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Welcome to the *Language Bridge Academic Journal*!

It is with immense gratitude, respect, and enthusiasm that I present our First Edition, "*Innovative Approaches to English Second Language Teaching and Learning*," to the global EFL/ESL educator community.

This journal has been six years in the making—a vision born during my first international teaching assignment in Pathum Thani, Thailand. While teaching in that amazing community, the Thai educators shared their desire to contribute to research, exchange ideas, and showcase their teaching innovations with their global educational community. I encouraged them to publish, but systemic barriers stood in their way.

Since then, I have had teaching roles in Thailand, Vietnam, and Uzbekistan where I have encountered the same three obstacles stifling international educators:

1. **Limited Training** – A critical lack of professional development in academic writing and research.
2. **Prohibitive Costs** – Exorbitant article processing fees that exclude many talented educators.
3. **Predatory Journals** – The growing threat of exploitative publications undermining credible scholarship.

These three barriers pushed me to think outside of the box and made me even more determined to bridge the gap on their behalf. I spent years studying academic publishing—not just to understand the system, but to reimagine it. Today, that effort culminates in the launch of *Language Bridge Academic Journal*: a platform where research is accessible, equitable, affordable, and empowering for educators worldwide. Together, let's build bridges—not just between languages, but between ideas, educators, and the future of EFL/ESL learning.

Yours truly,

Dr. Giuseppe Chiaramonte

Giuseppe Chiaramonte, Ed.D.
Founder, Language Bridge Academic Journal

LEADERSHIP PLAN FOR ENHANCING ENGLISH LANGUAGE LEARNER INSTRUCTION THROUGH DATA-DRIVEN STRATEGIES

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Abstract

The increasing linguistic diversity in K-12 classrooms across the United States underscores the need for effective strategies to support English Language Learners (ELLs). This paper presents a two-year leadership plan designed to enhance ELL instruction through faculty professional development in assessment, evaluation, scaffolding, and differentiation practices. The proposed plan integrates a Knowledge Management System (KMS) to track teacher progress, document English Language Learner (ELL) student achievement, and facilitate data-driven decision-making. Year 1 focuses on ELL assessment and evaluation, ensuring fair grading practices and effective progress monitoring. Year 2 emphasizes scaffolding and differentiation, equipping educators with the tools needed to provide equitable learning experiences. A Gantt chart serves as a living document, mapping out incremental training objectives, collaborative discussions, and instructional interventions aligned with academic milestones. This structured approach benefits teachers by providing meaningful, sustainable professional growth opportunities, increases administrative oversight through measurable progress tracking, and reassures parents that the school is committed to supporting ELL student success. By aligning professional development with targeted instructional strategies, this plan fosters improved student outcomes, greater teacher efficacy, and a cohesive, school-wide commitment to equitable education for ELLs.

Keywords: English Language Learners (ELLs), Teacher Professional Development, Knowledge Management System (KMS), Assessment and Evaluation, Scaffolding and Differentiation, Data-Driven Instruction

Introduction

The increasing diversity of student populations in the United States K-12 classrooms highlights the need for effective strategies to support English Language Learners (ELLs). A structured approach to professional development can help educators implement targeted instructional practices that improve student outcomes. This paper proposes a two-year leadership plan for K-12 administrators that implements a Knowledge Management System (KMS) in tracking teacher training and student progress. The leadership plan focuses on enhancing professional development in two key areas: ELL assessment, evaluation, and grading practices in Year 1 and scaffolding and differentiation strategies in Year 2. By using a Gantt chart as a visual representation for fulfilling yearly objectives, this ensures all stakeholders are aware of expectations and can plan accordingly for professional development opportunities. Data-informed decision-making ensures instructional strategies align with the specific needs of educators and learners within the homogeneous educational community. This approach establishes a structured framework for continuous instructional improvement, open dialogue between stakeholders and leaders, and equitable learning opportunities for ELL students.

ELL Student Populations in US Educational Systems

Change is happening in our local, state, and national student population. ELL student populations within California and across America are rapidly growing (Villavicencio et al., 2021). Therefore, the exigent need for leaders to facilitate growth opportunities in the specific area of ELL assessment practices begins and ends with ensuring teacher professional development is a primary determinant when short- and long-term goals for teachers, staff, and

administrators. The necessity for educational leaders to implement ongoing professional development in Second Language Acquisition (SLA) teaching practices is undeniable. Over the past two decades, U.S. K-12 classrooms have seen a significant rise in linguistic and cultural diversity, with English Language Learners (ELLs) now comprising over 10% of the total student population (National Center for Education Statistics, 2022). Novicoff (2024) reports that nearly 40% of California students speak a language other than English at home, with the majority classified as English Language Learners (ELLs). Despite this growth, many schools struggle to provide adequate instructional support tailored to ELLs' linguistic and academic needs. Research highlights that without targeted intervention, ELL students often face persistent achievement gaps, particularly in standardized testing and graduation rates (Gándara & Escamilla, 2020). Research indicates that ongoing professional development is crucial for teachers to effectively serve their student populations. While traditional one-time workshops provide basic training, sustained professional development offers teachers' continuous opportunities to develop their motivation, knowledge, skills, and cultural competencies. The literature emphasizes that teachers require consistent support to address the complex challenges of language instruction and multicultural classrooms. Studies also show that sustained professional development helps teachers adapt to evolving student needs, implement new teaching strategies, and stay current with best practices in language acquisition. Additionally, long-term professional development creates collaborative learning communities where teachers can share experiences and resources. This ongoing support is particularly vital given the increasing linguistic diversity in today's classrooms and the complex nature of second language instruction.

The Role of Teacher Professional Development in ELL Instruction

Teacher preparedness is a critical factor in ensuring equitable educational opportunities for ELLs. The catalyst for presenting ideas and determining how to participate and achieve suggested or anticipated academic goals is professional development. Many educators report insufficient training in ELL-specific instructional strategies, highlighting a systemic gap in professional development programs (de Jong & Harper, 2018). Teachers who are not knowledgeable in ELL subject matter are then dependent on their subjective opinions or biased interpretations that might not be supported by evidence. It is imperative for leaders to support their ELL students by providing educational staff with sound principles if they are to provide the best education possible for our expanding ELL population. Studies suggest that professional development programs focused on ELL pedagogy—such as scaffolding techniques, differentiation strategies, and culturally responsive teaching—significantly improve student outcomes (Hinojosa, 2023; Islam & Park, 2015).

The findings of researchers and educators who contributed to a California Department of Education book on professional development strategies for teaching diverse student populations reported: “Unfortunately, new teachers often are given those demanding assignments without adequate training and support. After several years of struggle, some of these teachers leave minority schools or the profession, while others learn to cope rather than to teach effectively” (Dolson & Burnham-Massey, 2009, p. 11). The negative effects of teacher turnover impacts the educational community because student achievement declines, school-community relations are disrupted, the number of untrained instructors rises, and school expenses rise. (Atteberry et al., 2017, Hanushek et al., 2016; Ronfeldt et al., 2013; Sorensen & Ladd, 2020; Watlington et al., 2010). Those educational leaders who are prepared to enact a professional development plan of action not only support their ELL students but also retain good teachers.

Data-Driven Decision Making for ELL Instruction

Effective ELL instruction requires continuous assessment and adjustment based on real-time student data. Data-driven decision-making models, such as formative assessment cycles and teacher reflection logs, have been shown to enhance both instructional effectiveness and student language acquisition (Heritage, 2021). Implementing a KMS for ELL professional development allows administrators to align teacher training efforts with measurable student progress, ensuring that professional learning is both targeted and impactful (Datnow & Hubbard, 2016).

Knowledge Management Systems (KMS) in Educational Settings

A Knowledge Management System (KMS) provides a structured framework for tracking teacher learning and student progress, offering a data-driven approach to professional development. Research in higher education and corporate training environments has demonstrated that KMS improves knowledge retention and the application of best practices in instructional settings (Nonaka & Takeuchi, 1996). Although KMS has been widely implemented in business and healthcare, its application in K-12 education—particularly for monitoring ELL instruction—remains an underexplored area (Massingham, 2014).

While existing research underscores the importance of ELL-focused professional development and data-driven instruction, there is a lack of studies exploring how KMS can systematically support teacher growth in ELL pedagogy. Schools need structured leadership plans that integrate KMS to ensure ongoing, measurable improvements in ELL instruction. This study aims to address this gap by proposing a two-year leadership plan that leverages KMS to enhance teacher training in fair assessment and grading practices and differentiated instruction, ultimately improving ELL student outcomes. In an ongoing effort by this researcher to understand, synthesize, and apply results from this study towards organizational leadership principles in an innovative action-oriented manner, a proposed two-year leadership plan of action was developed.

Year 1 Objective: Enhancing Professional Development in ELL Assessment, Evaluation, and Grading Practices

Assessment and evaluation practices significantly impact the academic success of ELL students. Traditional grading methods often fail to account for linguistic barriers, necessitating an approach that emphasizes progress over proficiency. Research supports the adoption of formative assessments and equitable grading policies to more accurately reflect ELL students' learning trajectories (Brookhart, 2013).

To achieve this objective, the leadership team will implement a KMS to:

- Collect and analyze student assessment data to track individual language development and content mastery.
- Share best practices on fair grading through collaborative online forums and professional development workshops.
- Develop and disseminate rubrics that assess content knowledge separately from language proficiency.
- Monitor the effectiveness of alternative grading strategies through teacher feedback and student performance metrics.

Over the course of two years, professional development initiatives will focus on training educators to apply research-backed assessment strategies and interpret KMS data. These initiatives will be supplemented with regular peer collaboration and coaching sessions to ensure consistency in application across General Education classrooms.

Year 2 Objective: Strengthening ELL Scaffolding and Differentiation Practices

Effective scaffolding strategies are crucial for integrating language instruction into content-area teaching. Research has identified various scaffolding types, including linguistic, conceptual, social, and cultural scaffolding, which are part of teachers' practical knowledge. However, cultural scaffolding knowledge is often limited, indicating a need for targeted professional development in this area (Pawan, 2008). Scaffolding and differentiation for supporting ELL students provides temporary support, such as visual aids and structured peer interactions, while differentiation tailors instruction to meet the diverse needs of learners (Echevarria, Vogt, & Short, 2017; Tomlinson, 2014). A conceptual framework for scaffolding emphasizes the interactive and collaborative nature of learning. It integrates macro-level curriculum planning with micro-level moment-to-moment support, highlighting the importance of responsive and adaptive teaching strategies (Walqui, 2006).

To achieve this objective, the leadership team will implement a KMS to:

- Create a centralized repository of differentiated ELL instructional materials, including lesson plans, graphic organizers, and multimedia content.
- Facilitate teacher collaboration through digital learning communities focused on best practices in scaffolding techniques.
- Track student engagement and comprehension levels to inform instructional adjustments.
- Provide ongoing professional development sessions on effective differentiation methods and culturally responsive teaching.

By leveraging KMS data, educators will be able to identify student learning patterns and adjust instructional approaches accordingly. The system will also support the documentation of successful differentiation strategies, enabling educators to refine and replicate effective practices over time.

Year 1 and Year 2 Implementation Timeline and Evaluation Metrics

The two-year implementation plan will follow these key phases:

Year 1:

- Establish KMS infrastructure and provide initial training for educators.
- Develop professional learning communities focused on ELL assessment, evaluation, and grading practices.
- Pilot fair grading rubrics and evaluation strategies in select classrooms.

- Collect baseline data on student performance and teacher adoption of strategies.

Year 2:

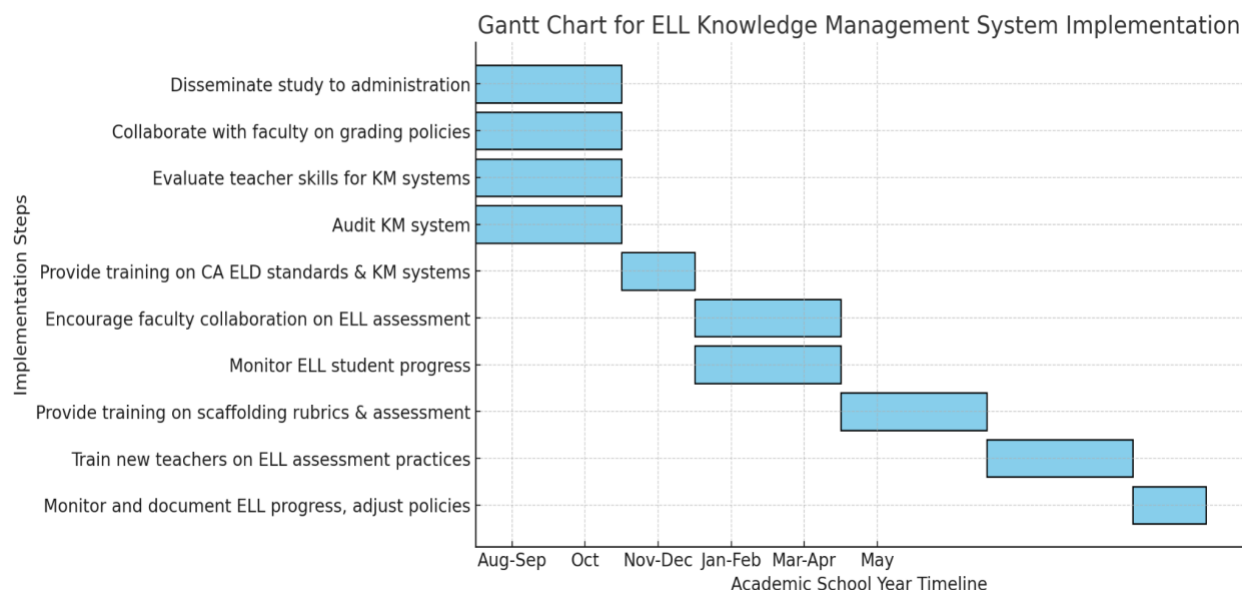
- Expand KMS usage to all educators and refine system functionalities.
- Conduct in-depth workshops on scaffolding and differentiation for ELL instruction.
- Analyze scaffolding effectiveness through student achievement metrics.
- Adjust professional development content based on teacher feedback and performance data.
- Evaluate program success through longitudinal student progress tracking and teacher surveys.

Further Discussion

The implementation of a Knowledge Management System provides a structured approach to enhancing professional development in assessment and scaffolding for ELL students. By leveraging data to inform instructional decisions, this leadership plan ensures that educators are equipped with the necessary tools to foster equitable learning environments. The two-year action plan emphasizes continuous improvement, collaboration, and evidence-based practices, ultimately aiming to enhance student achievement and instructional effectiveness.

Table 1

Year 1--Proposed Leadership Plan of Action Gantt Chart for Implementation of Innovative English Language Development (ELD) Faculty Training on ELL Assessment and Evaluation Practices



The Year 1-Gantt chart was designed to follow a traditional high school academic school year (August to May) with June being omitted due to priority considerations for final preparation, finals test administration, graduation preparation, end of the year activities, and cumulative grades.

The Year 1 Leadership Plan Guide (refer to Table 2) offers a methodical framework for putting into practice a cutting-edge faculty training program for English Language Development (ELD) that focuses on ELL assessment and evaluation procedures. School administrators can use this guidance, which corresponds with the Year 1 Gantt Chart, as a step-by-step guide to make sure that professional development initiatives are carried out successfully throughout the academic year.

This guide's main goal is to improve teachers' readiness to assess, evaluate, and grade their ELL students fairly. It assists teachers and administrators in finding weaknesses in assessment procedures, offering focused training, and monitoring student progress via a KM system by laying out clear actions every month, attainable objectives, and expectations for implementation. By encouraging inter-departmental collaboration and increasing teacher's skills

and knowledge within the ELL subject area, the guide guarantees that ELL students receive fair and uniform assessments.

Additionally, the strategy integrates peer mentorship, data-driven decision-making, and scaffolding techniques, which allow teachers to modify assessment methods and grading rubrics according to ELL student skill levels. This program seeks to close achievement gaps, enhance the quality of instruction, and assist ELL students, reclassified fluent English proficient (RFEP) and long-term English learners (LTELs) by using research-based best practices that align with accepted ELD standards.

In the end, this plan gives school administrators clear action steps for improving ELL instruction, guaranteeing long-lasting enhancements to grading guidelines while cultivating a welcoming and encouraging learning atmosphere. Teachers, students, staff, parents, and administrators will benefit from the school's data-informed, cooperative approach to ELL evaluation by the end of the first year.

Table 2

Year 1—Leadership Plan Guide for ELL Assessment, Evaluation, and Grading Practices

Timeline	Action Steps	Objective	Expected Outcome
August - September	(a) Disseminate study to school district administration for review, clarify questions, and discuss areas of interest.	Ensure leadership alignment and buy-in for implementation.	District leaders understand the scope and purpose of the study and provide support.
	(b) Collaborate with faculty to identify, review, and discuss grading policies for ELL students (action research).	Establish baseline understanding of current grading policies and practices.	Faculty identifies challenges and gaps in current grading practices for ELL students.
	(c) Evaluate general education teachers' skills and knowledge of ELL knowledge management (KM) systems.	Assess professional development needs related to KM system usage.	Identify teachers needing additional training on ELL-specific tools and strategies.
	(d) Audit KM system for functionality, data archival, content, and assessment gaps for each ELL student.	Ensure the KM system is optimized for ELL tracking and instruction.	Accurate classification of ELL students and identification of instructional needs.
October	(a) Provide training for faculty in California ELD standards and KM systems for ELL students.	Equip teachers with foundational knowledge on ELL policies and data systems.	Teachers gain access to and familiarity with KM systems to track student progress.

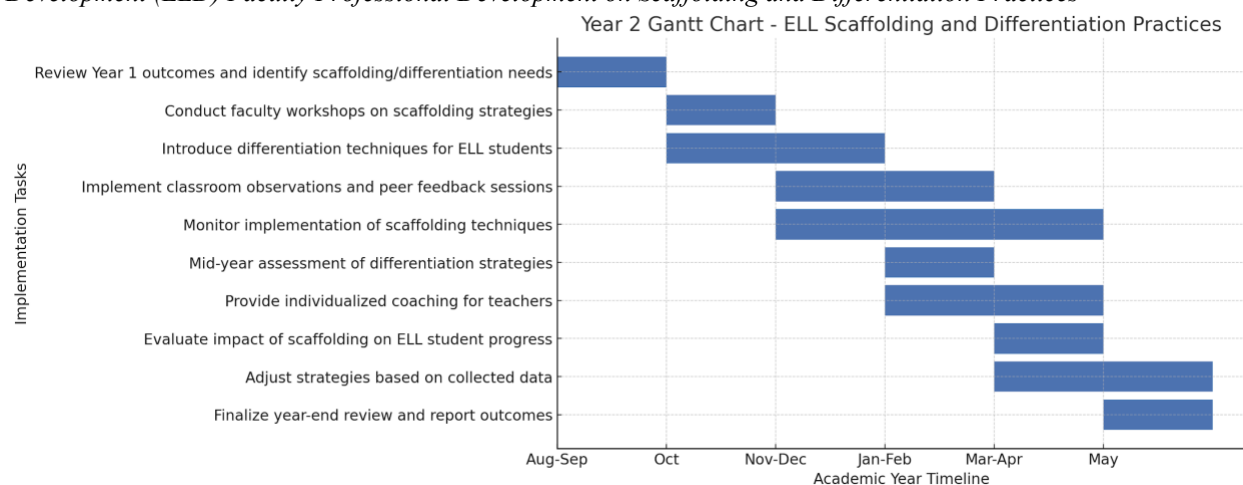
	(b) Encourage teachers to engage in daily English-based conversations with ELL students (modeling).	Foster meaningful language interactions in the classroom.	Increased student engagement and confidence in using English.
November - December	(a) Encourage ELD teachers and ELL support staff to meet with department representatives to discuss ELL assessment strategies.	Facilitate cross-departmental collaboration and consistency in assessment practices.	Documentation of discussions, challenges, and innovative grading solutions in the KM system.
	(b) Monitor ELL student progress by updating the KM system.	Ensure continuous data collection and reflection on student growth.	Regular progress tracking allows for early interventions and targeted support.
January - February	(a) Provide training on scaffolding rubrics and assessment strategies for ELL students.	Strengthen teachers' ability to differentiate and assess ELL students equitably.	Teachers develop and apply rubrics for fair assessment of ELL students.
	(b) Include a review of RFEP (Reclassified Fluent English Proficient) and LTELs (Long-Term English Learners).	Ensure proper tracking and support for reclassified and long-term ELLs.	Teachers understand different ELL classifications and adjust instruction accordingly.
	(c) Provide practice time for teachers to assess ELL written work, with constructive feedback sessions.	Build teacher confidence in evaluating ELL students' academic performance.	Calibration of grading practices to improve fairness and reliability.
March - April	(a) Conduct small-group or one-on-one training for new teachers on ELL assessment practices.	Support new faculty in adopting best practices for ELL instruction.	New teachers integrate ELL principles into classroom instruction.

