⁸⁰

Abstract

This study investigates the impact of affective factors, such as anxiety, self-confidence, fear of negative evaluation, lack of motivation, and attitudes toward language learning, on speaking fluency among English as a second language (ESL) learner. Affective factors are widely recognized as barriers to language acquisition, particularly in speaking fluency, where emotional challenges can hinder learners' performance and confidence. Through a comprehensive review of existing literature, this research explores the ways in which these emotional variables contribute to difficulties in speaking, supported by empirical studies that quantify their effects through experiments and surveys. These findings highlight the significant role that emotions play in language acquisition, especially speaking, and reveal that learners with high levels of anxiety or low self-confidence are more likely to struggle with fluency. Additionally, the study emphasizes factors that can positively influence speaking fluency, such as creating supportive learning environments, teacher encouragement, and applying strategies that reduce anxiety and build self-confidence. Building on this theoretical foundation, primary research was conducted in Azerbaijan among ESL learners to investigate how their speaking proficiency correlates with their motivation, attitudes, and emotional barriers. A survey was used to explore learners' emotional challenges and their perceived relationship with speaking performance, while interviews with English language teachers explored their beliefs regarding supporting speaking fluency and provided insights into the strategies they employ to address these affective factors in the classroom. The findings reveal a significant connection between emotional variables and speaking fluency, emphasizing the critical need to consider these factors in language teaching. By identifying key obstacles and exploring strategies that foster positive emotional experiences, this study offers practical recommendations for educators seeking to enhance speaking fluency in ESL learners and mitigate affective barriers in language acquisition.

Keywords: Affective filter, speaking fluency, emotional barriers, motivation and confidence

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Standardization of Terms

Sabina Almammadova⁸¹

Abstract

As a rule, terms are taken in written form, since they are related to the development of science and technology. For this reason, since such acquisitions are less prone to change, it takes a certain amount of time to master terms belonging to different scientific fields using different methods and subject to the rules of the language. However, it should be taken into account that in linguistic literature, the concepts of systematization, unification and standardization of terms are distinguished. Initially, both systematization and systematization of terminologies of individual fields in terminology should be considered more optimal. On the other hand, the systematization of one field creates a basis for the same systematization of other fields. Because there are general principles for the systematization of terms. "When we say systematized terminology, we mean the unity of the system of concepts and the system of signs determined by a special methodology." In the years of independence, borrowings related to various fields in our language have been rapidly increasing. Unification is a set of works intended to regulate this process. In this process, the necessary borrowing terms are selected and based on certain regularities, they are adapted to the internal laws and grammatical structure of the language. "The definition of a single exemplary terminology to serve as a means of communication in the fields of science and technology, economy and culture is the unification of terminology." During the years of independence, a significant part of the borrowing terms that entered our language are used in parallel, doublets, as mentioned in the previous chapters. For example, capital-investment, capital-investor are used in parallel in the economy. Such terms, borrowings have entered our language over time take a permanent and irreplaceable position in the vocabulary of our language, their unification is necessary. In this case, derivatives should be taken from each of the terms, either with a different main term, or an appropriate equivalent should be determined in the Azerbaijani language for that main term. It is necessary to take such terms in the fields that it would be possible to make their derivatives in the Azerbaijani language. Even now, when borrowing terms, the literary language norms of the Azerbaijani language should be taken as a basis, and the new terms should organically enter the Azerbaijani language, provided that they are unified with existing terms. It should also be noted that during the years of independence, borrowed terms are borrowed directly from the source language, English and the principles of unification are carried out in accordance with this. First of all, borrowings are adapted to the phonetic, lexical, norms of the language, as studied in the second chapter. In this case, the terms meet the norms of the language, and this unification is conditionally called special unification, and since this unification coincides with intralingual unification, it is often called intralingual unification.

Keywords: standardization, structure, power of the word, terminology, unification, international words, native language

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Digital Translanguaging as Counter-Hegemonic Empowerment: Reclaiming Pashto Identity on Social Media in Pakistan

Samina Akhtar⁸²

Abstract

This study explores digital translanguaging on social media platforms—specifically X (formerly Twitter) and Facebook—as a counter-hegemonic strategy for Pashto speakers in Pakistan to reclaim and revitalize their linguistic identity. Social media has become an essential space for marginalized communities to challenge entrenched power structures and reclaim visibility in linguistic and cultural spheres. For Pashto speakers in Pakistan—a community with a rich cultural heritage yet often sidelined in formal domains such as language policy, media, and education—digital platforms offer a means of empowerment and linguistic resistance. Drawing on Ofelia García’s translanguaging framework and Antonio Gramsci’s theory of counter-hegemony, this study systematically analyzes 2,000 social media posts over six months from Pashto-language digital communities. Through Critical Discourse Analysis (CDA), the research reveals that Pashto speakers strategically blend Pashto, English, and Urdu, incorporating cultural semiotics (e.g., poetry, proverbs, historical references) to resist dominant linguistic hierarchies and challenge monolingual norms. These digital practices not only reclaim linguistic space but also foster cultural pride and solidarity, reviving suppressed narratives and resisting the marginalization of Pashto in institutional domains. Furthermore, the interplay of languages in digital discourse reflects a broader shifting linguistic landscape in Pakistan, where speakers navigate social, political, and ideological tensions through hybrid forms of communication. By framing digital translanguaging as a decolonial resistance strategy, this study highlights how social media fosters linguistic empowerment, identity assertion, and community resilience. The findings contribute to critical debates on digital activism, linguistic justice, and online identity formation, offering insights for scholars, policymakers, and digital rights advocates. As social media continues to reshape multilingual discourse and language hierarchies, this research highlights the transformative potential of digital spaces in fostering linguistic empowerment and cultural resilience.

Keywords: Digital Translanguaging, Pashto, Counter-Hegemony, Language Revitalization, Digital Empowerment, Minority Languages, Critical Discourse Analysis, Cultural Identity

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The Philosophy of Education: Acquiring Knowledge for Solving Real-Life Problems

Seyedeh Zahra Nozen⁸³

Abstract

The philosophy of education is expected to explore the purpose, methodology and value of teaching and learning processes through emphasizing the enrichment of individuals and society by the acquisition of practical knowledge and problem-solving skills. Grounded in its historical roots, this field critically examines the relationship between knowledge construction, cognitive processes and the implications of education. Key aspects of the philosophy of education should include critical thinking, creativity and collaboration to address complex challenges in both personal and communal contexts. Educational approaches by the philosophers of the field aim to go beyond mere learning and aim at encouraging learners to connect theoretical knowledge with real-world applications enabling adaptive and resourceful problem-solving skills. In contemporary educational discourse, emphasis on acquiring knowledge for life application underscores the importance of active learning. Educators are urged to create environments that engage students in critical inquiry, reflection and experiential learning to mirror real-life situations. This equips individuals with the competencies necessary for navigating societal complexities, while also nurturing ethical responsibility and an understanding of socio-cultural dimensions. Such integrative approaches try to bring education closer with the realities of a rapidly changing world and advocate for lifelong learning as an essential tool for addressing future challenges; from personal problems such as emotional, health, identity, familial or friendship problems; social problems such as inequality, discrimination, poverty, racial and educational problems to professional, financial, moral, ethical and existential problems. The present paper intends to deal with the concept of knowledge first and shed light on problem-solving aspect of the philosophy of education in a democratic educational curriculum by collaborative learning. Education must be capable of cultivating informed citizens competent for contributing to societal progress. Ultimately, philosophical inquiry into education offers crucial insights for reforming teaching practices, emphasizing the holistic development of intellectual, moral and ethical capacities in learners. This approach ensures education to become a transformative journey, preparing individuals to innovate and find meaningful solutions to the challenges of life and society.

Keywords: Philosophy, Education, Real-world situation, Finding Solutions

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The Role of AI in Shaping Women's Linguistic Identity in Digital Era