	(b) Integrate research-based ELL principles to support language acquisition.	Ensure best practices are incorporated into teaching strategies.	More effective instructional approaches leading to improved ELL outcomes.
	(c) Address any lingering questions or concerns from teachers.	Provide ongoing support and coaching.	Increased teacher confidence and effectiveness.
May	(a) Monitor and document ELL progress in the KM system.	Finalize student data for year-end analysis and reflection.	School leaders can evaluate the effectiveness of ELL strategies.
	(b) Adjust interventions related to assessment strategies based on collected data.	Ensure continuous improvement in ELL instructional practices.	Informed decision-making for future professional development and policy adjustments.
	(c) Evaluate and modify school-site ELL assessment policies where applicable.	Align policies with best practices and observed outcomes.	Improved grading and assessment structures for ELL students.
	(d) collaborate with veteran teachers to integrate their experiences for accelerated adoption of ELL assessment practices.	Leverage teacher expertise to strengthen faculty collaboration and mentorship.	Stronger institutional knowledge-sharing and sustainability of practices.

This guide provides clear monthly reference points for administrators, ensuring that each action step aligns with the Year 1-Gantt chart while facilitating a structured, data-driven approach to professional development for ELL instruction.

Table 3

Year 2--Proposed Leadership Plan of Action Gantt Chart for Implementation of Innovative English Language Development (ELD) Faculty Professional Development on Scaffolding and Differentiation Practices



The Year 2-Gantt chart was designed to follow a traditional high school academic school year (August to May) with June being omitted due to priority considerations for final preparation, finals test administration, graduation preparation, end of the year activities, and cumulative grades

The Year 2 Leadership Plan of Action Gantt Chart (Table 3) and Leadership Plan Guide (Table 4) serves as a structured incremental plan to systematically implement faculty professional development in scaffolding and differentiation techniques for English Language Learner (ELL) instruction. Building upon the Year 1 focus on ELL assessment and evaluation, this plan prioritizes instructional strategies that enhance equitable learning opportunities for ELL students by providing structured academic support tailored to their language proficiency levels.

The purpose of this chart is to provide school leaders with a timeline-driven, action-oriented framework to guide faculty training, collaboration, and instructional improvement. By organizing professional development into distinct phases, the plan ensures progressive skill-building among educators, leading to improved ELL student engagement, content mastery, and language proficiency.

Table 4*Year 2—Proposed Leadership Plan Guide for ELL Scaffolding and Differentiation*

Timeline	Action Steps	Goals	Expected Outcomes
August – September	(a) Disseminate the Year 2 plan to school district administration for review. (b) Collaborate with faculty to identify current differentiation and scaffolding strategies used in classrooms. (c) Conduct a baseline survey of teacher knowledge and confidence in scaffolding and differentiation for ELLs.	Establish a clear understanding of faculty needs and current practices.	Leadership and faculty have a shared understanding of scaffolding and differentiation needs. Baseline data collected for measuring progress.
October	(a) Provide training on research-based scaffolding and differentiation techniques aligned with California ELD standards. (b) Introduce Knowledge Management (KM) system strategies to document and track scaffolding implementation.	Equip teachers with foundational knowledge and strategies to implement scaffolding effectively.	Teachers gain confidence in using scaffolding strategies and have access to resources in the KM system.
Nov. – Dec.	(a) Encourage collaboration between general education and ELD teachers to share best practices. (b) Document observations and implementation challenges in the KM system. (c) Monitor ELL student progress and assess the impact of scaffolding strategies.	Strengthen interdepartmental collaboration and create a repository of best practices.	Teachers regularly document scaffolding practices and adjustments in the KM system, leading to improved differentiation techniques.

January – February	(a) Provide training on differentiated instruction models and their application in diverse classrooms. (b) Conduct practice sessions for teachers to develop and evaluate differentiated lesson plans. (c) Use case studies to explore effective differentiation strategies.	Expand teacher capacity to differentiate instruction based on individual student needs.	Teachers implement differentiation techniques, and student engagement and academic performance improve.
March – April	(a) Schedule follow-up training for new teachers on scaffolding and differentiation. (b) Conduct peer observations and collaborative feedback sessions on differentiation strategies.	Reinforce best practices and provide targeted support to new and struggling teachers.	Increased teacher self-efficacy in scaffolding and differentiation, with ongoing support structures in place.
May	(a) Monitor and document the impact of scaffolding and differentiation on ELL progress in the KM system. (b) Adjust professional development plans based on faculty feedback. (c) Evaluate and refine school policies on differentiation for ELLs.	Assess the effectiveness of Year 2 implementation and plan for continuous improvement.	Data-driven decision-making informs future training initiatives, ensuring sustainable improvements in ELL instruction.

Both Year 2 Gantt chart and Leadership Guide begins in August and September with a review and dissemination of objectives to school leadership, followed by an assessment of faculty knowledge and current practices related to scaffolding and differentiation. This baseline data collection allows administrators to tailor training sessions to address specific instructional gaps.

In October, faculty training focuses on research-based scaffolding techniques and the integration of a Knowledge Management (KM) system to document instructional strategies. By November and December, the emphasis shifts to collaboration, encouraging ELD and general education teachers to share best practices while monitoring student progress.

The January and February phase introduces targeted training on differentiated instruction models, emphasizing hands-on practice through lesson planning and case studies. March and April reinforce best practices with peer observations and small-group training for new teachers, ensuring continuity and refinement of differentiation strategies. By May, school leaders assess the effectiveness of scaffolding and differentiation through faculty feedback, student progress data, and adjustments to instructional policies. The KM system serves as a living document for continuous reflection and improvement. Ultimately, this chart provides school administrators and instructional leaders with a roadmap for implementing sustainable, data-driven professional development that enhances teacher self-efficacy and optimizes ELL student success. By structuring the plan across the academic year, this approach ensures gradual, meaningful improvements in instructional practices, fostering a more inclusive and effective learning environment for ELL students.

Conclusion

The implementation of this two-year leadership plan provides all staff members an opportunity to enhance ELL instruction practices through targeted faculty training in assessment, evaluation, grading practices, scaffolding, and differentiation. By phasing professional development over two academic years, teachers are given the time and support necessary to build expertise, engage in collaborative learning, and implement best practices in a sustainable manner. This gradual and incremental approach increases teacher buy-in, as educators can see measurable progress in both their own instructional effectiveness and student outcomes.

For administrators, this plan offers a clear framework to track professional development efforts, monitor faculty engagement, and align teacher training with measurable student progress through the Knowledge Management System (KMS). The structured timeline ensures that professional learning is purposeful and ongoing, rather than a one-time initiative.

Furthermore, parents benefit from the transparency of this plan, as it demonstrates the school's commitment to supporting ELL students through equitable grading, differentiated instruction, and continuous assessment. By actively communicating progress and improvements, schools foster trust and collaboration with families, reinforcing their role as partners in their children's education.

Ultimately, this two-year plan bridges the gap between policy and practice, ensuring that ELL students receive the targeted support needed for academic success, while teachers and administrators engage in meaningful, measurable, and effective instructional growth.

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EFFECTIVE PRESENTATION OF KARAKALPAK TWO-COMPONENT PHRASAL VERBS IN ENGLISH-KARAKALPAK BILINGUAL LEXICOGRAPHY

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ABSTRACT

This paper discusses the effective presentation of two-component phrasal verbs in the context of English-Karakalpak bilingual lexicography. The study highlights the diverse and structurally rich nature of two-component verbal phraseological units in the Karakalpak language. These phrasal verbs can be classified into various models, including combinations of adjectives and verbs, numerals and verbs, reflexive pronouns and verbs, adverbial verbs and verbs, as well as onomatopoeic words combined with verbs. By examining examples from the Karakalpak language, this paper provides recommendations for accurate and idiomatic translations of these phrasal verbs in bilingual dictionaries. Furthermore, the research draws comparisons between English and Karakalpak phrasal verbs, offering a detailed analysis of their syntactic and semantic structures. The findings are intended to enhance the quality of bilingual lexicographic entries and contribute to the understanding of Karakalpak phrasal verb constructions.

KEYWORDS: Phrasal Verb; Adjective; Particle; Idiomaticity; Lexicography; Karakalpak; Bilingual Dictionary; Semantics.

INTRODUCTION

Phrasal verbs are a common and important feature in both English and Karakalpak languages. These constructions, often involving the combination of a verb with an additional element such as a preposition, adverb, or adjective, can present significant challenges for lexicographers, especially in bilingual dictionaries. In particular, the Karakalpak language contains a variety of two-component phrasal verbs, each with unique syntactic structures and idiomatic meanings. The goal of this paper is to explore the effective presentation of these units in English-Karakalpak bilingual lexicography. By classifying the different types of two-component phrasal verbs found in Karakalpak, this study aims to provide a comprehensive framework for their accurate representation in dictionaries. Through a detailed examination of examples and comparative analysis with English equivalents, this paper also addresses issues of translation, idiomaticity, and structural fidelity in bilingual lexicography.

The significance of this study lies in its potential to improve the quality of bilingual dictionary entries, making them more reflective of the actual usage and meanings of phrasal verbs in both languages. By focusing on the specificities of the Karakalpak language and the inherent challenges posed by phrasal verb translation, the paper offers a set of recommendations for lexicographers working with this language pair.

METHODS

In this paper, several linguistic methods are applied to analyze and present Karakalpak two-component phrasal verbs in an English-Karakalpak bilingual lexicography context. Here's an overview of the methods used:

Comparative Analysis: Karakalpak phrasal verbs to their English counterparts are compared, illustrating the similarities and differences between the two languages' structures. This method is used when discussing phrasal verbs of different types, such as *Adjective + Verb* or *Numeral + Verb*.

Lexicographic Method: The focus is on how these phrasal verbs should be structured in a bilingual dictionary, highlighting the correct translations, grammatical patterns, and definitions. For example, specific entries are proposed for each phrasal verb (e.g., *shoot off* translated as *oqtay ushiw*) and offering grammatical patterns.

Classification and Typology: The Karakalpak phrasal verbs are classified into different types based on their structure (e.g., *Adjective + Verb*, *Numeral + Verb*, *Reflexive Pronoun + Verb*). This method helps categorize and systematize the various phrasal verbs based on their syntactic components.

Semantic Analysis: The meaning of each phrasal verb is analyzed and how it functions semantically in both Karakalpak and English. For instance, it is explored how specific verbs interact with adverbs, adjectives, or other elements to form idiomatic expressions and how these meanings are conveyed across languages.

Contextualization: By providing examples of sentences, the usage of each phrasal verb is contextualized. This method ensures that the reader understands the practical application of each verb combination.

These methods provide a comprehensive understanding of the structure, meaning, and lexicographic presentation of Karakalpak two-component phrasal verbs in bilingual dictionaries.

RESULTS

Based on this paper, the following results can be identified:

Presentation of Dictionary Entries for Phrasal Verbs: The paper demonstrates how to effectively present the translation of Karakalpak phrasal verbs in an English-Karakalpak bilingual dictionary. This is done through detailed dictionary entries, including their meanings and grammatical patterns, with a focus on providing clear and accurate translations. For instance, the entry for *oqtay ushiw* (shoot off) is presented with its English equivalent, illustrating how to structure bilingual dictionary entries for phrasal verbs.

Comparison with Established Lexicographic Sources: The paper compares the Karakalpak phrasal verbs with their English equivalents from authoritative sources like the *Oxford Phrasal Verbs Dictionary* and *A Guide to Phrasal Verbs*. This comparison provides context and enriches the understanding of the translation process, ensuring that the dictionary entries are linguistically and culturally relevant.

Proposals for Lexicographic Entries: The paper proposes dictionary entries for specific Karakalpak phrasal verbs, such as *ózin basıw* (cool off), *tóbesine kóteriw* (speak well of), and *zır juwırıw* (dash off), demonstrating how to adapt phrasal verbs in a bilingual lexicographic context. This contribution is particularly important for enhancing the understanding of how such idiomatic expressions are used in Karakalpak and their English counterparts.

Integration of Idiomatic and Lexical Aspects: The research integrates idiomaticity and lexical choices within phrasal verb combinations. By examining the semantic relationships between components in two-component phrasal verbs, the paper contributes to the understanding of how these verbs function in both languages.

Contributions to Karakalpak Lexicography: The paper offers practical recommendations for presenting Karakalpak two-component phrasal verbs in bilingual lexicography, advancing the field of Karakalpak lexicography by introducing methods for documenting idiomatic expressions systematically.

Synthesis of Linguistic Data: The paper synthesizes linguistic data from various sources, including academic works, bilingual dictionaries, and field research, to present a comprehensive and systematic approach to the representation of Karakalpak phrasal verbs in an English-Karakalpak bilingual dictionary.

These results contribute to both theoretical and practical aspects of bilingual lexicography, providing a framework for the translation, documentation, and study of phrasal verbs in the Karakalpak language.

DISCUSSION

The Karakalpak language contains a large number of two-component verbal phraseological units, which exhibit significant structural diversity. These units can be grouped into various models according to their composition.

1. Phrasal verbs of the *Adjective + Verb* type

Adjectives can combine semantically with verbs to form phrasal verbs, although such combinations are less common compared to noun-verb combinations. Examples of such phrasal verbs in Karakalpak include: “*ábiger bolıw, botaday bozlaw, báledey kóriw, batıl bolıw, jaqsı kóriw, jaqsı kóriniw, jaman kóriw, jinli qılıw, jinindey kóriw, júkli bolıw, jeńil tartıw, jipsiz baylanıw, iyttey qılıw, oqtay bolıw, oqtay ushiw, qollı bolıw, suwday shashıw, suwıq alıw, suwıq ótiw, suwıq qaraw, siltidey tınıw, teris qaraw, tuyaqsız etiw, únsiz qalıw*” (Tangirbergenov 2021: 106).

This section outlines a recommended dictionary entry for the phrasal verb *oqtay ushiw*, which translates an English phrasal verb in an English-Karakalpak phrasal verbs dictionary:

shoot off *v adv*

1. qural menen atıw: [Y2 + off] *The fireworks were shot off at midnight.*

[G] *v + n/pron + adv ♦ v + adv + n.*

2. oqtay ushiw: [LV2 + off (usu. simple tenses)] *As soon as the bell rang, the students shot off to the exit.*

In the *Oxford Phrasal Verbs Dictionary*, the former meaning is given as a separate entry, with the grammatical pattern outlined as: “**shoot sth off** to remove sth by shooting <...> *v + n/pron + adv ♦ v + adv + n*” (*Oxford Phrasal Verbs Dictionary for Learners of English* 2001: 259).

2. Phrasal verbs of the *Nominal + Verb* type

In Karakalpak, phrasal verbs involving numerals combined with verbs are rare. Examples include: “*bir búyirlew, bir sóylew, tórt ayaqlaw, toqsan tolğanıw, eki sóylew*” (Tangirbergenov 2021: 107).

Presented here is a recommended entry for the phrasal verb *bir sóylew*, which serves as a translation of an English phrasal verb in an English-Karakalpak dictionary:

carry out *v adv*

1. alıp ketiw: [T1 + out] *The workers carried out the heavy furniture from the building.*

2. bir sóylew, sózinde turiw, wádesinde turiw: [T1 (often simple tenses)] *The soldiers carried out their mission and secured the area.* Synonyms: **perform, undertake, execute, fulfil.**

In *A Guide to Phrasal Verbs*, the aforementioned verbs are listed as synonyms of this phrasal verb: “**carry out** <...> [same as **perform, undertake, execute, fulfil**]” (*A Guide to Phrasal Verbs* 2000: 9). These verbs are often characterized by one-word paraphrases, a hallmark of idiomatic expressions, particularly in informal contexts.

3. Phrasal verbs of the Reflexive Pronoun + Verb type

This type of phrasal verb is extremely rare. Reflexive pronouns with possessive and case endings combine with verbs to form such units. Notable instances are, “*ózin basıw, ózine keliw, ózinen ketiw, ózinen kóriw, ózine qaratiw, ózine tartiw, ózin kórsetiw, ózin uslaw, ózin tutiw, ózin joytiw, ózin tıyiw*” (Tangirbergenov 2021: 107).

This entry proposes *ózin basıw* as the translation of the English phrasal verb for inclusion in an English-Karakalpak phrasal verbs dictionary:

cool off *v adv*

1. suwıtiw: [Y2 + off] *The breeze cooled us off after the long walk.* [LV2 + off] *They had to wait for the engine to cool off before continuing the drive.*

2. ózin basıw: [I0] *After the argument, he needed some time to cool off before speaking again.* [T1] *She tried to cool him off however he remained upset throughout the meeting.* Similar to **calm down, cool down.**

In the *Longman Phrasal Verbs Dictionary*, phrasal verbs at the end of the entry are given as similar phrases, such as: “**cool off** to become calm after being angry <...> *SIMILAR TO: **calm down, cool down**” (*Longman phrasal verbs dictionary* 2000: 104).

4. Phrasal verbs of the Adverbial Verb + Verb type

The number of idiomatic expressions formed by combining adverbial verbs with main verbs is considerable among two-component phrasal verbs. Typically, the first component consists of adverbial verbs with suffixes such as *-ıp / -ip -p; -a -e, -y*, as seen in the following examples: “*alıp topılıw, alıp ushiw, alıp qashıw, ańırayıp qalıw, alıy baslaw, buyıgıp ketiw, julıp jew, juwıp shayıw, janıp júriw, ilip alıw, ilip tartiw, kúyip-pisiw, kúyip ketiw, kóterilip basılıw, qızıp ketiw, qaqshıyıp qalıw, qızara bórtiw, qaytıp aylanbaw, qalgıp ketiw, qarap jatiw, qısılip otırıw, qısılip júriw, qaytarıp taslaw, ólip óshiw, óre baspaw, pisqırıp qaramaw, sespey qatıw, sasıp qalıw, tolıp tasiw, toyıp sekirew, tatıp almaw*” (Tangirbergenov 2021: 108).