Naila Ibadova⁸⁴

Abstract

In the age of technology, artificial intelligence (AI) has a major impact on shaping verbal interactions and linguistic identities. AI based systems are now increasingly used in numerous industry sectors as they also persist to diffuse all spheres of our lives in diverse settings. As AI is becoming more sophisticated part of our daily lives, gender-related bias is an essential concern in AI based systems. Provided that the data contains gender stereotypes, ensuing use of the technology will reinforce this bias. Therefore, it is vital issue to interpret status of gender bias in the AI based systems. Gender balance in machine learning is extremely critical for preventing algorithms from endorsing gender ideas which impair women. Determining the bias on gender in instructional data for machine learning algorithms is a challenging, yet not unachievable task. This study focuses on the ways how AI influences women's linguistic identity, distinctively through virtual engagements, such as voice activated assistants, algorithm generated content, and conversational agents. In this research, by analyzing AI generated responses to the same questions asked by different genders, it is examined whether AI based decision making system amplifies or challenges traditional gendered language standards. The study also explores linguistic identity formation that is adjusted by AI driven discourse. In this research, qualitative and data-driven method are used to distribute insights into the intersection of AI, language, and gender. By using qualitative method, textual and conversational data will be analyzed to understand patterns in women's linguistic identity, while data-driven method will be employed to analyze AI-generated responses to gender-neutral questions, uncovering linguistic patterns influenced by AI. Through this approach, the study aims to contribute to discussion on digital authorization and linguistic representation.

Keywords: Artificial Intelligence, Gendered Language, Women's Linguistic Identity, Digital Communication, Internet Discourse

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AI-Driven Collaborative Online (COIL) Program in Post-COVID Education: Enhancing Intercultural Competence Among Iranian English Learners

Seyyede Zahra Esmaeili⁸⁵, Davud Kuhi⁸⁶

Abstract

The post-COVID-19 educational landscape calls for innovative strategies to cultivate intercultural competencies (IC) in globally interconnected academic environment. The current study examines the effects of AI-driven Collaborative Online International Learning (COIL) program on enhancing Iranian learners' intercultural competence. Using a mixed-methods approach, data were collected through pre- and post-administration of Chen and Starosta's (2000) Intercultural Sensitivity Scale (ISS), pedagogical critical incident tasks (PCITs), focus group interviews, and reflective worksheets. The participants consisted of 24 students in the experimental group and 20 in the control group, aged 21 to 30, from an English institute in Anzali, Iran. Participants were required, initially, to complete ISS and ten PCITs from *Tips for Teaching Culture* (2011) to assess their initial level of IC at the outset of the study and once again after the research project. Then, in experimental group, an AI-driven COIL program and ethnographic and critical incident tasks from the *Tips for Teaching Culture* textbook was implemented over nine weeks. Anchored in Byram's ICC model (1997) and qualitative content analysis of learners' PCITs, the findings demonstrated a notable enhancement of the experimental group's IC, particularly in dimensions intercultural attitudes, critical cultural awareness and skills of discovery and interaction. Additionally, focus group interviews and reflective worksheets analysis revealed three themes: (1) students' evaluation of the COIL program, (2) perceptions of intercultural enhancement, and (3) anxiety and language skills. The data collected through the pre-test and post-test of ISS were analyzed using a two-way MANCOVA. The results demonstrated that the experimental group significantly outperformed the control group across all five ISS dimensions. These findings highlight the considerable impact of COIL program in equipping learners for global citizenship. The study also discusses implications for instructors and provides recommendations for future study on utilizing AI in IC training.

Keywords: Byram ICC model, Intercultural Communicative Competence, Collaborative Online International Learning (COIL), Pedagogical critical incident tasks, Virtual collaboration

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The Theme of War and Love in Chimamanda Ngozi Adichie's Novel *Half of a Yellow Sun*

Turan Karimli⁸⁷

Abstract

"Half of a Yellow Sun" is one of the most influential works written by Chimamanda Ngozi Adichie who was one of the most renowned of contemporary African literature. The novel is a profound and moving story about love and war. The author follows the lives of several characters against the backdrop of the Biafran War (1967-1970), demonstrating the impact of war on human relationships, love and lives. The novel focuses on the lives of three main characters: Ugwu, a village boy who becomes the servant of Odenigbo, a wealthy teacher at the outbreak of the war; Olanna, a beautiful and intelligent woman, becomes Odenigbo's lover; and Richard, a writer from the United Kingdom, enters a romantic relationship with Olanna's sister, Kainene. In the novel the theme of War and Love are well analyzed. The Nigerian Army has influenced all these characters. Love serves as a kind of support behind war and fear. The relationship between Olanna and Odenigbo shows a commitment to stay together and each other despite the upheavals of war. Chimamanda Ngozi Adichie skillfully portrays the hardships women face during war. War places women in a difficult position, both socially and physically. Olanna and Kainene both suffered multiple losses and traumas during the war. Women struggle to protect their families and maintain daily life amid the poverty and hardships brought on by war. War isn't just a physical battle but also an emotional and psychological one, deeply affecting the souls of the characters. The story is punctuated by the loss, betrayal, and moments of love experienced during war. This is a powerful work that deeply explores the effects of war on human life and society.