The phrasal verb *tolıp tasiw* is suggested here as the recommended entry to translate its English equivalent in an English-Karakalpak dictionary:

grin from *v prep*

grin from ear to ear *not fml* *tolıp tasiw, eki eziwi qulağına jetiw: After winning the game, Tom was grinning from ear to ear all evening.*

According to the *Dictionary of American Idioms and Phrasal Verbs*, the combination *grin from ear to ear* is defined figuratively as “to smile a very wide, beaming smile” (Spears 2005: 272).

5. Phrasal verbs of the Adverb + Verb type

Karakalpak linguist E. Davenov asserts that: “It has been determined that in the Karakalpak language, adverbs combine with verbs significantly more frequently and productively than with nominal words. This suggests that adverbs are more semantically aligned with verbs than with nominal words” (Davenov 1986: 168). However, the number of phrasal verbs consisting of adverbs combined with verbs is relatively smaller compared to other types. When adverbs enter into a grammatical relationship with verbs, they generally maintain their form without undergoing significant changes. These are: “*joqarı shıǵıw, jaqın tutıw, jaqın kóriw, kem kóriw, qaralay óshiw*” (Tangirbergenov 2021: 109). Some adverbs, however, derive from nominal words, functioning as adverbs: “*aldına keliw, aldına keltiriw, aldınan ótiw, aldına túsiw, aldına shıqpaw, aldınan shıǵıw, aldına salıw, ortaǵa salıw, ortaǵa alıw, pásine qaytıw, tóbesine kóteriw, ústinen shıǵıw*” (Tangirbergenov 2021: 109).

Here is a recommended dictionary entry for *tóbesine kóteriw*, intended to be the translation of an English phrasal verb in an English-Karakalpak phrasal verbs dictionary:

speak of *v prep*

1. esletiw: [I0 + OF (often simple tenses)] *He spoke of the city's efforts to reduce pollution.*

2. **speak well of** *tóbesine kóteriw: [usu. simple tenses] Despite the challenges, many employees speak well of their manager for his supportive leadership style.*

According to *A Dictionary of Confusable Phrases*, *speak well of something* means “to express a good opinion of something” (Dolgoplov 2010: 303).

6. Phrasal verbs of the *Onomatopoeic Word + Verb* type

Among the verbal phraseological units in Karakalpak, the semantic combination of onomatopoeic words with verbs demonstrates a close relationship to the processes of actions or activities. In these structures, the onomatopoeic component interacts semantically with the verb without any morphological alterations: “*gúm bolıw, zip berıw, zır juwırıw, qıl etpew, mıńq etpew, hayt qoyıw, shurq etpew, shırt etıw, ıńq etpew*” (Tangirbergenov 2021: 109).

The following entry for the phrasal verb *zır juwırıw* is recommended for inclusion in an English-Karakalpak phrasal verbs dictionary as the translation of its English equivalent:

dash off *v adv*

1. *not fml* *zır juwırıw, zip berıw*: [I0 + *off* (*usu. simple tenses*)] *I have to dash off for a quick errand, but I'll be back shortly.*

!!2. *not fml* *asıǵıp jazıw*: [T1] *I must dash off this report before the meeting starts.*

The phrasal verb *dash off* is translated as “1) *otılmoq, tashlanmoq, yugurmoq*; 2) *shoshilmoq*” in the *English Uzbek Dictionary of Phrasal Verbs* (Abduraxmonova 2017: 94).

CONCLUSION

In conclusion, the effective presentation of Karakalpak two-component phrasal verbs in bilingual lexicography requires a nuanced understanding of both their syntactic structures and their idiomatic meanings. The study demonstrates that phrasal verbs in Karakalpak, whether composed of adjectives, numerals, reflexive pronouns, adverbs, or onomatopoeic words, possess distinct features that must be carefully considered during the lexicographic process. By categorizing these verbs into specific models and providing examples of their correct translation and usage, this paper contributes to the development of more precise and user-friendly bilingual dictionaries. The findings of this study are not only useful for improving the accuracy of dictionary entries but also serve to deepen our understanding of the rich and varied nature of Karakalpak verbal constructions. Future research could expand upon this work by exploring more complex phrasal verb structures and examining additional challenges in bilingual lexicography, particularly with regard to other Turkic languages.

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THE SCHOOL COUNSELOR'S CORNER: THE ROLE OF SOCIAL EMOTIONAL LEARNING IN SUPPORTING STUDENTS FACING TRAUMA

Joel Ontiveros, Ed.D.

ABSTRACT

Trauma-informed practices (TIP) and social-emotional learning (SEL) are essential frameworks for supporting students affected by trauma, ensuring that schools foster safe, nurturing, and equitable learning environments. Research indicates that approximately 25% of children in the U.S. experience at least one traumatic event by age 16, significantly impacting their emotional well-being and academic performance. This paper explores the intersection of TIP and SEL, emphasizing their role in helping educators recognize trauma responses, build trusting relationships, and cultivate resilience in students. SEL equips students with the skills to regulate emotions, develop empathy, and build strong relationships, while also empowering educators with strategies to create inclusive, supportive classrooms. Furthermore, SEL promotes systemic equity by fostering collaboration among educators, families, and communities. By integrating TIP and SEL, schools can become spaces of healing and growth, ensuring that all students—regardless of their experiences—have the opportunity to thrive academically, socially, and emotionally.

KEYWORDS: Trauma-Informed Practices (TIP), Social-Emotional Learning (SEL), Student Well-Being, Emotional Resilience, Educational Equity, Trauma and Learning

INTRODUCTION

Every school day, millions of students walk through the doors of schools across the country, carrying with them experiences that shape their behavior, emotions, and ability to learn. For many, those experiences include trauma events that leave lasting psychological and emotional impacts. Research reveals that approximately 25% of children in the U.S. will experience at least one traumatic event by the age of 16. (The National Child Traumatic Stress Network, 2018) These experiences can manifest in ways that interfere with a child's ability to engage, learn, and thrive in the classroom. As a middle school counselor, I have seen how adopting trauma informed practices combined with social emotional learning (SEL) can change the trajectory for students facing these challenges. SEL not only equips students with the tools to navigate their emotions but also empowers educators to create environments where all children feel safe, supported, and understood.

UNDERSTANDING TRAUMA IN THE CLASSROOM

Trauma affects children in different ways, but common signs include withdrawal, lack of motivation, or behaviors that might initially appear as indifference or defiance. For educators, these behaviors can be confusing or even frustrating. However, they are often protective responses a way for the student to cope with stressors they may not yet have the words or tools to express. Schools play a pivotal role in supporting children who have experienced trauma. Administrators, teachers, and staff can help by recognizing trauma responses, creating

accommodations within the classroom, and referring students to outside professionals when necessary. But addressing trauma is not just about reacting; it's about being proactive. This is where Trauma-Informed Practices (TIP) and SEL come into play. According to the National Education Association, TIP involves strategies that prioritize creating safe and nurturing environments for students. These strategies emphasize building trust, fostering strong relationships, and helping students develop a sense of self-efficacy. By adopting these practices, schools can reduce the impact of trauma on learning and behavior while supporting students in developing resilience.

WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

Social Emotional Learning is a foundational framework for both education and personal development. Defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which individuals learn to manage emotions, build relationships, set and achieve goals, and make responsible decisions.

For students, SEL provides the tools to:

- Build healthy personal identities.
- Develop empathy and understand others' perspectives.
- Navigate relationships based on trust and respect.
- Overcome challenges with resilience and confidence. (CASEL, 2022)

But SEL extends beyond students it creates a shared language and set of practices for educators, families, and communities. By fostering collaboration, SEL supports the development of equitable learning environments where students not only succeed academically but also grow emotionally and socially.

EMPOWERING EDUCATORS WITH SEL STRATEGIES

One of the most impactful aspects of SEL is its ability to equip educators with strategies to better understand and respond to students' needs. When teachers are trained in SEL, they can recognize early signs of trauma, such as withdrawal or a lack of motivation, and respond with compassion instead of misinterpreting these behaviors as insubordination or apathy. For example, instead of immediately referring a student showing signs of distress to a school counselor, a teacher can use SEL strategies to:

- Create a classroom culture of trust and respect.
- Offer students opportunities to express their emotions in a safe space.
- Foster connections and relationships that help students feel valued and supported.

This proactive approach empowers teachers to become key players in supporting students' emotional well-being while reinforcing the vital role of counselors and mental health professionals in providing specialized care when needed.

THE BIGGER PICTURE: SEL AND EQUITY

The benefits of SEL extend far beyond individual classrooms. When implemented effectively, SEL addresses systemic inequities by fostering inclusive and equitable learning environments. Schools that prioritize SEL cultivate partnerships with families and communities, creating a collaborative approach to student success. In these environments, students are not just taught to

navigate their own challenges they are empowered to contribute to the creation of safe, healthy, and just communities. By focusing on the holistic development of students, SEL provides a pathway for building resilience, fostering empathy, and promoting long-term well-being.

A CALL TO ACTION

The integration of trauma informed practices and SEL is not just a strategy it's a necessity. As educators, counselors, and community leaders, we have the opportunity to make a lasting impact on the lives of students by providing the tools and support they need to overcome adversity. Through SEL, we can create schools that are more than places of learning; they become places of healing, growth, and connection. Together, we can ensure that all students, regardless of their past experiences, have the chance to thrive academically, emotionally, and socially.

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ENHANCING LEXICAL COMPETENCE IN PHILOLOGY STUDENTS: THE ROLE OF AUTHENTIC TEXTS AND THE FRAYER MODEL

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ABSTRACT: This article explores the integration of authentic texts and the Frayer Model to enhance lexical competence in philology students. Authentic texts—materials created for native speakers—provide rich, contextualized language exposure, fostering cultural awareness and motivation. The Frayer Model, a structured graphic organizer, promotes deep vocabulary understanding through definitions, characteristics, examples, and non-examples. Combining these tools addresses the limitations of traditional rote memorization by offering contextual learning and cognitive engagement. A case study conducted in a first-year English philology course demonstrated a 30% increase in correct word usage and improved student confidence in inferring meanings. The study underscores the effectiveness of this integrated approach in preparing students for the linguistic and cultural demands of academic and professional communication.

KEYWORDS: lexical competence, philology students, authentic texts, Frayer model, pre-reading, while-reading, post-reading activities.

INTRODUCTION

Lexical competence—the ability to understand and use words effectively—is a cornerstone of foreign language acquisition, particularly for philology students, who require robust vocabulary skills to analyze literary texts, conduct linguistic research, and engage in scholarly communication. While research underscores vocabulary knowledge as a strong predictor of reading comprehension (Killingly et al., 2024) and grammatical development (Barreña et al., 2006), traditional methods like rote memorization often fail to promote deep understanding or practical application, leading to poor retention and limited communicative competence (Arslan, 2024; Xu, 2024). In response, educators are increasingly adopting innovative strategies (Borasheva, 2023) such as authentic texts (e.g., literary works, news articles, podcasts) and tools like the Frayer Model—a structured graphic organizer that systematically explores vocabulary through definitions, examples, and non-examples—to enhance lexical competence through real-world context and cognitive engagement (Wardarita & Surastina, 2024; Alimbetova, 2024). This article examines the combined use of these tools to address gaps in traditional instruction, aiming to provide a theoretical and practical framework for integrating them into philology curricula. Guided by modern pedagogical challenges, it explores three key questions:

- How do authentic texts contribute to lexical competence development?
- What is the role of the Frayer Model in improving vocabulary acquisition?
- And how can these tools be effectively combined in philology education?

By answering these questions, the study advances strategies to prepare students for the linguistic and cultural demands of academic and professional communication.

LITERATURE REVIEW

Lexical competence, defined by the breadth, depth, and fluency of vocabulary knowledge, is a cornerstone of effective communication and language proficiency. Breadth refers to the number of words a learner knows, enabling engagement with diverse texts and contexts, though studies suggest it is less predictive of comprehension than depth (Examining the Role of Breadth and Depth, 2023). Depth involves understanding word meanings, nuances, and usage, making it a stronger predictor of language proficiency and productive skills like narrative writing (Al-Ta'ai, 2024; Agrram et al., 2024). Fluency, the ability to use vocabulary quickly and accurately, is particularly challenging for learners in specialized contexts but can be improved through strategies like extensive reading and collaborative learning (Boiko, 2023; Gulilola, 2024). Lexical competence is essential for communicative proficiency, as it underpins reading comprehension, writing, and oral expression, enabling learners to convey ideas clearly and understand others effectively (Djoldasova & Alimbetova, 2023; Karimova, 2024). Instructional strategies such as contextualized vocabulary instruction, word mapping, and the use of literary texts have proven effective in enhancing lexical competence, fostering both theoretical understanding and practical language use (Zokirova, 2024; Swyrydjuk, 2023).

Authentic texts, defined as materials created for native speakers and reflecting real-world language use, are invaluable tools for vocabulary development. They encompass a wide range of formats, including literary works, professional documents, and media content, all of which provide real-life context and cultural richness (Kolesnikova, 2024; Vishnevskaya 2022). The use of authentic texts is supported by theoretical frameworks such as Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input for language acquisition, and Sociocultural Theory, which highlights the role of cultural context and social interaction in learning (Avsievich & Neborsky, 2024; Danebergenova, 2025). These texts offer numerous benefits, including contextual learning, which helps learners understand vocabulary in meaningful settings; cultural awareness, which fosters a deeper connection to the target language's sociocultural realities; and increased motivation, as learners engage with materials that are relevant and engaging (Djoldasova & Alimbetova, 2023; Zokirova, 2024). By integrating authentic texts into language instruction, educators can enhance both lexical competence and communicative proficiency, preparing learners for real-world language use.

The Frayer Model is a structured graphic organizer designed to enhance vocabulary acquisition by encouraging deep processing of words. It consists of four sections: definition, characteristics, examples, and non-examples, which help students explore vocabulary in a comprehensive and contextualized manner (Wardarita & Surastina, 2024; Kustati & Prisillia, 2018). Rooted in cognitive and constructivist approaches, the model aligns with theories that emphasize active learning and the integration of new knowledge with prior understanding (Halid, 2024; Hruby, 2025). By engaging students in defining terms, identifying key traits, and distinguishing examples from non-examples, the Frayer Model promotes active participation and deeper comprehension (Rangkuti, 2014). Studies show that this method not only improves vocabulary retention but also fosters enthusiasm and collaboration in the classroom (Sayekti, 2015). However, some educators note that the model may not suit all learning styles, suggesting the need for complementary strategies to address diverse student needs.

THE INTEGRATION OF AUTHENTIC TEXTS AND THE FRAYER MODEL

Authentic texts and the Frayer Model complement each other in enhancing vocabulary learning by addressing different aspects of lexical competence. Authentic texts provide rich, contextualized

input, exposing learners to vocabulary in real-world settings and fostering cultural awareness and critical thinking. By presenting words in meaningful contexts, these texts allow learners to infer meanings and usage, which enhances comprehension and retention (Alimbetova, 2024; Rashtchi & Porkar, 2019). However, the complexity of authentic texts may require careful selection and adaptation to suit learners' proficiency levels. On the other hand, the Frayer Model offers a structured approach to vocabulary acquisition, encouraging systematic and in-depth understanding through definitions, characteristics, examples, and non-examples. This model facilitates deeper cognitive engagement by visually representing word relationships and integrating synonyms and antonyms, which helps students grasp nuanced meanings and apply vocabulary in diverse contexts (Wardarita & Surastina, 2024; Aryanti, 2017). While the Frayer Model promotes active participation and retention, some educators note that it may not cater to all learning styles, suggesting the need for a balanced approach that combines these tools with other instructional strategies to maximize effectiveness.

Integrating authentic texts with the Frayer Model offers a powerful approach to vocabulary development in the classroom. The process begins with selecting appropriate authentic texts, such as literary excerpts, news articles, or linguistic research, that are relevant, comprehensible, and lexically rich (Gilmore, 2007; Nation, 2001). Next, key vocabulary is identified, either through teacher-guided selection or student-led annotation, focusing on words that are essential for comprehension and communication (Schmitt, 2008). The Frayer Model is then applied to explore these words systematically, with students completing graphic organizers that include definitions, characteristics, examples, and non-examples, fostering deeper understanding and retention (Frayer, Frederick, & Klausmeier, 1969). Activities are structured around pre-reading, while-reading, and post-reading tasks: pre-reading involves word association and concept mapping to activate prior knowledge; while-reading tasks include context clue identification and collaborative Frayer Model completion; and post-reading activities focus on word discussion, sentence creation, and creative writing to reinforce vocabulary in context (Nation, 2013). This structured yet flexible approach ensures that students engage with vocabulary in meaningful ways, enhancing both lexical competence and communicative proficiency.

The combined approach of integrating authentic texts with the Frayer Model offers significant benefits for vocabulary development and language learning. First, it enhances vocabulary retention and usage by promoting deep cognitive engagement through contextual learning and structured vocabulary exploration. Studies show that spaced repetition and self-regulation strategies, combined with real-life contexts, improve retention more effectively than traditional rote memorization (Aghdam et al., 2025; Fengyu, 2023). Second, this approach improves cultural and contextual understanding by exposing students to authentic materials that reflect real-world language use and cultural nuances. Integrative learning strategies, such as blending technology with traditional methods, help students connect new vocabulary with cultural and contextual knowledge, fostering a deeper understanding of the target language (Saidova, 2024; Albatti, 2023). Finally, the combined approach increases student engagement and motivation by offering varied and personalized learning experiences. The use of diverse instructional strategies, such as collaborative activities and blended learning, keeps students actively involved and motivated, as they can tailor their learning to their interests and needs (Aghdam et al., 2025; Albatti, 2023). While this approach requires careful planning to avoid cognitive overload, its balanced implementation ensures a comprehensive and engaging language learning experience.

METHODOLOGY

To demonstrate the practical application of authentic texts and the Frayer Model, a case study was conducted in a first-year English philology course at Nukus State Pedagogical Institute. The study involved 45 participants aged 18–20, divided into three groups based on their native languages: Uzbek, Karakalpak, and Russian. The Uzbek and Karakalpak groups each consisted of 13 students, while the Russian group had 19 students. These participants were typical of undergraduate students in their initial year of higher education.

The study was conducted over 2 sessions rather than a 12-week semester, focusing on vocabulary development to improve students' ability to understand and use new vocabulary, infer word meanings from context, and deepen lexical understanding through structured analysis.

Table 1

Case Study Overview

Parameter:	Details:
Age group:	18–20 years (undergraduate students)
Number of participants:	45 (13 Uzbek, 13 Karakalpak, 19 Russian)
Duration:	2 sessions
Key activities:	<ul style="list-style-type: none"> - Use of authentic texts (Sarah Orne Jewett's short story "A White Heron", article "The Evolution of Language: How Words Shape Our Reality"). - Frayer Model application (pre-, while-, post-reading phases).
Outcomes:	<ul style="list-style-type: none"> - 30% increase in correct word usage. - 35% improvement in vocabulary test scores. - 85% of students reported heightened confidence in inferring meanings.

Authentic texts were carefully selected for relevance, lexical richness, and engagement potential. The materials included Sarah Orne Jewett's short story "A White Heron", which explores themes of nature and morality, and the article "The Evolution of Language: How Words Shape Our Reality", which delves into the dynamic relationship between language and human perception. These texts exposed students to a variety of linguistic styles, from literary narrative to academic discourse, while introducing concepts such as semantic evolution and the power of language in shaping thought.

PHASES OF IMPLEMENTATION

Pre-Reading

Students predicted word meanings using the Frayer Model's quadrants (definition, characteristics, examples, non-examples).

Example: Before analyzing “A White Heron”, students dissected the word “heron” through brainstorming and semantic mapping, exploring its literal and symbolic meanings.

While-Reading

Contextual analysis: Students underlined target words, compared predicted vs. actual meanings, and engaged in peer discussions.

Example: During the reading of “The Evolution of Language”, students explored terms like “linguistic relativity” and “semantic shift” in diverse contexts, discussing how language influences thought.

FINDINGS

- Quantitative Gains: Vocabulary test scores rose by 35%, with 30% improved accuracy in contextual usage.
- Qualitative Feedback: 85% of students reported enhanced confidence in inferring meanings, alongside higher engagement during peer discussions.
- Challenges Addressed:
 - Text Complexity: Scaffolded via chunking texts and pre-teaching vocabulary.
 - Student Resistance: Mitigated through relatable materials and incremental difficulty scaling.

The study’s condensed format over two sessions, rather than a full semester, allowed for focused and intensive engagement with the materials. Despite the shorter duration, the results demonstrated significant improvements in vocabulary acquisition and confidence, highlighting the effectiveness of the Frayer Model and authentic texts in diverse linguistic and cultural contexts. The incorporation of "A White Heron" and "The Evolution of Language" offered students engaging and intellectually stimulating content that enhanced both their linguistic proficiency and critical thinking skills.

DISCUSSION

Integrating authentic texts with the Frayer Model offers an alternative to traditional vocabulary instruction by immersing students in real-world language contexts. Authentic texts expose learners to diverse vocabulary and genuine language use, enhancing vocabulary acquisition and reading fluency (Yanisiv & Ishchuk, 2023). The Frayer Model complements this by promoting systematic exploration of word meanings through definitions, examples, and non-examples, leading to improved retention and practical usage (Kustati & Prisillia, 2018).

This combined approach aligns with contemporary educational standards that emphasize communicative competence, critical thinking, and personalized learning (Sakti et al., 2024). By blending linguistic, cultural, and literary methods, it fosters not only lexical competence but also cultural awareness and interdisciplinary understanding, preparing students to navigate complex, real-life language situations effectively (Li, 2024).

Beyond philology, the integration of authentic texts and the Frayer Model holds significant potential in fields like linguistics and translation studies. In linguistics, authentic texts serve as primary data for analyzing language structures, sociolinguistic patterns, and semantic evolution (Li, 2024). For translation studies, authentic texts train translators to navigate cultural nuances and idiomatic expressions, while the Frayer Model aids in mastering domain-specific terminology (Yanisiv & Ishchuk, 2023; Stebick & Nichols, 2014).

Moreover, the use of authentic materials and structured vocabulary strategies extends beyond formal education, supporting professionals in journalism, diplomacy, or marketing to track evolving language trends. Digital platforms further amplify access to resources like podcasts or reports, empowering lifelong learners to autonomously master specialized vocabulary and adapt to multilingual environments (Pošeiko, 2020).

While challenges such as resource allocation and teacher training persist, the adaptability of this combined approach to diverse student needs and digital literacy demands underscores its transformative potential in language education (Brooks et al., 2024; Sakti et al., 2024).

CONCLUSION

In conclusion, integrating authentic texts with the Frayer Model offers a multifaceted approach to enhancing lexical competence among philology students. Authentic texts immerse learners in real-world language use, providing contextual richness and cultural insights that traditional materials often lack. This exposure not only broadens vocabulary but also deepens understanding of word usage in various contexts. The Frayer Model complements this by offering a structured method for analyzing and internalizing new vocabulary, encouraging active engagement through definitions, characteristics, examples, and non-examples. This combination fosters deeper cognitive processing, leading to improved retention and application of vocabulary.

Future research should explore the long-term effects of this integrated approach on vocabulary acquisition and retention through longitudinal studies. Comparative analyses between this method and other vocabulary instruction strategies could provide further insights into its efficacy. Additionally, investigating the integration of digital tools and platforms with authentic texts and the Frayer Model may reveal new avenues for enhancing lexical competence. Collaboration among educators, researchers, and curriculum designers is essential to refine and implement these strategies effectively, ensuring that philology students are well-equipped with the lexical skills necessary for academic and professional success.

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FOSTERING CRITICAL THINKING AND LITERACY THROUGH STEM-THEMED READ-ALOUDS AND CONTENT CONVERSATIONS

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ABSTRACT

This article discusses the importance of STEM-related picture book read-alouds in enhancing students' reading competence and critical thinking skills. Drawing on the NEGA project, co-led by specialists from the U.S. Department of State and Uzbekistan, the study highlights how innovative read-aloud strategies, specifically using *If I Built a Car*, *If I built a House* and *If I Built a School* by Chris Van Dusen, can connect storytelling with STEM literacy. By integrating the 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate—educators can create dynamic lessons that foster creativity, collaboration, and problem-solving, preparing learners for interdisciplinary challenges.

The article emphasizes the practical application of read-alouds through activities such as relationship builders, classroom energizers, and content-focused conversations, designed to actively engage learners. This approach transforms passive reading into an interactive, student-centered learning process, encouraging learners to explore complex STEM concepts like design and engineering in imaginative ways. Teachers in Uzbekistan who applied these strategies reported improved comprehension, engagement, and confidence among students, highlighting the transformative potential of combining language and STEM education. The article concludes with actionable recommendations for educators to adopt these strategies, demonstrating how they cultivate lifelong learning skills, critical thinking, and deeper engagement with both texts and STEM disciplines.

KEYWORDS: Reading Competence, STEM literacy, 5E approach, Picture Book Read-Aloud, Critical Thinking, Creativity, Content Conversations, Adolescent Learners, Experiential Learning, Interdisciplinary Teaching.

INTRODUCTION

In the 21st century, literacy extends beyond traditional reading and writing skills, encompassing critical thinking and the ability to apply knowledge in real-world interdisciplinary contexts. STEM (Science, Technology, Engineering, and Mathematics) education has gained significant prominence as a means to prepare learners for the challenges of a technologically advanced and knowledge-driven society (Honey et al., 2014). However, one of the most persistent challenges in STEM education is enhancing students' reading competence, particularly in understanding complex technical texts and fostering critical thinking. Effective read-aloud strategies can play a pivotal role in addressing this issue by making STEM concepts more accessible and engaging (Strickland & Morrow, 2010).

Read-aloud sessions in STEM education are not merely about decoding words but about fostering rich content conversations that stimulate curiosity and critical thinking. Research suggests that when teachers incorporate interactive discussions during read-alouds, students develop a deeper understanding of scientific concepts and enhance their comprehension skills (Tippett & Milford, 2017). Picture books like *If I Built a Car*, *If I built a House* and *If I Built a School* by Chris Van Dusen have proven to be effective resources for linking storytelling to STEM literacy. By integrating storytelling with content discussions, students are encouraged to explore complex ideas in a creative and collaborative environment.

To further enhance the effectiveness of read-alouds in STEM education, the 5E instructional model—Engage, Explore, Explain, Elaborate, and Evaluate—has been widely recognized as a transformative framework (Bybee et al., 2006). This inquiry-based approach not only promotes student engagement but also helps in building connections between prior knowledge and new concepts. The NEGA project in Uzbekistan, co-led by specialists from the U.S. Department of State, has demonstrated the potential of this model in enhancing students' reading competence and critical thinking skills through

innovative read-aloud strategies. This article aims to examine the application of the 5E model in read-aloud sessions, highlighting how it fosters creativity, collaboration, and problem-solving in the STEM domain.

LITERATURE REVIEW

STEM education has evolved as a critical component of modern educational systems, emphasizing the need for interdisciplinary teaching and learning (Bybee, 2013). Reading competence plays a fundamental role in STEM education as it enables students to understand and analyze complex information, interpret data, and engage in scientific discussions (Shanahan & Shanahan, 2008). Despite its importance, many students struggle with reading comprehension in STEM subjects due to the technical nature of the texts and the lack of engaging instructional strategies (Fang & Wei, 2010).

Read-alouds have been identified as an effective strategy for enhancing students' reading competence and engagement (Fountas & Pinnell, 2006). When combined with content conversations, read-alouds help students make connections between the text and their prior knowledge, fostering critical thinking and comprehension (Dickinson & Smith, 1994). The integration of the 5E instructional model further amplifies the impact of read-alouds by providing a structured framework that guides both teachers and students through the learning process (Bybee et al., 2006).

The 5E model encourages active learning and inquiry-based exploration, which are essential for developing STEM literacy (Capraro & Slough, 2013). Each phase of the model plays a specific role in enhancing students' understanding and engagement. The Engage phase captures students' attention and stimulates curiosity, while the Explore phase allows them to investigate concepts through hands-on activities. In the Explain phase, students articulate their understanding, and the Elaborate phase helps them apply their knowledge in new contexts. Finally, the Evaluate phase provides opportunities for reflection and assessment (Bybee et al., 2006).

IMPLEMENTING READ-ALOUDS IN THE 5E FRAMEWORK

The implementation of read-alouds within the 5E instructional framework has shown promising results in enhancing students' reading competence and STEM literacy. During the Engage phase, teachers can capture students' interest by asking thought-provoking questions related to the picture book content. For instance, while reading *If I Built a Car*, students might be asked, "What would you include in your dream car, and why?" Such questions stimulate curiosity and set the stage for meaningful exploration.

In the Explore phase, students are encouraged to think freely and test their hypotheses within the limits of the activity. Teachers can facilitate hands-on activities where students design and sketch their dream cars, experimenting with different features and materials. This phase allows students to connect the concepts from the read-aloud to real-world applications, fostering creativity and problem-solving skills (Capraro & Slough, 2013). According to the teacher actions from the NEGA project, providing opportunities for students to test their ideas and discuss them with peers significantly enhances engagement.

The Explain phase is crucial for helping students articulate their understanding of the concepts discussed during the read-aloud. Teachers can guide students in summarizing the main ideas of the story and relating them to STEM principles. For example, students might explain how the design of their dream car incorporates principles of aerodynamics and fuel efficiency. This phase emphasizes critical thinking and effective communication, as students must justify their design choices based on scientific principles (Bybee et al., 2006).

In the Elaborate phase, students apply their knowledge in new but similar situations. Teachers could challenge students to design a sustainable school building after reading *If I Built a School*. This activity encourages students to use their previous knowledge and creative thinking skills to solve complex problems. According to the NEGA project findings, activities that require students to apply their learning in new contexts help deepen their understanding and foster a sense of ownership over their learning.

Finally, the Evaluate phase provides an opportunity for students to reflect on their learning and assess their progress. Teachers can use open-ended questions and self-assessment tools to help students evaluate their designs and identify areas for improvement. Encouraging students to ask related questions and propose future investigations promotes lifelong learning and critical thinking (Bybee et al., 2006). The student actions outlined in the NEGA project emphasize the importance of self-evaluation and evidence-based conclusions in fostering deeper engagement with STEM concepts.

DISCUSSION

The integration of read-aloud books using the 5E instructional approach has demonstrated significant improvements in student engagement, comprehension, and problem-solving skills. In the Engage phase, the use of captivating narratives encouraged students to ask questions and connect prior knowledge with the content of the story. Teachers skillfully used visual prompts and storytelling techniques to spark curiosity and interest. The Explore phase allowed students to participate in hands-on activities and discussions, where they collaboratively investigated themes and STEM concepts presented in the books. Teachers guided learners by prompting them to observe, analyze, and test ideas. During the Explain phase, students articulated their understanding through group presentations, explaining connections between the story and scientific or real-world contexts. The Elaborate phase saw learners applying their acquired knowledge creatively through project-based tasks, where they developed models or proposed solutions inspired by the stories. Teachers facilitated brainstorming sessions to help students refine their ideas. Finally, in the Evaluate phase, students showcased their work, reflected on their learning process, and received constructive feedback, enabling them to recognize areas for improvement and celebrate their achievements.

TABLE 1

5E Instructional Phases

Phase	Teacher Actions	Student Actions
Engage	<ul style="list-style-type: none"> • Pose thought-provoking questions to spark student interest. • Show intriguing visuals or demonstrations related to the topic. • Connect the lesson to students' prior experiences or real-world scenarios. • Encourage predictions and brainstorming to gauge initial understanding. 	<ul style="list-style-type: none"> • Ask questions and share prior knowledge about the topic. • Show curiosity and interest in the lesson's theme. • Participate actively in brainstorming sessions. • Make predictions based on initial information or visuals presented.
Explore	<ul style="list-style-type: none"> • Provide hands-on activities without immediate explanations. • Facilitate group work to promote collaborative learning. • Observe and listen to students as they engage in exploration. • Ask guiding questions to maintain focus and curiosity. 	<ul style="list-style-type: none"> • Participate in hands-on investigations and group activities. • Record observations and data from experiments or tasks. • Discuss findings and ideas with peers. • Test hypotheses and make connections to previous knowledge.
Explain	<ul style="list-style-type: none"> • Encourage students to share findings and articulate their understanding. • Provide clear explanations and formal definitions after student input. • Use multimedia resources and visual aids to clarify concepts. • Ask for evidence and reasoning to reinforce learning. 	<ul style="list-style-type: none"> • Present findings and articulate understanding in their own words. • Listen to peer explanations and ask clarifying questions. • Connect learning to formal concepts and terminology introduced by the teacher. • Provide evidence and reasoning to support ideas.
Elaborate	<ul style="list-style-type: none"> • Encourage students to apply their knowledge to new, real-world scenarios. • Pose advanced questions to deepen understanding and critical thinking. • Support students in designing and conducting their projects. 	<ul style="list-style-type: none"> • Apply newly acquired knowledge to solve complex, real-world problems. • Ask deeper questions to extend understanding of concepts.

	<ul style="list-style-type: none"> • Use examples to extend student knowledge and connections. 	<ul style="list-style-type: none"> • Design and conduct further investigations or creative projects. • Collaborate with peers to build on shared ideas and solutions.
Evaluate	<ul style="list-style-type: none"> • Assess student learning through presentations, reflections, or projects. • Provide constructive feedback on student work and thought processes. • Encourage peer assessments to build critical evaluation skills. • Use both formative and summative assessment strategies. 	<ul style="list-style-type: none"> • Reflect on learning experiences and outcomes. • Present projects or findings to the class with justifications. • Self-assess understanding using rubrics or guided questions. • Provide and receive constructive feedback from peers and teachers.

The structured student and teacher actions throughout the 5E model created a dynamic and collaborative learning environment. Students actively engaged in discussions and activities, building critical thinking and teamwork skills. The Engage phase encouraged initial curiosity, while the Explore phase allowed learners to deepen their understanding through practical experiences. In the Explain phase, students developed communication skills by sharing insights and reasoning behind their conclusions. The Elaborate phase challenged them to think creatively and apply knowledge to complex problems, fostering innovation and adaptability. The Evaluate phase reinforced self-assessment and accountability, essential skills for lifelong learning. Teachers played a pivotal role in scaffolding learning experiences and guiding students through each phase. The overall implementation of the 5E approach in read-aloud book sessions enriched students' literacy and STEM competencies, demonstrating its potential as an effective educational strategy for holistic learning.

RECOMMENDATIONS

The integration of read-alouds and the 5E instructional model in STEM education has proven to be an effective strategy for enhancing students' reading competence and critical thinking skills. By fostering a student-centered learning environment, this approach encourages active engagement, creativity, and problem-solving. The findings from the NEGA project highlight the transformative potential of combining language and STEM education.

To maximize the impact of this approach, educators are encouraged to select high-quality picture books that align with STEM concepts and provide opportunities for interactive content conversations. Professional development programs should also be offered to help teachers effectively implement the 5E model and read-aloud strategies. By adopting these recommendations, educators can cultivate lifelong learning skills, critical thinking, and deeper engagement with both texts and STEM disciplines.

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THE ECONOMY OF LANGUAGE: AN ISSUE IN THE CLASSROOM AND BEYOND

By Michael Collins

Classroom Explorations is a forum within *Language Bridge Academic Journal* for ESL/EFL educators and learners to share personal perspectives, experiences, challenges, and successes. Author Michael Collins is a U.S. Department of State English Language Fellow currently serving in Baku, Azerbaijan and has more than a decade of instructional experience with ESL/EFL learners in the U.S. and abroad. He is passionate about sharing his experiences, to empower other teachers with trending methodology and broaden their horizons with perspectives coming from outside the classroom but applicable inside it.

How much is a word worth? One thousand of them are worth the same as one picture, according to an adage. But can we speak of words as having a monetary value? Certainly, we can, but there are so many factors to consider: the inventiveness of the phrasing, its relevance to the situation at hand, the status of its speaker, etc. In this article, the author wishes to examine the economic concept of "diminishing marginal returns" and its pertinence to the linguistic concept of "the economy of language." The article is partly the fruit of years of experience as a student and teacher of English, partly a gedankenexperiment. Diminishing marginal returns have been an axiom of economics since its formalization as an academic discipline nearly three centuries ago; the economy of language is particularly associated in the U.S. with William Strunk, Jr., who championed it, page after page, in 1918's *The Elements of Style*. By the very nature of the subject matter, it would make for a disagreeable paradox if this article were lengthy!

Fundamentally, the law of diminishing marginal returns states that the more a person engages in a certain activity the less he will get out of doing it for an additional unit of time. It can be immediately applied to language learning, in that a person should make fewer language gains in each individual lesson at an advanced level than at a basic level, *ceteris paribus*. Thousands upon thousands of English as a Foreign Language (EFL) teachers have, in essence, discovered the law independently in determining that they should break their lessons into discrete sections (e.g., focusing on listening for part of the time and reading for another) because students lose interest if there is only a single approach or activity.

The law was initially elaborated in the analysis of returns to agriculture, in an epoch when the "primary sector" of the economy was indeed its primary one. Adding one more worker to a tract of land would generally augment its productivity less and less. Expanding farmland would necessarily entail, barring the discovery of new territories, cultivating fields with lower fertility, leading again to a diminution of returns. The eventual "stationary state" humanity would come up against according to the economists who wrote on this topic led to the unflattering nickname "the dismal science." Industrialization, entrepreneurship, and globalization have kept the economy growing, but there indeed does not appear to be any way to overcome diminishing marginal returns altogether.

Imagine your EFL classroom as one of the estates of old and then use your ingenuity as a teacher to imagine how you could become not only a more efficient "farmer" but also an expert in other areas, prepared to help your students in any number of ways. A teacher who does not treat his students

as individuals should just be getting another body to fit into the room, adding less than the previous one, when a new student is added to the roster. However, a teacher who infuses personality into his classes, playing off the students in the room in doing so, will see the newcomer as a boon instead of a burden. Lands believed to have lower fertility may prove the naysayers wrong if novel techniques are employed on them, be they the planting of new kinds of crops or the use of experimental fertilizers. Any seasoned instructor has had to take on a student with a history of underachievement largely given up on by others and helping such a student find his footing and come into his own is among the most gratifying experiences an educator could have.

Confrontation with the law of diminishing marginal returns might drive an individual to stop engaging in an activity at all. Whole hobbies and habits have been cast aside with the realization of this principle, by billions over the course of human history. The person listening to his favorite song for the umpteenth time stands an increasing chance of noticing that that song is no longer his favorite. Ceasing to speak is an extreme measure, though. A person who finds his words are not registering with his interlocutors as they once did might seek out new conversation partners. The person would be especially wise to look for other associates if (as economists have explained could occur) the diminished returns have turned into negative ones, with succeeding comments doing harm rather than reduced good. He might also try to discuss wholly untapped topics with the same old partners, but this can only do so much to refresh the relationship. Very few are liable to find themselves so frustrated at the banality of what they are saying and hearing that they retreat from all speech acts. So, what is the way forward?