Keywords: Chimamanda Ngozi Adichie, Horror of War, Emotional Trauma, Biafran War, Hope and Love

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Mining for Meaning: A Linguistic Approach to the Digitally-Enabled Commercialisation of the HumanitiesUjani Banerjee⁸⁸**Abstract**

In this age of technological advancement language has become a tool for “corporate monolingualism”, to use Emily Apter’s terminology (Bertacco, 2016, p.17). While ‘Netlish’ or ‘Globish’ comes to prominence under the patronage of digital humanities, Apter expresses her concern regarding a possible heuristic entrenchment of “management patois” within the scope of the humanities with the adoption of digital research methods (Bertacco, 2016, p.17). However, man is a “techno-social animal”, writes Stefan Herbrechter, and human beings have always been technological (Herbrechter, 2013, p.20). Language itself, thus, must be seen as a ‘prosthesis’ (Herbrechter, 2013, p.20). This tussle between the linguistic and the technological becomes, therefore, a clash between two tools of technology. How can these co-dependent yet mutually inimical tools be brought in tandem in such a way that technology itself continues to remain a stable and reliable mediator between humans and their reality? How can the subjects that come under the rubric of the humanities continue to function without compromising their integrity in the face of commercializing forces? This paper aims to ponder such questions and analyze the tension underlying this clash. Moreover, the rhetoric of mining, which has come to characterize the popular narratives regarding ‘extracting’ the meaning of a text by ‘digging’ beneath its surface (Bertacco, 2016, p.18), hints at the harmful equation between knowledge production and environmentally destructive practices. This can be further linked to the ‘growth’ story (Stibbe, 2015) which emphasizes growth as the aim of society, leading to mindless exploitation of natural resources. A possibility, then, lies in the replacement of the ‘growth’ story with the idea that the key goal of society is ‘well-being’, a shift that, Stibbe writes, can only be instrumented through manipulation of the linguistic interface (Stibbe, 2015, p.185). Thus, the way forward lies in an approach that seeks to radically reevaluate the linguistic subtext of the established social order, thereby changing how the broader sphere of the humanities gauges the rhetoric that threatens to seep in through the corporatized code of Netlish.

Keywords: digital humanities, ecolinguistics, posthumanism, ecocriticism, Netlish

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The Conundrum of Being a Bacha Posh: An Analysis of Nadia Hashimi's *The Pearl That Broke Its Shell* and *One Half from The East*

Unnati Jain⁸⁹, Nupur Tandon⁹⁰

Abstract

Afghanistan has witnessed decades of war, turmoil, invasions, and political upheavals. Umpteen years of violence and socio-political unrest have immensely contributed to the subjugation and oppression of Afghan women in the name of religion, war, and fundamentalism. The patriarchal society and its disregard for women's liberation and emancipation has adversely affected the position of women in the country. This paper attempts to discuss the existence and identity of a *Bacha Posh*, through a reading of Nadia Hashimi's fictional metatexts, *One Half from the East* and *The Pearl that Broke Its Shell*. Prevalent in many tribal societies of Afghanistan and neighbouring Pakistan, the custom of dressing a girl as a boy (*Bacha Posh* is a Dari word which literally means "dressed as a boy") is evidence of the androcentric mentality of privileging of boys over girls and the control exercised over women's bodies, both publicly and privately. These girls often suffer from an identity crisis, unable to place themselves within a specific identity because of their recurrent transitions between genders. When they are transformed into boys, their female identity abruptly shifts to a male identity, and after puberty, they must revert to their female identity. The characters in the selected novels will be examined and analysed through James Mercia's, Erik Erikson's, and Judith Butler's theoretical lenses to explore their identity confusion and the perplexing question of belonging in their journey of cross-dressing as men. The primary focus will be on perceptions of self, gendered identity, and the social construct of identity, delving into the complex, culturally coded, and dynamic nature of identity formation. The paper will analyse aspects of gender dysphoria, performativity, and the dynamic power structure as experienced by the "boy-girl". The paper also aims to study the developing disgust towards effeminacy, femininity and the transition from boyhood to womanhood of a *Bacha Posh*, and the social and psychological reproduction of gendered identities, and her confused state of existence.

Keywords: Bacha Posh, Performativity, Contested Identity, GID, Afghan women

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Intermediality As the New Paradigm of Literary Researches

Yegana Abdullayeva⁹¹

Abstract

The study of the phenomenon of intermediality and its various manifestations, such as the interaction of literature with other types of art: painting, music, cinema, dance, is very relevant. In recent years, there has been great interest in studying the ways of interaction of literature at different levels of the text with other types of art and the development of the method of intermediality. The reason for this is the opportunity to open access to popular means of transmitting information that are not recognized as art. Demonstrating how the narrative of one means can form a literary work, this direction of literary criticism draws attention to syntactic distortions, imitation of other means with the help of speech. Intermediality, as a new paradigm, makes it possible to consider and study in a new way the medial and aesthetic characteristics of literature in specific texts. In other words, the phenomenon of intertextuality focuses attention primarily on the specifics of intra-textual connections. This can be a fusion of words and music, words and painting in one text. The novels of Rauf Farhadov “Amorphia. Overdose” and Hafiz Mirza “The End and the Beginning” are a synthesis of music and words, Alaviya Babayeva “Tomorrow May Not Come” and Tofiq Makhmud “Far Towering Mountains” are a synthesis of painting and words. In this sense, the expression of thoughts and feelings, any sign systems in which various messages are encoded, all of them are equal means of transmitting information. The intermedial method of studying the text, in which the types of art are organized according to their own rules, is a specific language of each art. Currently, the problem of studying artistic texts of literature, as an integral system of art, is becoming very relevant. As is known, the artistic thinking of the 21st century is synthetic in nature and multifaceted in the forms of its artistic expression. That is why issues related to the study of the interaction of different types of art require attention and study. In this sense, the issue of intermediality, as a new paradigm of artistic narrative, remains relevant and in demand in literary criticism.

Keywords: Intermediality, New Paradigm, Literary Researches, Text

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Does Too Much Objectivity in Assessment Breed Indifference?

Tristan Currie⁹²

Abstract

Wenzhou-Kean University (WKU), located in mainland China, is an educational institution that aims to integrate American academic programs with the rich Chinese cultural experience, creating a unique learning environment for its students (Kean University, n.d.). This review paper focuses on undergraduate students studying at WKU and explores three critical questions: What factors contribute to a student's failure, ultimately leading to dropping out? Should educators analyze the reasons behind each individual student's failure? Does an excessively objective approach to assessment foster indifference among students? To address these questions, a comprehensive literature review was conducted. The findings of this review were subsequently presented for discussion at the 2024 Symposium on Writing and Composition held at WKU.

The literature review revealed that fostering resilience in students through faculty support and addressing institutional factors plays a significant role in enhancing student retention. These conclusions became a focal point of debate among symposium attendees. Some participants argued that maintaining strict objectivity in assessment was essential, asserting that delving into the causes of individual student failures was unnecessary. Conversely, others contended that undergraduate students, particularly freshmen, require more personalized support to navigate academic challenges effectively. This lively debate underscored a broader tension between the demands of objectivity and the need for empathy and adaptability in educational practices.

This paper delves into the nuances of these opposing viewpoints, examining their implications for educators and institutions striving to support undergraduate students. By considering both perspectives, the paper aims to offer valuable insights for fostering a balanced approach that prioritizes both rigor and compassion in academic settings.