It can, fittingly, be condensed into a single phrase: "the economy of language." The aforementioned law of economics explains why, in general, being a person of few words is better than being a long-winded one. "The more one says, the less important each additional word seems to be to the listener" holds universally; "the more one says, the less likely people are to be willing to listen to you even momentarily" holds with tougher crowds or with speakers who have already done substantial damage to their reputations with their actions (customarily held to speak louder than their words). Here, an economic law overlaps with a socio-linguistic one.

In *The Elements of Style* by William Strunk, Jr., an enduring guide for writers of American English, the economy of language functions as a unifying thread for his various prescriptions and proscriptions. According to its dicta, using ten words when five would suffice conveys the message that the encoder does not understand the full weight of the words constituting his statement. With greater literacy and discipline, Strunk points out in his work with a directness which would be frowned upon nowadays, the Anglophone would say less yet mean the same or more. Strunk would likely have branded it a cardinal sin had I written, in my earlier sentence, "making use of" in place of "using."

Strunk's work is like other style guides in concerning itself more with written expression than verbal. Standards for grammar and usage are, by convention, higher for writing than speaking, after all; the greater time one must collect — and potentially correct — his thoughts in composition makes this disparity justifiable. Nevertheless, the economy of language he held to be an article of faith applies equally well to speaking. In the case of explicitly requested summaries, there would appear to be even more inflexibility on the need for economy in speaking than writing. Evidently, there is, likewise, a more stringent adherence to the economy of language in spoken humor than written; long before Strunk or even the classical economists, Shakespeare wrote for utterance on the stage: "Brevity is the soul of wit."

The applications of the economy of language to EFL instruction are manifold. Firstly, the clock is ticking. A teacher who on a regular basis does not get across complete lessons in the time allotted by the schedule-makers is certainly guilty of not economizing properly. Many trainers of language

instructors point to "teacher talking time" as what separates the best from the rest. The teachers themselves are already supposed to have superior command of the target language, so it is the students who should be speaking for most of the class time, for practice; if the teacher cannot concisely convey the grammar point or theme, the students may be speaking aimlessly or, worse yet, not even speaking. A teacher should try to involve all students in the class, as close to evenly as possible; announcing that certain students have already spoken more than enough while others have not yet reached their quota should make this economy concrete and hopefully inspire broader participation. Time limits in student presentations and word counts in student writing are methods of enforcing the economy of language while preparing young people for the world of work.

Returns tend to diminish over time, but innovation and positivity can shield the managers of the economy and the managers of classrooms from the worst effects of any such diminishment. Applying certain fundamentals of economics to language is a reliable method to train people in speaking and writing more thoughtfully, therewith more valuably.

COGNITIVE-PRAGMATIC EXAMINATION OF INTERTEXTUALITY IN THE LEGAL INTERPRETATIONS

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ABSTRACT

Intertextuality is essential in legal interpretation, since texts get meaning not independently but by their connections with other legal and extralegal discourses. This work investigates intertextuality through a cognitive-pragmatic lens, analyzing how legal interpreters—judges, attorneys, and legislators—derive meaning by referring previous legal texts, precedents, and wider socio-cultural narratives. This research uses cognitive linguistics and pragmatic theories to examine significant court rulings, revealing both implicit and explicit intertextual connections that influence judicial reasoning. The research utilizes discourse analysis and conceptual blending theory to identify patterns of intertextual referencing that affect legislative interpretation, legal debate, and doctrinal development. The findings indicate that intertextuality functions not just as a textual characteristic but also as a cognitive approach employed to maintain coherence, legitimacy, and flexibility in legal reasoning. Moreover, the study emphasizes how pragmatic elements, including context, purpose, and audience expectations, influence the retrieval and utilization of intertextual allusions. These findings enhance the comprehension of legal interpretation as a dynamic, cognitively integrated process, illustrating that intertextuality functions as both a limitation and a facilitator in the development of legal meaning. The research emphasizes the importance of an interdisciplinary approach to legal hermeneutics, incorporating cognitive and pragmatic approaches for a more refined understanding of legal texts.

KEYWORDS: Cognitive pragmatics, legal interpretation, intertextuality, judicial discourse, statutory interpretation, implicatures, meta-pragmatic markers, multilingual legal systems, legal semiotics, conceptual categorization

INTRODUCTION

The understanding of legal writings is a complicated cognitive and pragmatic process that significantly depends on intertextuality—the way texts reference, impact, and develop upon one another. In legal situations, intertextuality serves as a fundamental mechanism for the construction, contestation, and application of meaning, rather than being only a linguistic phenomenon. This essay analyzes the cognitive-pragmatic aspects of intertextuality in legal interpretation, emphasizing how legal practitioners manage and synthesize several textual sources to achieve coherent and contextually relevant interpretations.

Legal interpretation is intrinsically intertextual, frequently necessitating the citation of legislation, precedents, legal concepts, and other authoritative texts (Solan, 2017; Solan & Gales, 2016). The cognitive mechanisms underpinning this intertextual behavior are yet inadequately examined. Recent work has emphasized the significance of pragmatic tactics, including relevance theory (Azuelos-Atias, 2009, 2016) and prototype theory (Zeifert, 2020a, 2020b), in interpreting the implicit meanings and contextual signals present in legal texts. These methodologies underscore that legal interpretation is not a fixed, rule-governed endeavor but a fluid, context-dependent process influenced by the interpreter's cognitive frameworks and pragmatic objectives (Cheng & Cheng, 2012; Livnat, 2017).

The pursuit of "pragmatic equality" in legal interpretation is especially prominent in multilingual and multicultural contexts, where interpreters and legal practitioners must manage linguistic and cultural disparities to guarantee equitable and precise communication (Angermeyer, 2021, 2023; Du, 2024). The digital age exacerbates this challenge, since the abundance of legal texts and the utilization of corpora as interpretative instruments have added additional dimensions of complexity (Bestué, 2016; Tobor & Zeifert,

2020). The cognitive dissonance encountered by judges and legal practitioners in reconciling opposing textual authority highlights the necessity for a more profound comprehension of the cognitive-pragmatic mechanisms involved (Pietrzyk, 2025).

This article expands upon current interdisciplinary research that integrates cognitive linguistics, pragmatics, and legal theory to examine the role of intertextuality as a cognitive-pragmatic instrument in legal interpretation. By integrating findings from research on legal discourse (Mazzi, 2010; McKeown, 2022), translation studies (Piecychna, 2013; Zeifert & Tobor, 2021), and cognitive pragmatics (Żuromski et al., 2022; Kiose et al., 2024), we seek to establish a thorough framework for comprehending the interaction between cognition, pragmatics, and intertextuality within legal contexts. This approach enhances theoretical understanding and has practical ramifications for legal practice, especially in promoting fair access to justice across many linguistic and cultural contexts.

METHODS

This study utilizes a methodology that integrates cognitive-pragmatic analysis with intertextual discourse assessment to investigate the processes of legal interpretation. The research utilizes a qualitative and corpus-based approach, examining legal texts, court decisions, and legislative documents to reveal intertextual relationships and pragmatic strategies in legal discourse.

A compilation of legal papers was gathered, including statutes, court rulings, and legal analyses from many legal systems. The corpus comprised:

Common Law: Judgments from the United States Supreme Court (e.g., *Marbury v. Madison*), UK House of Lords decisions, and the United States Code.

Civil Law: French Civil Code, German Bürgerliches Gesetzbuch (BGB), and decisions from the European Court of Justice.

International Law: United Nations treaties (e.g., the Universal Declaration of Human Rights), decisions from the International Court of Justice.

The texts underwent discourse analysis approaches (Angermeyer, 2021; Azuelos-Atias, 2016) to examine explicit and implicit intertextual references. The study employed conceptual blending theory (Fauconnier & Turner, referenced in Wojtczak & Zeifert, 2024) to examine how legal interpreters integrate many textual sources to extract meaning.

A pragmatic analysis was conducted to examine the application of intertextuality by legal professionals in their reasoning processes. The research employed relevance theory (Azuelos-Atias, 2009) and pragmatic inference frameworks (Weizman & Dascal, 1991) to examine contextual implicatures, judicial reasoning techniques, and the impact of cognitive heuristics on statutory interpretation.

The research utilized sociolinguistic approaches (Cheng & Cheng, 2012; Dundon, 2024b) to analyze the influence of language ideology and speaker categorization on the formation of legal meaning. The study of public service interpreting in court (Angermeyer, 2023; Karrebaek, 2023) sought to assess the impact of translation and interpretation on legal intertextuality, particularly in multilingual settings.

A comparative method was utilized to evaluate differences among legal systems. This entailed a methodical analysis of legal documents and court interpretations within common law, civil law, and international law frameworks, emphasizing the utilization of intertextual allusions. The investigation of the structure and reinterpretation of legal ideas through intertextual references was informed by prototype theory (Zeifert, 2020a, 2020b) and cognitive categorization models (Rosch, 2024).

This method ensures a comprehensive analysis of the cognitive and pragmatic aspects of intertextuality in legal interpretation, enabling replication and further interdisciplinary research in legal linguistics and jurisprudence.

RESULTS

The findings of this study clarify some essential aspects of cognitive-pragmatic intertextuality in legal interpretation:

TABLE 1

Comparative table: Intertextual practices across legal systems

Legal System	Common Intertextual References	Prototype Usage	Pragmatic Translation Issues
Common Law	Precedents, statutes, constitutional provisions	Case law prototypes for new rulings	Equivalence in historical legal terms
Civil Law	Legal codes, doctrinal writings, EU directives	Codified definitions as prototypes	Variations in legal terminology across languages
International Law	Treaties, customary law, UN resolutions	General principles as prototypes	Interpretation of culturally specific legal concepts

COMMON LAW

Common Intertextual References: Common law systems, which originated in England and are used in countries like the United States and the UK, rely heavily on:

Precedents: Previous judicial rulings are a fundamental source of law. Judges are obligated to adhere to precedents established by superior courts in like instances (the theory of stare decisis).

Statutes: Legislation enacted by legislative bodies

Constitutional Provisions: Essential statutes outlined in a nation's constitution.

Prototype Usage

Case law prototypes for new rulings: Judges frequently utilize precedent as models to inform their rulings in novel instances. They ascertain the essential facts and legal doctrines of prior instances and apply them to the present circumstances.

Pragmatic Translation Issues

Equivalence in historical legal terms: Translating historical legal terminology is problematic due to the evolution of meanings and consequences over time, and the potential absence of analogous phrases in other languages.

CIVIL LAW

Common Intertextual References: Civil law systems, which are prevalent in continental Europe, emphasize:

Legal codes: Extensive collections of legislation addressing a broad spectrum of legal matters.

Doctrinal writings: Academic interpretations and analyses of the law by legal scholars.

EU directives: In European nations, directives from the European Union are an integral component of the legal structure.

Prototype Usage

Codified definitions as prototypes: Civil law systems frequently depend on the exact definitions established in legal codes as models for legal conceptions. Legal interpretation emphasizes the application of these established concepts.

Pragmatic Translation Issues

Variations in legal terminology across languages: The vocabulary of civil law can differ markedly among languages, even when addressing analogous ideas. This can complicate precise translation, as the subtleties of legal terminology may be overlooked or misconstrued.

INTERNATIONAL LAW

Common Intertextual References: International law, which governs relations between states, draws on:

Treaties: International treaties.

Customary law: Actions undertaken by governments due to a perceived legal responsibility.

UN resolutions: Statements or decisions made by United Nations bodies.

Prototype Usage

General principles as prototypes: International law sometimes depends on broad principles of law acknowledged by civilized states as exemplars. These principles offer direction in the absence of explicit treaties or customary regulations.

Pragmatic Translation Issues

Interpretation of culturally specific legal concepts: International law addresses many legal systems and civilizations. Translating and comprehending legal ideas entrenched in a certain culture can be challenging, as their meanings may not immediately or correctly convey to different cultural contexts.

In general, Table 1 illustrates that although all legal systems employ intertextuality to construct and interpret the law, their methodologies differ. Common law is based on case precedents, civil law on codified definitions, and international law on treaties and overarching concepts. These disparities also provide distinct issues in legal translation, because attaining equivalence and effectively representing culturally particular legal notions is a significant issue.

ANALYSIS

Table 2 delineates the significance of intertextuality—the interrelation of texts—in legal interpretation. It examines five primary domains:

TABLE 2

The significance of intertextuality—the interrelation of texts—in legal interpretation

Area of Investigation	Key Findings	Supporting Concepts/Theories	Examples/Applications
Intertextual References in Judicial Reasoning	Judges use explicit references to precedents and legal principles for substantiation. Implicit references (cultural/historical narratives) shape legal arguments.	Intertextuality, Discourse Analysis	Reference to <i>Marbury v. Madison</i> in subsequent US Supreme Court decisions; use of historical legal traditions to interpret modern statutes.
Cognitive Heuristics in Legal Interpretation	Legal practitioners employ prototype-based categorization to understand vague legal terms. Template theory	Prototype Theory, Template Theory, Cognitive Categorization Models	Categorizing ambiguous contractual terms using prototypical contract models; defining

	guides judicial thinking in such scenarios.		abstract legal terms like "reasonable doubt."
Pragmatic Influences on Legal Translation	Interpreters and translators significantly impact legal meaning via interlingual intertextuality. Equivalence issues and pragmatic adaptations arise in multilingual legal processes.	Relevance Theory, Pragmatic Inference Frameworks	Differing interpretations of legal terms across languages due to semantic differences; adjustments made by interpreters to maintain legal validity in multilingual contexts.
Contextual Implicatures in Legal Discourse	Context-dependent readings of legal texts are influenced by pragmatic signals. Semantically cued implicatures shape legal decision-making by judges and attorneys.	Relevance Theory, Pragmatic Inference Frameworks	Interpreting ambiguous clauses within a statute by considering the specific context of the case; understanding the intended meaning of a legal phrase based on its broader discourse context.
Sociolinguistic Variability in Legal Interpretation	Language ideologies and discourse patterns affect the understanding and application of intertextual connections. Legal arguments vary depending on language and cultural contexts.	Sociolinguistics, Discourse Analysis, Language Ideology	Differing legal interpretations in courts based on language and cultural differences; impact of speaker classification and dialect on legal narratives.

- 1. Intertextual References in Judicial Reasoning:** Judges do not operate in isolation. They construct their arguments by citing established legal documents. Explicit references denote direct quotations or citations of precedents or legal concepts. This offers legal support for their conclusions. Implicit references are nuanced, encompassing allusions to cultural or historical themes. These allusions can influence the fundamental comprehension of a legal matter. Legal arguments are fundamentally produced by integrating elements from historical legal documents and overarching cultural comprehension.
- 2. Cognitive Heuristics in Legal Interpretation:** Legal terminology can be intricate and unclear. Legal practitioners employ cognitive shortcuts known as "heuristics" to manage this. Prototype-based categorization entails juxtaposing a present scenario with a standard exemplar or "prototype"

of a legal notion. This aids in comprehending ambiguous terminology. Template theory posits that judges utilize cognitive templates or frameworks to interpret legal material, hence influencing their decision-making. Legal practitioners frequently depend on standardized cognitive frameworks of legal ideas to analyze and comprehend novel legal scenarios.

3. **Pragmatic Influences on Legal Translation:** In court processes that encompass numerous languages, interpreters and translators are essential. They enable interlingual intertextuality, linking legal writings across linguistic boundaries. Nonetheless, attaining flawless equivalency between legal terminology across several languages is hard. Interpreters frequently must implement pragmatic modifications to maintain the intended legal significance. Consequently, legal translation transcends mere literal conversion; it necessitates a profound comprehension of legal circumstances and cultural subtleties.
4. **Contextual Implicatures in Legal Discourse:** In court processes that encompass numerous languages, interpreters and translators are essential. They enable interlingual intertextuality, linking legal writings across linguistic boundaries. Nonetheless, attaining flawless equivalence among legal terminology across several languages is hard. Interpreters frequently must implement pragmatic modifications to maintain the intended legal significance. Consequently, legal translation transcends mere word-for-word translations; it necessitates a profound comprehension of legal circumstances and cultural subtleties.
5. **Sociolinguistic Variability in Legal Interpretation:** Language is inherently biased. It is affected by social and cultural determinants. Language ideology and discourse patterns can influence how legal practitioners comprehend and implement intertextual relationships. Legal arguments can differ markedly depending on linguistic and cultural circumstances. Social elements, such as the speaker's history and cultural context, significantly influence legal judgments. This means that legal interpretation is not uniform but varies based on the social context of the legal proceeding.

These findings underscore the complexity of intertextuality in legal interpretation, demonstrating that meaning production is an interactive, context-dependent process shaped by cognitive, pragmatic, and sociolinguistic factors. The study emphasizes the need for interdisciplinary approaches to fully understand legal interpretation mechanisms.

DISCUSSION

The findings of this study highlight the significance of cognitive-pragmatic systems in legal interpretation, corroborating prior research and providing new insights. The reliance on intertextual references in judicial reasoning aligns with previous studies on legal discourse and argumentation (Mazzi, 2010; McKeown, 2022). This study advances prior analyses by including cognitive heuristics, demonstrating that prototype theory is essential in judicial decision-making (Zeifert, 2020a, 2020b).

The study's conclusions about the role of interpreters and translators in legal intertextuality build upon previous research (Angermeyer, 2021, 2023; Bestué, 2016). This study highlights the practical alterations in multilingual legal interactions that affect meaning construction and accessibility in legal discourse, in contrast to previous research that mostly focused on translation equivalence.

The acknowledgment of contextual implicatures as a crucial aspect of legal interpretation substantiates Azuelos-Atias' (2009, 2016) findings, which emphasize the importance of semantic indicators in shaping court outcomes. This study clarifies these findings by demonstrating the significance of relevance theory and pragmatic inference in legal reasoning.

This research substantially enhances the sociolinguistic perspective on intertextuality. Prior studies have examined linguistic ideologies in legal situations (Cheng & Cheng, 2012; Dundon, 2024a), systematically connecting these ideologies to intertextual interpretation and demonstrating their influence on court narratives and decision-making processes.

The findings emphasize the complexity of legal intertextuality, demonstrating the need for interdisciplinary approaches that integrate cognitive science, linguistics, and law. The study suggests that more research should explore intertextuality in emerging digital legal environments, where legal texts and interpretations increasingly rely on automated linguistic processing and artificial intelligence technology (Bestué, 2016).

CONCLUSION

This research has illustrated the essential function of cognitive-pragmatic mechanisms in the intertextual analysis of legal texts. Utilizing sources such as Angermeyer (2021, 2023), Cheng & Cheng (2012), and Solan (2017), our findings elucidate the interplay of cognitive processing, pragmatic context, and intertextual references in the construction of legal meaning. The research highlights the impact of judicial interpretation methodologies, as analyzed by Mazzi (2010) and Wojtczak & Zeifert (2024), demonstrating how conceptual classification influences legislative interpretation. This research further develops findings from Azuelos-Atias (2016) and Weizman & Dascal (1991) to demonstrate the significance of implicatures and meta-pragmatic indicators in legal discourse.

This research is innovative due to its multidisciplinary approach, combining cognitive science, pragmatics, and legal semiotics to create a thorough framework for examining intertextuality in legal interpretation. The results underscore the necessity for more research on the navigation of intertextual allusions within multilingual legal systems, especially in interpreter-mediated court environments, as proposed by Du (2024) and Karrebaek (2023).

Subsequent study ought to enhance the cognitive-pragmatic framework by integrating experimental investigations and corpus-based assessments of legal language utilization across various jurisdictions. The influence of digitization on legal intertextuality, as examined by Bestué (2016), is a valuable opportunity for additional investigation. These developments will enhance legal interpretation techniques and improve fairness in legal decision-making.

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CAUSES AND CONSEQUENCES OF PRAGMATIC ISSUES IN TRANSLATION

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ABSTRACT

This article examines the significance of the causes and effects of pragmatic issues in the translation process. The article emphasizes the necessity of considering the contextual aspects of language in translation, that is, understanding the target audience of the speech and the cultural context. Pragmatic issues generally express the interconnection between language units and culture, which directly influences the translator's decision-making. The article examines how these issues are expressed in translation and the role they play in communication. In addition, it also discusses the ambiguities, misinterpretations, and cultural differences that may arise from incorrect pragmatic decisions in translation. As a result, the factors that need to be considered in translation from a pragmatic perspective and the importance of correctly understanding them are highlighted. The article, while analyzing the role of pragmatics in translation, provides recommendations for improving the translator's skills and, consequently, creating high-quality translations.

KEYWORDS: pragmatics, translation process, cultural differences, communicative strategies, semantics, linguistic analysis, difficulties in translation, linguistic work, information exchange, modification and equivalence, pragmatic errors, contextual interpretation, conveying meanings

INTRODUCTION

The pragmatic issues of translation are directly related to the genre characteristics of the original text and the reader's perception on its basis. Literary translators face great difficulty in achieving the pragmatic power of the original text. While a work of fiction can be translated into any language, the primary audience for the translated work is the reader who reads it in their native language. Since literature is of universal value, it is often translated into other languages. However, the works of fiction also encounter information and events related to the history and culture of a particular people. Different literary concepts, everyday life, customs, national dishes, handicraft specialties, art objects and object names, etc., may cause specific problems in translation. All of this requires adjustments to the pragmatic differences between the source language and the target language (Dzida & Tyumen, 2010).

It is intended to ensure that the reader of the translation understands the text accurately in a way that is consistent with the original. In scientific and technical translation, the methods of pragmatic reconstruction are rarely used. Because translation is aimed at specialists in a particular field of knowledge. It is also intended for people who possess the same amount of background data, i.e. who have enough information from all countries and have accumulated knowledge in each area.

Such translations are intended for residents, that is, scientists who speak different languages and can immediately understand such data, and require explanation only for brand names, units of national measurement, names of professional nomenclature, etc. In some cases, the translator's pragmatic goal paves the way for the effect of the translation receptor to achieve the desired communicative effect. In translation, the communicative effect must be recreated, which can be determined by the dominant function of the original text. The influence of the work of fiction is due to the complex nature of the text. Such a text would be associated with a broad or limited interpretation by readers.

The main pragmatic task in such translation is the need to acquire the ability to exert an artistic and aesthetic effect in the text of the language of translation, like the receptors of translation. For example, when translating the works of classical writers such as Shakespeare, Dante, Byron, Sadiy, Pushkin into Uzbek or

Karakalpak languages, the reader should clearly feel the literary talent, creative originality and value of the original author. If they are known in their home country for their great works, such as playwrights, poets, lyricists, etc., through their translations, the reader should feel and understand that level of talent. If the translator achieves this goal, he will have successfully conveyed the communicative impact of the original text.

LITERATURE REVIEW

The main task of scientific and technical materials is to describe, explain and demonstrate changes in the environment and objects. The pragmatic effect of a receptor is determined by the delivery of information necessary to carry out a particular scientific or technical activity. If the interpreter of the translated text accepts it without difficulty and is easy to understand, then the pragmatic effect of the original text will be correct. In such cases, the levels of influence of originality and translation do not have to be in absolute equilibrium.

However, sometimes the translation of scientific and technical information may not always be as accurate and understandable as it should be. Difficult words and information can only be correctly interpreted in the presence of a specialized specialist. Thus, the translator directs the main pragmatic task from the original text to the translation text. In the process of creating a text with a communicative equivalent, a text that goes beyond the scope of translation requires pragmatic adaptation. Such customization applies when providing advertising text in a different language to ensure the sale of the said product. In the target language, it often leads to the creation of new parallel texts.

This is achieved by considering the qualifications, preferences and inclinations of the prospective consumer. In interpreting, the interpreter can control the actions of the translation receptor and, in response to the information received, provides additional explanations about what actions the primary source expects. In direct contact with the primary source, the translator is asked to obtain the desired reaction from the receptor. In the translation of scientific and technical materials, the need for pragmatic restructuring of the text is very rare. Such translations are intended for leading experts in the field of knowledge and for those who have mastered relevant information in all countries (Catford, 1965).

Such data are well understood by scientists who speak different languages. Further explanations are provided only for firm names, national units of measurement, professional nomenclature terms, etc. A separate issue arises related to the pragmatics of the text being received from a foreign language. It concerns the advertising of various information materials and exported goods aimed at foreign-language audience. The authors of such texts should consider the behavior and perception of foreign readers and listeners for their purposes. The task of the translator in such cases becomes easier, since he is free from the obligation to explain the information completely to the recipient of the translation. Because this task was performed by the original author.

However, sometimes this task is not actually performed, and a translator with a broader understanding of a foreign audience may be forced to make additional corrections to the text to illuminate its pragmatic aspects. In such cases, the reconstruction of the translated text adapted to the translation receptors plays an important role in the process of intercultural communication. Sociolinguistic factors based on differences in the words of the separate groups that provide the language play an important role in ensuring a pragmatic balance of translation. It may be possible to face additional difficulties in ensuring a comprehensive understanding of the information being conveyed to the recipient of the translation.

This difficulty may arise due to the deviation of the original text from the standard norms of the main language, the use by foreigners of territorial shevas, social slang, and substandard forms. Due to the pragmatic nature of the text, specific issues are directed to the foreign language reciprocate. This includes propaganda and information materials intended for foreign audience, and advertisements for exported goods. Authors writing such texts consider the behavior and understanding of foreign readers and listeners. J. Catford distinguishes between sheva and sheva, calling translators performers (language users). He

describes sheva as the language used by a particular person (person), explaining that sheva is defined by the interpreter's personality traits (Catford, 1965).

The translation has specific issues related to the delivery of the speech imitation of a foreign persona, as described in the original text. The appearance of the species in the original text may be involuntary or deliberate. In the first case, the primary respondent, regardless of his intention, distorts the original text because he or she has not adequately mastered the primary language. Such errors make speech difficult to understand. The main thing is that when receiving such words in a foreign language group, the listeners correct the correct form of the language.

The speaker implements such a model of translation of the correct word substitution, focusing on the specific form. Similarly, when translating into another language, the translator correctly adapts the objective form and translates the latter. In the second case, obscure forms are used as a means of demonstrating the originality of a foreign personage language and are also the only means in creating the pragmatic power of the text. From this, this kind of pragmatic recreation falls under the responsibility of the translator. Thus, the translator can either use a foreign personage language descriptive method, as is done in the translated language, or, if necessary, come up with a new way of conveying idiomatic phrases. Many languages have standard and generally accepted methods of describing the inappropriate speech of a person who belongs to a particular nationality and cannot speak a foreign language properly.

METHODS

While the methods of conveying the language are often traditional, they can also reflect the real differences that occur between languages. In a particular act of translation, the translator sometimes refrains from achieving equivalence as often as possible to fulfill a pragmatic "higher commitment." In this regard, he may be satisfied with an incomplete or selective translation that may affect the translation receptor, which is inconsistent with the sender's intent and the pragmatic potential of the original. In addition to the pragmatic task, implementation often also determines the identification and evaluation of the outcomes of the translation process.

In such cases, the translation is judged not only by its compliance with the original text, but also by the extent to which the translated text meets the goals set and how these goals are achieved in the translation process. This level of consistency is called the pragmatic value of translation. It is desirable to look at a translation that has sufficient pragmatic value as correct (consistent) and accurate. Even in the case of a fundamental deviation, the communicative significance of the original is preserved. One of the pragmatic tasks of a translator is to create a simplified translation in a particular act of translation. It is limited to conveying the "literal meaning" of the original text. It is the factual logical content of the text (Nazarov, 2019).

At the same time, the goal is not to convey the emotional-stylistic and associative-objective features of the original work. Such a task arises from the opportunity to acquaint the recipient with the main content of the information in a short time. Such a simplified translation is regarded as the first step in the translator's work process prior to the creation of a complete translated text. In this connection, three different categories of translators can be distinguished.

They fit a certain type of requirements:

- 1) the first draft (overview),
- 2) working draft,
- 3) the official variant (this is the version ready to publish or read).

The first category of translation is carried out at the level of conveying the situation. It only represents what was said or written in the original text but also allows for deviations and omissions from the form of the language of translation. The second category of translation fully conveys the factual and logical content of the original (at the level of the method of describing the situation). This translation is consistent with the norms of the target language but lacks consistency in conveying the cognitive features of the original, and further explanations may be needed to fill in the missing data gaps. The second category of translation fully

conveys the factual-logical content of the original (at the level of the method of describing the situation). The translation meets the norms of the translation language, but there may be no consistency in conveying the cognitive properties of the original, and explanations may be required to fill in the missing information gaps.

The third group of translations provides a substitution of the communicative equivalence of the original in the language of translation, as well as re-transmitting all the functionally relevant elements of the original, including its pragmatic capabilities. A particular type of commitment beyond pragmatic is the translator's attempt to renew the original. He makes fundamental changes to the translated text. The time and place of translation may differ significantly from the time and place of the original creation. It is often attributed to artifacts of past centuries and ancient literary heritage, historical artifacts. Such works are aimed at interpretation and re-expression in the language of that period, both because they depict different historical periods (Doniyorov, 1962).

Translating a text that was far removed from its time presents several additional challenges for the translator. When the translation is not from a modern language, the spirit and essence of the past century must in any case be reflected in the text of the translation. In this regard, there is a need to reflect the chronological gap in the original text using the lexicon and structure of the translated language. A translator may use words that are understandable to modern readers but are considered less common and archaic. This means that archaisms in the translated language should not have a sharply expressed "national color", that is, their use should be carefully considered when conveying information in a foreign language.

A translator can set any persuasion, educational, or other goals before translating. To persuade the translator of a particular opinion, the translator links his approach to the original author or to the events and circumstances described, and must not interpret it on any political, economic, or personal basis, influencing it, or rather amplify it. Such bias can lead to a complete distortion of the original text, or, as the guideline notes, a professional translator may lose understanding and passion for the story in the translation process.

DISCUSSION

Sovinisky directly or indirectly raises the issue of the re-creation of pictorial means in translation, arguing that what the author means can be lost through the intermediary language in indirect translation (Nazarov, 2019).

The writer's artistic and figurative goal is realized mainly based on words and phraseological units of metaphorical nature, their colorful figurative-figurative meanings, all this relies on the term indirectly. The term indirectly gives a more complete picture of the writer's nature of language and style and plays an important role in correctly solving the tasks facing the translation (Gurevich, 1990).

It is well known that such pragmatic cause-and-effect relationships do not consider theoretical generalizations and their departure from the general theory of translation. Modulation, in general, is a "change of law" that comes in many forms; It is a method of translation to describe a situation of different equivalence using other language tools.

Pragmatic issues in translation are the problems that arise in the translator's quest to accurately and accurately express the meaning and emotions of the original text, taking into account cross-cultural and contextual differences. In fact, these issues are often analyzed in terms of cause and effect, as the process of translation depends on the cultural context and the specifics of the language.

When considering pragmatic issues in literary translations, they can be seen in the example of translations in English, Uzbek and Karakalpak languages. Below, we analyze the causes and consequences of pragmatic issues in the example of literary translations between Karakalpak language and the English language:

1. **Contextual differences and cross-cultural differences.** For example:**TABLE 1***Translation of poem from Karakalpak into English*

Karakalpak language	English language
Line 1: Anaw júrgen Pirim sholaq, Line 2: Etip júr ol jalaq-julaq, Line 3: Salıq dese tayar sol aq, Line 4: Bizler ushın qıyın salıq.	Line 1 Translated: There goes Pirim, that low one, who Line 2 Translated: Grovels to all of them, and how, Line 3 Translated: A ready tax collector, he, Line 4 Translated: For us, though, it is hard, this tax. [Berdaq, Ajiniyaz, Ibrayim Yusupov. Three karakalpak poets. translated by Andrew Staniland, Gulbahar Izentaeva etc. Great Britain. Amazon. 2024. 51 p.]

“There goes Pirim, that low one”

There goes: This phrase indicates a location or movement, i.e. has meanings such as "to see going", "to see going".

Pirim: A name that represents a person.

That low one: This phrase is the description of a person or thing as "low" (morally or physically) or "small." The word "low" here may be used in a figurative sense, i.e., it may indicate that the person is low in moral or social status.

"There is a pirim, he himself is a low-scoring one"

"Bar" is a translation of the word "there goes," which means to talk about someone's action. "That" is a translation of the word "that," which means we're talking about that person. "Low one" is a translation of "Low one" but is used here morphologically in the Swarf language as "low".

Translation into English:**"Here's that low man that Pirim is going to"**

"Here" is a translation of the English word "there", where a word indicates a location or movement. "Going" is a translation of the word "goes," which means to describe an action. "Low person" is a translation of "that low one", and the word "low" means that in Uzbek people are also socially or morally inferior.

In the process of translating, attention was paid to the meaning and structure of the English phrase. Each language has its own unique grammatical structure and style, therefore some words and structures in translation have been changed.

In English, the expression "low one" is understood as a person with a social or moral "low" in Karakalpak and Uzbek, which helps to clearly understand its morphological and semantic composition.

The translation process aims to preserve authenticity, with both translations being easy to understand and correctly expressed.

Reason: The English phrase is based on a cultural context that is associated with striving for a higher goal or exploring new boundaries.

Consequences: A translation into Uzbek or Karakalpak may be incomprehensible if translated directly, so the translator localizes the phrase, that is, replaces it with a phrase or expression common in that culture.

2. Structural features of the language and semantic differences. For example:

TABLE 2

Translation of poem from Karakalpak into English

Karakalpak language	English language
Line 1: Mór uslağan Bahawatdiyin, Line 2: Bizlerde joq qara tiyin, Line 3: Gileñ ashqa boldı qıyın, Line 4: Júdá awır boldı salıq	Line 1 Translated: Bahawatdiyin, stamp in hand, Line 2 Translated: Nobody has a hidden hoard Line 3 Translated: To help them. Having nothing is hard, Line 4 Translated: It is a heavy load, this tax. [Berdaq, Ajiniyaz, Ibrayim Yusupov. Three karakalpak poets. translated by Andrew Staniland, Gulbahar Izentaeva etc. Great Britain. Amazon. 2024. 46 p.]

"Mór uslağan Bahawatdiyin". Mór uslağan: The word "mór" in this phrase can mean "great," "great," or "important." "Uslağan" means "uslağan" or "mastered", which means "mastered" or "entered into the method". The phrase can most likely mean "did a great or great work."

Bahawatdiyin: It is the name of a person or object that is derived from "Bahawat", but it is difficult to determine the correct meaning outside of this context, because it must be the specific context of the name.

English translation: "Bahawatdiyin, stamp in hand." Bahawatdiyin: The name of this person or object has not changed but has been accepted as a person in English. **Stamp in hand:** This phrase means "in the hand of a digital (printed) stamp or stamp." It was used in the sense of "in the hands of the seal" (i.e., holding the seal).

Structural features:

1. In the phrase "Mór uslağan", "mór" was used as an adjective (large, great), and "uslağan" was used as a verb (work done, action done). The phrase aims to describe a high state or action of a person or object.

2. English translation: "Bahawatdiyin, stamp in hand" structure is simple, with a method of adding detail after the name. The expression "stamp in hand" refers to a specific state, which clearly indicates that a person or object is holding a seal in their hand.

Semantic differences:

1. Karakalpak: The semantic meaning of "Mór uslağan" is that a person or object has reached a certain height or high degree. It can be described as a social or moral uplift. These words are used to refer to important work such as "great work" or "great act."

2. English: In the phrase "stamp in hand," the phrase "stamp in hand" basically describes a specific situation or situation. The expression describes a specific action (holding a seal) of a person or object, but it refers more to a specific action, such as one performing a formal process.

Analysis: Semantic richness of the Karakalpak phrase: The semantic meaning of "Mór uslağan" is broader and figurative, i.e. it refers to the specific ascension or attainment of an important position by a person or object. It refers to a social or moral level.

1. English translation: The phrase "stamp in hand" is specific and describes a specific action, that is, indicates that a person holds a seal in an official position. It most likely refers to doing official or legal business.

Structurally, while the Scabbard phrase is broader and contains meanings, the English translation aims to indicate a specific case. Semantic differences, on the other hand, do not correspond to the specific case given in the English phrase "stamp in hand". This difference in translation shows the difference in the approaches of both languages in expressing information: whereas the scabbard phrase focuses more on figurative and moral aspects, the English translation tends to express a clear and formal action (Dzida & Tyumen, 2010).

Reason: In English, the future tense is expressed using the agreement "will", which is replaced by more accurate expressions such as "to be ready" or "joyful" in Uzbek and Karakalpak.

Conclusion: Without changing the pragmatic features of the translated sentence, each language-specific stylistic and structure is applied. There may be a difference in the interpretation of meaning by the user of this translation.

3. Emotional and linguistic characteristics. For example:

TABLE 3

Translation of poem from Karakalpak into English

Karakalpak language	English language
Line 1: Üstimde jaman ılashıq, Line 2: Tum-tusınıń bári ashıq, Line 3: Dúnya boldı maǵan qashıq, Line 4: Ne bolarımdı bilmedim.	Line 1 Translated: I live in a ramshackle shack, Line 2 Translated: Open and cold, front, sides and back, Line 3 Translated: No worldly good that I don't lack. Line 4 Translated: What will become of me? I don't know. [Berdaq, Ajiniyaz, Ibrayim Yusupov. Three karakalpak poets. translated by Andrew Staniland, Gulbahar Izentaeva etc. Great Britain. Amazon. 2024. 55 p.]

When we translate the sentence "Üstimde jaman ılashıq" into English, we see the phrase "I live in a ramshackle shack". Analyzing this translation through emotional and linguistic features includes the following five criteria:

1. Language features:

The word "üstimde" is used in the Uzbek form "on me", which means "on me" or "on me". This introduces a strong sense of ownership into the English sentence.

The words "jaman ılashıq" (derived from the Karakalpak language) were used in the Uzbek language to express a negative, unstable or indicative statement. The word "bad" means "bad" or "severe," while "crying" means "crying" or "not in a good condition." Together, these words represent a very bad, sometimes unrepaired, or sad state.

2. Emotional features of English translation:

The word "ramshackle" in the sentence "I live in a ramshackle shack" describes a place that is unstable, in poor condition, broken, or in need of change. The emotionality in this word is equally negative and refers to the deterioration of human living conditions.

And the word "shack" is used to describe a more questionable and poorly conditioned residence, modest and in some cases unrepaired homes. "Shack" includes poorly maintained, tiny and affordable accommodation.

3. Emotional expression and affections:

The phrase "Üstimde jaman ılashıq" expresses a state of sadness and sadness. This means talking about the living conditions of a person who feels he or she is in difficult conditions.

In English translation, however, the phrase "ramshackle shack" is also intended to represent a negative state, emphasizing mainly the physical state of the place. However, through the words "ramshackle shack", attention is also drawn to the possible problems of this case.

Thus, the English translation of the sentence "Üstimde jaman ılashıq" reflects not only the physical condition of the place, but also the emotional impact. Slang words associate the poor living conditions with more internal feelings, while the English translation describes this situation from an external point of view.