Keywords: Student retention, resilience, Academic engagement, Assessment, meaningful feedback

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校史馆
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Stadium
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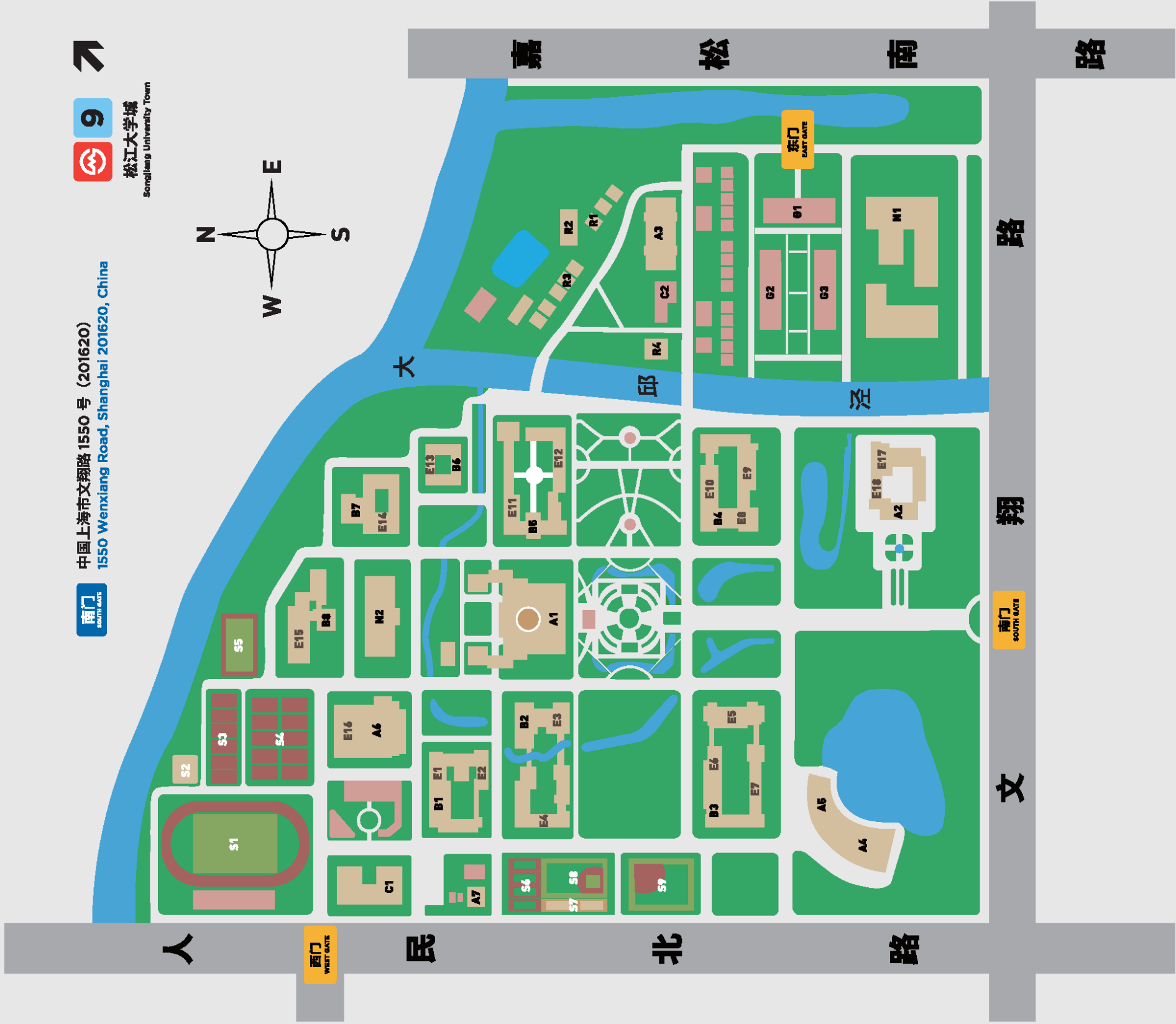
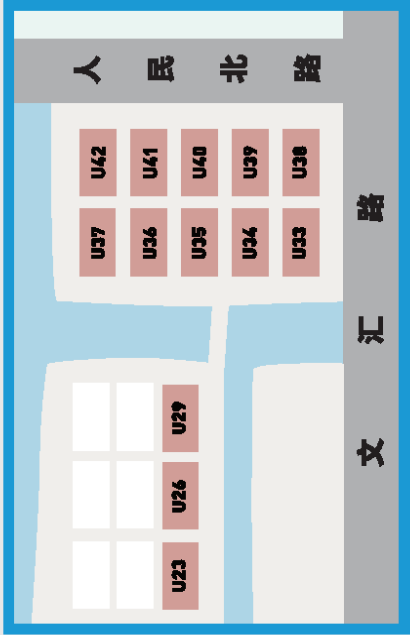
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