4. Grammar and syntax. For example:

TABLE 4

Translation of poem from Karakalpak into English

Karakalpak language	English language
Line 1: Sunqar gezmes qanatınan qayrılsa,	Line 1 Translated: An eagle that has lost its wings

Line 2: Biyhush bolır ana uldan ayrılса, Line 3: Zalımlar qolınan jan aman qalsа, Line 4: Perzentlerin qaytip keler, analar.	no longer flies, Line 2 Translated: She has no will to live, a mother whose son dies. Line 3 Translated: If the oppressors stay their hands, untie the ties, Line 4 Translated: In time, they will come home to you, your children, mothers. [Berdaq, Ajiniyaz, Ibrayim Yusupov. Three karakalpak poets. translated by Andrew Staniland, Gulbahar Izentaeva etc. Great Britain. Amazon. 2024. 97 p.]
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5. Pragmatic Success: Achieving Purpose in Literary Translation

The English idiom "the road less traveled" often means a change and the choice of new paths.

Reason: The phrase is inherent in English culture and seeks to elevate change and innovation.

Conclusion: The translator tries to find an appropriate phrase that expresses the choice of non-traditional views or new paths in this way in Uzbek or Karakalpak culture. In the process of translation, the artistic expression changes, but the goal does not change.

The English translation of the sentence "Biyhush bolır ana uldan separsa" is "**She has no will to live, a mother whose son dies**" and can be analyzed in terms of grammar and syntax.

GRAMMAR: "Biyhush bolır" - in this passage, **the word "biyhush"** (which is close to "hush" or "consciousness") means "fainting of a person." "Bolır" means the verb "will be" and is used in the future tense. The meaning of "to be unconscious" here is related to "unconscious, weakness" and indicates a fundamental change in a person's mental state.

"If the mother leaves" - In this section, **the word "ana"** (mother) is being used as "ana" (in a defamatory or negative sense). "Uldan" (son) is a partial abbreviation of the word "son" (son). The verb "ayri" ("to separate") also means to complete the work.

English translation: "She has no will to live" – the expression "**will to live**" denotes a person's passion for life or willpower. "She has no will" means "She has no desire for life", which fully reflects the meaning of the Uzbek phrase "biyhush bolır". "She has no" – "she doesn't."

"A mother whose son dies" – "A mother" here means "mother", and "**whose son dies**" means "whose son died". The word "whose" refers to something that belongs to someone, and here the death of a son is associated with the mother.

SYNTAX (Sentence Formation):

O'zbekcha jumla: (Uzbek sentence)

"Biyhush bolır ana uldan ayrılса" - in the Uzbek sentence, the sentence is used only to emphasize the emotional and special state of the expression, rather than fully interpreting an event or event. Here, grammatically there are two parts: the first part relates to "biyhush bolır" (fainting), and the second part is connected with "ana uldan separation" (separation from the son).

English translation:

The English sentence is a little more complicated than the Uzbek one. "She has no will to live" and "a mother whose son dies" contain two separate phrases. A "she has no will to live" section was added to separate the "she has no will to live" section and then explain this situation. Here, it is associated with "**whose**", i.e., indicating that "mother" is associated with "son".

3. Semantic Analysis: When we analyze the "biyhush child" part, this expression indicates that a mother is mentally or physically unstable, even in a "biyhush" state when her son dies or dies. The emotional aspect of this situation is very strong, the mother does not feel alive at the same moment after the loss of her son.

"Mother's separation" refers to the deep bond between mother and son, with the death of a son causing a mental and physical challenge for the mother. "She has no will to live" - this expression describes how a mother lost her passion for life, and the death of her son had a huge impact on her life.

"A mother whose son dies" – A semantic analysis of this passage reflects the situation of a mother who has suffered the death of her son and has accepted it on an emotional level. The relational word **"whose"** here serves to emphasize the inviolability between mother and son.

The English translation "She has no will to live, a mother whose son dies" grammatically and syntactically fully reflects the meaning of the Uzbek sentence, but in the analysis the structure in English is expressed more broadly and more clearly. To more accurately express the emotional state in English translation, the expression is broader and more complex than the English sentence.

RESULTS

Pragmatic issues in translation are mainly concerned with caused and effect, which have changed based on cultural context, language structures, and emotional characteristics. A translator uses a variety of approaches when translating a work of fiction into another language, taking into account linguistic and cross-cultural differences, in order to correctly convey the meaning and emotions of the original text. The causes and consequences of these processes in translation have a great impact on the quality of translation. Pragmatic Problems and Mistakes in Translation While the focus of psycholinguistics is on speech activity, the focus of translation theory is on a specific type of speech activity – the study of translation. The goals of these disciplines often approach a common goal. Semantics is the interconnection of words in terms of meaning. Pragmatism is the effect or influence of the meaning of a word on the reader. The pragmatic problems that arise in the translation process are not limited to building the pragmatic capacity of the translated text. Like any translator, the translator has a certain relationship with the original text and the text of the translation. They can evoke in them different emotions. Whether they like the translation, whether the content and other artistic and methodological features are preserved, is their job (Gafurova, 1967).

The translator's personal attitude may not influence his translation decisions and actions, but according to the rules, he seeks to maximize this influence and purposefully sets out to assess the pragmatic effectiveness of both texts. The pragmatic issue of translation is also related to the translator's assessment of the result of the translation process by himself or by another person. At the end of his/her work, the translator gives his/her opinion on the text of the translation or decides to make changes to the translation. The quality of a translation is discussed by many others, including editors, critics, clients, translation teachers, members of interlingual commissions, translator researchers, and even other translators. In such cases, the translated text can be evaluated relative to or even independently of the original.

These are the most important indicators in achieving pragmatic goals. Translation quality assessment is carried out through analysis and segmentation at the macro and micro levels. For general descriptions of the translation process, the traditional types are "equivalent," "coherent" (adequate) translation, "alternative translation," "exact translation," "literal translation," "free (or liberal) translation," and so on. Equivalence translation is, first, a translation that meets all the established requirements imposed by a pragmatic task (Doniyorov, 1962).

And an equivalent translation (or proper translation) is simply a "good translation" that can meet the hopes and expectations of translation quality assessors or participants in interlingual communication. An alternative translation is a translation that reconstructs the original content at some level of equivalence. V. Komissarov believes that an equivalent translation can also be an alternative (in both noted and other forms of equivalence), but not any alternative translation is equivalent either. In the concept of accurate translation, only the content-logical part of the original content is recreated in an equivalently way.

An alternative translation may be accurate, and an accurate translation will only be an alternative in certain cases. Literal translation recreates simple elements of the original in a communicative way. As a result, although it was done according to the rule, it can only be done in accordance with the original, that

is, if the translator sets himself a highly pragmatic task in performing philological translation. This means that this can only be achieved when the formal elements of the source language are expressed as fully as possible. Voluntary or free translation is a translation that is performed only at a much lower level of equivalence and therefore can only be done in the context of a translated activity in question. Voluntary translation can be equivalent, adequate, or appropriate if it solves a specific pragmatic task or provides a high artistic value of the translation.

In many cases, such a general description of the quality of translation is not sufficient, and it is necessary to more accurately identify the shortcomings and values of the translation quality. Of all the causes and effects affecting the quality of a translation, the most important is the degree of equivalence of the translation to the original text. Such an assessment can be made since a comparative analysis of the content of the two texts. Based on this analysis, translation errors are identified. This means that the text of the translation does not correspond to the content of the original text.

For example, if a certain type of horse breed is mentioned in the original text, which is unknown to the translator, then in the translation it is possible to use a generic term without specifying the breed. The third type of error. Methodological ambiguity of translation, i.e., inability to choose the right words or palapart, chaotic, random construction of sentences. They require editorial correction. At the same time, he must not undermine the accuracy of the information provided. Other types of mistakes include deviation from the norm of the language, which is common to all, careless use of the translated language, non-observance of the rules of word harmony, grammar rules, neglect of spelling and spelling, gross violations and others.

Translation is a text that is always created in written and oral form, and it should never make linguistic errors. However, it is rare for a translation to be flawless, perfect, and successful. Errors are especially common when translating into another language. Even the best translations can have errors. The pragmatic aspects of translation are not only of great practical and theoretical interest but also present a whole range of complex translation problems. To solve it, a professional translator must accumulate the necessary knowledge and master technical methods in translation (Gustomyasova, 2016).

Pragmatic Adaptation and Translation Methods In translation pragmatics, four types of translation adaptation are common. First, we will describe the concept of philological translation, which has a foundation. Here, the translator tries to convey the subtleties of the native language in translation, and if necessary, this can lead to a departure from norms and the use of the translation language. In standard translation, such tactics are not allowed, although there may be various practical goals. Such translations have been used, for example, in the study of foreign languages.

If a text in a foreign language is printed on one side of the page, the nearest literal translation of the same text will be printed on the opposite side. Currently, philological translation is mainly used by literary translators who do not know the original language to create a verbatim text of a work.

In Russia, many translations are made into the languages of the countries and peoples living there. Gifted poets and writers are entrusted, first, with the task of creating an artistic, high-quality translation text. But until now, Kazakh literature is mainly associated with these line-by-line translations. So, translation here takes place in two stages. First, a translator who knows the native language, but lacks the necessary literary skills, creates a literal translation, and then from this literal translation, the poet or writer creates the final literary translation text. However, a lack of language proficiency and compulsive use of literal translation create difficulties for translators, many of whom are not able to do so successfully in a holistic manner.

Creating high-quality literary translations from literal translations is a rare achievement, often designed for a few truly talented individuals. The second type of pragmatic adaptation is converged translation. In this, the translator is tasked with selecting or transmitting elements of interest to a particular receptor from the original content. In such cases, the translator creates some kind of working translation that does not meet the requirement of balance but does not correspond to their "higher duty". An initial draft translation can be used as needed, to prepare a final revised version.

Even if it is used sparingly, it cannot be called translation at all. This means that the translator can create a new work based on the original text and in practice. Such an update can really take many forms. On the one hand, the movement of actions in the work to the next period or to another country can be seen in the change in the name of the characters and other elements. On the other hand, it is expressed using words and concepts specific to the later and present period. Sometimes such updates add a humorous tone to stories in "setting up a cost-effective mode," "implementing the wrong personnel policy," "solving pressing issues without disconnecting from production" and so on. Some toponyms and concepts in the text have been updated and replaced.

CONCLUSION

There are four models for using pragmatic adaptation. Here the translator sets for himself a kind of "extra-translation" task, based on individual and similar notions that are not related to the translated text, but are expressed politically and economically. To convince the translation receptor of something, they either authorize the original, or distance themselves from the story and contradictions being described or instead reinforce it. Such a contradictory position completely distorts the originality and prevents the translator from influencing their individual interpretations and passions in the translation process (Dzida & Tyumen, 2010).

However, there are also cases in translation practice in which quality is sacrificed in favor of adaptation under the influence of the above consequences. We will consider a few examples of such adaptations. In the 20th century, the famous French writer Prosper translated Gogol's *The Government Inspector* with great success. In one part of the work, the translator unexpectedly adds a text that is completely different from the original. In the work, the district chief orders a barrier to be erected around the accumulated rubbish, meaning that the more it is removed, the better the civil service is considered. But the translator wrote, "The more they build." But Merime didn't do it without realizing it. He deliberately made that decision.

He feared that if the meaning of the nobility was preserved, it would be a reference to the actions of the French emperor. For in those years many houses were demolished by the decree of the Queen, in order to make way for the great flower-groves in Paris. Literally, the translator's life is at stake. In creating a translated text, the translator tries to preserve the pragmatic power of the originality to a greater or lesser extent, while at the same time striving to achieve a different pragmatic force in this text. In this regard, the translator sees their role in interlingual communication in different perspectives.

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LEXICAL-SEMANTIC ASPECTS OF WORD KNOWLEDGE: A COMPARATIVE STUDY OF ENGLISH AND UZBEK POLYSEMY

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ABSTRACT

This article explores the concept of word knowledge with a focus on polysemy, analyzing multiple word meanings from a linguistic perspective. Using the frameworks of Zimmerman (2009) and Schmitt (2000), it examines lexical-semantic characteristics in English and Uzbek. The study highlights how English relies on metaphorical and idiomatic extensions, whereas Uzbek employs morphological modifications to distinguish meanings. Cognitive and typological differences in polysemy processing between the two languages are also discussed. The research emphasizes the role of linguistic structure in shaping word meanings and semantic evolution. Findings contribute to a broader understanding of lexical ambiguity and its implications for linguistic theory.

KEYWORDS: vocabulary, polysemy, lexical semantics, cognitive processing, linguistic typology, English, Uzbek, metaphorical extension

INTRODUCTION

Word knowledge is a crucial aspect of language learning, encompassing not only the basic meaning of words but also their multiple meanings, lexical-semantic relationships, and contextual usage. According to Cheryl Boyd Zimmerman (2009), "knowing a word involves more than just recognizing its form; it requires understanding its meaning, its use in various contexts, and its relation to other words." Similarly, Norbert Schmitt (2000) outlines different aspects of knowing a word, including its meaning, spelling, pronunciation, and associations with other words. One of the most complex aspects of vocabulary acquisition is polysemy—the phenomenon where a single word has multiple meanings depending on the context. This concept is present in both English and Uzbek but functions differently due to linguistic and cultural factors. By examining word knowledge considering Schmitt's and Zimmerman's frameworks, this article explores the lexical-semantic characteristics of polysemous words in English and Uzbek, highlighting similarities and differences in how meanings evolve and are understood in each language.

Polysemy, or multiple word meanings, is a fundamental linguistic feature in both English and Uzbek. In English, many words exhibit a range of meanings based on context. For example, the word "bank" can mean a financial institution ("I deposited money at the bank") or the side of a river ("He sat on the river bank"). Norbert Schmitt (2000, p. 22) emphasizes that knowing a word includes recognizing its various meanings and understanding how they shift in different situations. In Uzbek, a similar phenomenon occurs with the word "yoz." It can mean "write" ("Men maktub yozdim") or refer to the season "summer" ("Yoz faslida havo issiq bo'ladi"). Cheryl Boyd Zimmerman (2009) notes that learning polysemous words requires contextual understanding and exposure to authentic language use. Despite these similarities, Uzbek and English differ in how polysemous words evolve. English often borrows meanings from Latin, Greek, and Germanic roots, while Uzbek polysemy is influenced by Persian, Arabic, and Turkic linguistic traditions.

Word knowledge is deeply connected to lexical-semantic relationships, such as synonyms, antonyms, and hyponyms. In English, a word's multiple meanings may be semantically related or distinct. For instance, "light" can mean "not heavy" ("This bag is light") or "not dark" ("The room is full of light"). Schmitt (2000, p. 22) explains that learners must develop the ability to distinguish between these meanings through contextual cues. Similarly, in Uzbek, the word "o'tkir" can mean "sharp" ("o'tkir pichoq") or

"intelligent" ("o'tkir aql"). Zimmerman (2009) highlights that semantic networks help learners grasp how words interconnect. While both languages share these lexical patterns, Uzbek relies more on agglutination—modifying words with suffixes to express nuances of meaning. English, in contrast, tends to separate meanings into different words or rely on idiomatic expressions.

Understanding polysemy and lexical relationships in vocabulary learning has significant implications for language acquisition. Schmitt (2000) argues that word knowledge is incremental, meaning learners acquire different aspects of a word's meaning over time. In English, exposure to authentic language—such as reading, conversations, and multimedia—helps learners internalize multiple word meanings naturally. Uzbek learners face additional challenges due to the rich system of derivational suffixes, which can alter word meanings significantly. Zimmerman (2009) points out that explicit instruction in polysemy, such as teaching words in context and using semantic mapping, enhances vocabulary retention. Comparing English and Uzbek, one key difference is that English relies more on phrasal verbs and idioms (e.g., "break down" can mean "stop working" or "lose emotional control"), whereas Uzbek conveys similar meanings through compound words or postpositions. Thus, effective vocabulary instruction should consider these structural and cognitive differences to aid learners in mastering polysemous words in both languages.

LITERATURE REVIEW

The study of word knowledge and polysemy has been explored by various scholars, highlighting its complexity and importance in language acquisition. Schmitt (2000) categorizes vocabulary knowledge into different dimensions, emphasizing the importance of both receptive and productive knowledge. Zimmerman (2009) further expands on this idea by stating that word knowledge requires an understanding of meaning, usage, and lexical relationships. In addition, Aitchison (2012) examines how words develop multiple meanings over time, pointing out that polysemy is a natural linguistic evolution that aids communication but can also create confusion for learners. Similarly, Nation (2001) argues that knowing a word involves depth and breadth of knowledge, including its polysemous nature and contextual variations. This aligns with Laufer's (1997) assertion that a learner's ability to understand multiple meanings of a word is a key indicator of vocabulary proficiency.

Research on polysemy highlights the challenges second-language learners face in acquiring words with multiple meanings. According to Nation (2001), polysemous words can lead to misunderstandings if learners do not recognize contextual shifts in meaning. Schmitt (2000) emphasizes the role of frequency in word learning, suggesting that exposure to different usages of a word improves retention. Zimmerman (2009) reinforces this by stating that effective vocabulary instruction should include contextual learning and repeated exposure to polysemous words. Aitchison (2012) adds that polysemy is more prevalent in some languages than others, which affects the ease with which learners acquire new words. Uzbek, with its agglutinative nature, often expresses multiple meanings through suffixation, whereas English frequently relies on idioms and phrasal verbs.

The pedagogical implications of polysemy research suggest that explicit instruction is necessary for effective vocabulary acquisition. Laufer (1997) highlights that direct teaching of polysemy through semantic mapping and word association exercises enhances learning outcomes. Nation (2001) supports this by advocating for multimodal exposure to vocabulary, including reading, speaking, and writing activities. Schmitt (2000) and Zimmerman (2009) argue that learners benefit from encountering words in various contexts to fully grasp their multiple meanings. In the case of Uzbek and English, this means that learners must develop strategies to recognize differences in how each language handles polysemy. While English relies more on idiomatic expressions, Uzbek's morphological structure allows for meaning shifts through affixation. Understanding these differences is essential for language learners and educators aiming to improve vocabulary teaching methods.

DISCUSSION

From a linguistic perspective, polysemy plays a crucial role in the evolution and structure of languages, influencing word formation, semantic shifts, and cognitive processing. In English, polysemy often arises through metaphorical extension and historical language contact, whereas Uzbek relies heavily on agglutination and semantic shifts influenced by Persian, Arabic, and Turkic roots (Aitchison, 2012). Schmitt (2000) notes that English words frequently acquire multiple meanings through metaphorical and metonymic extensions, a phenomenon observed in words like "head" (e.g., "head of an organization" vs. "head of a person"). In Uzbek, however, such semantic shifts are commonly realized through derivational suffixes rather than metaphorical extension, as seen in the word "yoz," meaning both "summer" and "write," depending on context. This structural difference indicates that English tends to preserve polysemy within single lexical items, while Uzbek often differentiates meanings through affixation or compounding (Nation, 2001).

Another linguistic dimension of polysemy is its connection to cognitive processing and lexical retrieval. According to Laufer (1997), words with multiple meanings require more cognitive effort to process since speakers must rely on contextual clues to distinguish among possible interpretations. In English, ambiguity arises when words with multiple meanings are used in syntactically ambiguous sentences. For example, "He saw the bank" can refer to both a financial institution and the side of a river, depending on context. In Uzbek, such ambiguity is less frequent due to the presence of grammatical markers that clarify meaning (Aitchison, 2012). This difference suggests that English requires more reliance on syntactic and contextual disambiguation, while Uzbek leans on morphological clarity.

The development of polysemy also reflects broader typological distinctions between English and Uzbek. English, as an analytic language, often encodes meaning changes within the same lexical item rather than creating new words through affixation. Uzbek, a highly agglutinative language, frequently employs suffixation to modify a word's meaning without causing significant lexical ambiguity. For example, the English verb "run" extends its meaning metaphorically across different domains ("run a business," "run a marathon"), whereas in Uzbek, different affixed forms such as "yugurmoq" (to run physically) and "boshqarmoq" (to manage) maintain clearer distinctions (Schmitt, 2000). This linguistic contrast demonstrates that polysemy in English is more reliant on semantic expansion, while Uzbek systematically regulates meaning shifts through morphological processes (Zimmerman, 2009).

From a diachronic perspective, the mechanisms of polysemy formation also differ significantly in the two languages. English has absorbed numerous lexical influences from Latin, French, and Greek, leading to the development of polysemous words with layered etymologies (Aitchison, 2012). In contrast, Uzbek has experienced lexical expansion primarily through Persian and Arabic loanwords, many of which retain distinct meanings through phonological and morphological adaptations rather than merging into polysemous forms (Nation, 2001). This historical distinction suggests that English polysemy is often a result of external lexical borrowing and semantic drift, whereas Uzbek polysemy emerges through internal morphological changes and derivation. Understanding these linguistic processes is essential for analyzing how different languages structure and manage semantic ambiguity within their lexicons.

RESULTS

The analysis of polysemy in English and Uzbek reveals significant linguistic differences in how multiple meanings develop and function within each language. English, as an analytic language, often retains multiple meanings within a single lexical item through metaphorical and metonymic extensions (Schmitt, 2000). For instance, words like "light" can mean "not heavy" or "not dark" depending on context, requiring speakers to rely on syntactic and semantic clues for disambiguation. Uzbek, in contrast, primarily utilizes agglutinative morphology to create meaning distinctions, thereby reducing lexical ambiguity (Nation, 2001). This structural difference suggests that polysemy in English is more reliant on cognitive flexibility in interpreting word meanings, whereas Uzbek systematically maintains meaning differentiation through affixation and derivational processes.

Cognitive processing of polysemous words also differs between the two languages due to their distinct linguistic structures. Laufer (1997) argues that languages with extensive polysemy, such as English, require greater cognitive effort for lexical retrieval, as speakers must determine meaning based on contextual cues. In Uzbek, where morphological markers often clarify meaning, cognitive load may be lower when processing polysemous words. This is evident in words like "yoʻz," meaning both "summer" and "write," where the surrounding grammatical structure aids in quick interpretation. In contrast, English speakers encountering a word like "bark" must rely entirely on syntactic and semantic context to differentiate between "the bark of a tree" and "a dog's bark" (Aitchison, 2012). These findings indicate that while polysemy is a universal linguistic phenomenon, its cognitive impact varies depending on language structure and typology.

Another key result of this study is that English polysemy is largely shaped by historical lexical borrowing, while Uzbek polysemy is influenced by internal derivation. English has absorbed numerous words from Latin, French, and Greek, contributing to the layered meanings of many terms (Zimmerman, 2009). This historical process has resulted in a lexicon where single words can carry multiple, sometimes unrelated, meanings. In Uzbek, polysemy arises more predictably through affixation and compounding, with loanwords from Persian and Arabic undergoing adaptation to maintain clearer semantic distinctions (Nation, 2001). This typological difference suggests that polysemy in English is more dynamic and fluid, whereas in Uzbek, it follows a more structured and predictable pattern.

The comparison of polysemy in English and Uzbek underscores the importance of linguistic typology in shaping word meaning and semantic development. Schmitt (2000) emphasizes that lexical relationships and word associations differ significantly across languages, affecting how speakers conceptualize polysemy. While both languages exhibit polysemous words, English relies more on metaphorical expansion and idiomatic usage, whereas Uzbek depends on morphological modifications. These findings contribute to a broader understanding of how different languages manage lexical ambiguity and semantic extension, highlighting the role of linguistic structure in shaping the way words acquire and retain multiple meanings over time.

To further illustrate these findings, a table based on Zimmerman's (2009) model of word knowledge has been adapted to compare English and Uzbek word meanings, their translations, and associated connotations:

TABLE 1

Comparison of English and Uzbek word meanings, translations, and associated connotations

English Word	L1 Word (Uzbek)	L1 Translation	Polysemy	Connotation (Positive/Negative)
Light	Yengil	Not heavy	Yes	Positive
Light	Yorug'	Not dark	Yes	Positive
Bark	Po'st	Tree covering	Yes	Neutral
Bark	Vovullamoq	Dog's sound	Yes	Negative
Clever	Aqlli	Intelligent	No	Positive
Stubborn	Qaysar	Determined	No	Negative

This table highlights the relationship between polysemy and connotation in both English and Uzbek, demonstrating how word meanings shift across different linguistic contexts. By structuring vocabulary knowledge in this way, learners and researchers can better analyze how words function in multilingual settings and how connotations shape their interpretations.

CONCLUSION

The study of polysemy in English and Uzbek highlights key linguistic differences in how multiple meanings develop and function within each language. English, as an analytic language, often relies on metaphorical extension and idiomatic usage to create polysemy, whereas Uzbek, an agglutinative language, primarily uses affixation and morphological modifications to maintain semantic distinctions. These structural differences impact cognitive processing, with English requiring greater reliance on contextual clues and Uzbek benefiting from clearer morphological markers. The comparison of polysemous words in both languages demonstrates that lexical ambiguity is managed differently based on linguistic typology and historical influences (Schmitt, 2000; Zimmerman, 2009).

Understanding polysemy from a linguistic perspective provides valuable insights into vocabulary acquisition, lexical relationships, and semantic evolution. While English allows for more flexibility in word meaning through external borrowing and metaphorical shifts, Uzbek follows a more systematic approach to word formation, reducing ambiguity through affixation. This contrast underscores the importance of linguistic typology in shaping word knowledge across languages. Future research could explore how speakers of these languages process polysemous words in real-time and how language learners navigate multiple meanings in different contexts.

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THE IMPACT OF SOCRATIC SEMINARS ON PROFESSIONAL COMMUNICATION SKILLS AMONG AGRICULTURAL STUDENTS

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ABSTRACT

Effective professional communication is essential for agricultural students to succeed in academic, professional, and industry settings. This article explores the role of Socratic seminars as an educational method for enhancing critical thinking, verbal and non-verbal communication, and engagement in agricultural education. The integration of technology in Socratic seminars is also discussed, highlighting its role in fostering interactive, inquiry-driven learning environments. Despite challenges such as institutional constraints and resource limitations, Socratic seminars offer a promising approach to improving argumentation skills, cognitive development, and stakeholder communication in agricultural education. Future research should explore adaptive strategies to optimize this method for diverse educational and professional settings.

KEYWORDS Socratic seminars, professional communication, agricultural education, critical thinking, verbal and non-verbal communication, inquiry-based learning, student engagement, stakeholder communication, technology in education

INTRODUCTION

Professional communication is a fundamental component of the globalized agricultural sector, playing a crucial role in productivity enhancement, stakeholder collaboration, policy implementation, and market competitiveness. Moreover, communication skills contribute to professional identity construction, with international practitioners emphasizing the importance of genre knowledge in business communication (Zhang, 2017). The methodology for teaching professional communication in English in agricultural education should be purposeful and adapted to the specifics of the industry. One of the main steps is to identify specific training goals that can include the development of oral and written communication, presentation skills, the business negotiation process, and other aspects of professional communication. (Nuratdinova, 2024). Research highlights the importance of developing professional communication skills in agricultural students. Key competencies identified by faculty include writing ability, critical thinking, and ethical communication (Morgan & Rucker, 2013). Employers consistently value written, visual, and oral communication skills, as well as character traits. To enhance these skills, innovative approaches like professional dialogue seminars can help students integrate subject knowledge into research proposals and improve critical thinking. Additionally, intentional instruction in public speaking and communication strategies for diverse audiences is crucial, as current curricula often focus narrowly on academic presentations (Kantar et al., 2023). By incorporating these elements into agricultural education programs, students can be better prepared for the dynamic nature of communication in the field and more effectively engage with various stakeholders, including the public and policymakers. Recent pedagogical innovations, such as the flipped classroom model (Borasheva, 2023), demonstrate how structured pre-class learning combined with active in-class application can bridge this gap. When paired with Socratic seminars—which emphasize dialogic critical thinking—these approaches create a synergistic framework for developing both technical and intercultural communication skills in agricultural contexts.

Agricultural students face several challenges in developing communication skills. These include insufficient stakeholder involvement, poor information exchange, knowledge and skills gaps, resource constraints, and farmers' perceptions (Tadele Workineh et al., 2022). While academic language ability may suffice for coursework, students struggle to meet global market communication demands (Gajanan Malviya, 2021). Agricultural communicators need diverse skills, from understanding agriculture and policy to technical communication and science knowledge (Kurtzo et al., 2016). Students perceive themselves as most proficient in listening effectively but least proficient in asking effective questions (Norris et al., 2019). To address these challenges, innovative approaches like role-playing have shown promise in enhancing language skills. However, there is ongoing debate about whether higher education institutions should train generalists or specialists in agricultural communications. Further research is needed to align academic training with industry needs and improve students' communication skills throughout their college experience.

LITERATURE REVIEW

Professional communication is a multifaceted concept encompassing the practice of conveying technical information to diverse audiences with varying needs. It involves research, organization, and effective presentation of information, as well as collaboration and technology use (Brown, 1968). In healthcare, professional communication is crucial for optimizing care quality, requiring skills in information management and relationship-building with patients and families (Martín Padilla et al., 2014). The concept extends beyond workplace writing, necessitating a deeper examination of professional identities and the challenges facing professional workers (Faber, 2002). Key components of business communication include verbal and non-verbal communication, listening skills, and technological proficiency, which are essential for organizational success and individual career growth. Effective communication in the modern business environment is a critical factor in determining professional success in the corporate world (Shrivastava, 2012; Alimbetova, 2024).

Communication skills are crucial for success in agricultural professions. Studies have consistently identified written communication, oral communication, and visual communication as key competencies desired by employers. Additionally, personal qualities such as trustworthiness, reliability, and critical thinking are highly valued. Agricultural communicators also need basic knowledge of agriculture, ethics, and social media skills (Tcholadze, 2023). While some skills like photo editing and public relations are well-developed in graduates, others like sales and web design may need improvement. Faculty perspectives align with industry needs, emphasizing writing, critical thinking, and ethical communication (Morgan & Rucker, 2013). To ensure graduates are well-prepared, agricultural communications programs should regularly review and update their curricula to reflect the evolving demands of the field (Irlbeck & Akers, 2009; Tcholadze, 2023).

SOCRATIC SEMINAR AS AN EDUCATIONAL METHOD

The Socratic seminar, rooted in the dialogues of the ancient Greek philosopher Socrates, is an instructional method aimed at improving understanding through engaged discussion (Castellanos-Reyes, 2010). It emphasizes critical thinking, self-responsibility, and self-reliance as essential qualities for democracy (Pihlgren, 2007). The method involves a systematic, collective deliberation of ideas to achieve consensus on fundamental questions (Castellanos-Reyes, 2010). Originating from Plato's dialogues, Socratic questioning enhances critical thinking and self-reflection through a learner-centered approach (Dinkins & Cangelosi, 2019). Key principles include the importance of asking questions as an educative method and the development of students' knowledge beyond subject-specific skills (Mitchell, 2006). While definitions vary, common characteristics include discovering truth through logical discussion and deriving knowledge from within the learner (Castellanos-Reyes, 2010). The method's application in various disciplines, including nursing education, highlights its versatility and effectiveness in promoting critical thinking and self-reflection (Dinkins & Cangelosi, 2019).

Socratic dialogue and related methods have shown promise in enhancing critical thinking and student engagement across various educational contexts. These approaches can improve analytical skills, cognitive maturity, and open-mindedness in students (Hajhosseiny, 2013). Adapting Socratic methods to include multilevel group discussions can increase participation and develop teamwork skills, particularly beneficial in cross-cultural settings (Ryan, 2013). Implementing Socratic questioning with Universal Intellectual Standards can scaffold critical thinking development in classrooms (Anderson & Piro, 2014). While content-based instruction combined with Socratic discussion can enhance understanding and critical analysis in biomedical science, English as a Second Language (ESL) students may require additional support to fully benefit from these methods (Burder et al., 2014). Overall, Socratic dialogue and its variations offer valuable tools for educators to foster critical thinking and engagement, though adaptations may be necessary for different cultural and linguistic contexts.

DISCUSSION

Socratic seminars have been shown to significantly enhance critical thinking and argumentation skills across various educational contexts. Studies indicate that these seminars foster a conducive learning environment, encouraging students to articulate thoughts confidently, critically examine texts, and engage in meaningful discussions. The method has been found to improve students' ability to assess evidence, formulate well-substantiated arguments, and integrate diverse viewpoints (Bissengaliyeva, 2024). In EFL classrooms, Socratic seminars have been demonstrated to develop higher-order thinking skills and benefit language learning processes (Eraso Ibarra & Cárdenas, 2022). Research also suggests that these seminars successfully progress students' thinking from equilibrium to disequilibrium and back to a more sophisticated equilibrium (Hasanah & Suezdi, 2020). Additionally, Socratic seminars promote appropriate conflict resolution strategies and enhance interest in learning, particularly when focused on relevant or real-life topics (Polite & Adams, 1997).

Research indicates that enhancing verbal and non-verbal communication abilities can significantly improve learning outcomes and social interactions. Self-objectification through video analysis has been shown to enhance nursing students' communication skills (Kim & Lee, 2018). At the university level, effective use of verbal and non-verbal communication by teachers, including body language, eye contact, and facial expressions, positively impacts students' learning processes and cognitive skill development (Farid et al., 2023). For autistic children, combining verbal and non-verbal communication techniques can improve their social interaction and communication abilities (Febriantini et al., 2021). Teachers' proficiency in both verbal (e.g., discussions, jokes) and non-verbal (e.g., body language, eye contact) communication is crucial for creating quality learning experiences and achieving desired academic and non-academic outcomes (Wahyuni, 2018). These studies emphasize the importance of developing and utilizing both verbal and non-verbal communication skills in various educational contexts.

Implementing Socratic seminars faces several potential barriers. Lack of institutional support can leave instructors unprepared to handle controversial topics and strong emotions in the classroom. Logistical and communication challenges, such as inadequate resources and information, can hinder implementation. Student exclusion and potential harm are concerns that require careful preparation and intervention strategies. Engaging participants and ensuring their "buy-in" is crucial for successful implementation (Lee et al., 2020). Institutional culture may need to shift towards greater flexibility and learning to support adaptive management approaches (Jacobson et al., 2006). To overcome these barriers, strategies such as scaffolding, low-tech solutions, and self-reflexive practices can be employed (Chiang-Lopez & Núñez, 2023). Additionally, providing a structured format with clear expectations can promote productive dialogue and a deeper understanding of complex topics (Chowning, 2009).

Research on Socratic seminars in education has shown promising results across various disciplines. In middle school settings, Socratic seminars have been found to promote higher-order thinking, conflict resolution skills, and increased learning interest, particularly when discussing relevant topics. In agricultural education, innovative program designs have been identified as a means to enhance effectiveness. While not

specifically focused on agriculture, studies have explored the use of Socratic seminars in science education to improve content knowledge, scientific reasoning, and argumentation skills. The methodology has been practiced internationally as a supplement to traditional classroom teaching, with educators and philosophers recognizing its potential benefits. These findings suggest that expanding research on Socratic seminars in agricultural education could yield valuable insights into improving educational outcomes and developing critical thinking skills in students.

Integrating technology into Socratic discussions has demonstrated the potential to enhance students' higher-order thinking and critical analysis skills. Online platforms facilitate both synchronous and asynchronous interactions between students and educators, fostering the meaningful dialogue central to the Socratic method. For instance, Suhadi et al. (2015) observed that employing online learning technologies alongside the Socratic method can effectively promote higher-level thinking among students. However, research by Le (2019) indicates that while various computer-supported learning systems claim to incorporate Socratic approaches, many lack a systematic application of the method, highlighting the need for further development in this area. Additionally, platforms like Khan Academy have leveraged internet ubiquity to provide free educational resources globally, exemplifying how technology can create new learning opportunities. Furthermore, integrating technology into Socratic discussions necessitates adapting to current technological possibilities, such as videos and videoconferencing, to effectively engage participants.

CONCLUSION

The integration of Socratic seminars in agricultural education presents a valuable opportunity to enhance students' critical thinking, professional communication, and engagement. By fostering active discussion and inquiry-based learning, these seminars help students articulate their thoughts, evaluate evidence, and develop essential verbal and non-verbal communication skills. While research highlights the benefits of Socratic methods across various disciplines, their application in agricultural education remains underexplored. Addressing implementation challenges—such as institutional support, resource constraints, and adapting the method to technological advancements—can further enhance its effectiveness. Future research should focus on refining Socratic seminar strategies to better align with industry needs and technological advancements, ensuring that agricultural students are well-equipped for professional communication in diverse contexts.

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COMPARATIVE ANALYSIS OF KARAKALPAK AND ENGLISH CULTURES THROUGH HOFSTEDE'S CULTURAL DIMENSIONS

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ABSTRACT

In this study, Hofstede's cultural dimensions was used to compare English and Karakalpak culture. The analysis demonstrates that English culture emphasizes formality and distance, while Karakalpak cultural parameters is rooted in respect and collectivist values. In fact, understanding these cultural differences enhances intercultural communication and minimizes misunderstandings.

KEYWORDS: Hofstede's Cultural Dimensions, Individualism, Collectivism, Uncertainty Avoidance, Karakalpak Language, Masculinity and Femininity

INTRODUCTION

Culture is one of the main aspects of science and it is closely linked with linguistic culture, cultural studies, linguistics, history and sociology and the context significantly influences the specifics of our behavior during the communication process, including the words and phrases. Importantly, there are a few phrases that can be useful for keeping well-organized communication process in both cultures. Through analyzing different cultural contexts, we have noticed that in English culture people's attitude is primarily expressed through indirect requests, mitigating expressions, and formal phrases such as "May I...", "Let me...", "Please" "Thank you" and "Excuse me" similarly Karakalpak languages as "Íltimas", "Raxmet", "Keshirersiz", and "Múmkinbe...?". Regarding to express respect for personal boundaries, such phrases are common, particularly, "I'm afraid that..." or "Unfortunately, we are unable to...", "I am so sorry to bother you, but I wonder...", "I know this is a big deal...", and "I hate to ask this..." are used to maintain minimize confrontation.

While communicating, the communication process might be different according to closeness of relations, in other words, it depends on age, status, time, and place as well as communicators whether parents or friends. Let us look through some definitions of the word and analyze its importance in communication. More generally, several scholars such as, Hofstede, Hall, Kluckhohn, Williams, Kravchenko and Strodtbeck have put forward research on the cultural dimensions and their impact on communication norms (Larina, 2009). There are more than five thousand meanings of the word culture, and all of these might give different meaning according to the examined subject (Kravchenko, 2001). Similarly, culture has several meanings in European languages, it has been suggested by Williams as following, culture, the original difficult word, is an exact example. It has specialized meanings in particular fields of study, and it might seem an appropriate task simply to sort these out (Williams, 2013).

LITERATURE REVIEW

Both English and Turkic languages could be different according to their typological, morphological and sociocultural features and many scientists have worked on language families, its cultural values, internal and external pressures. The number of languages has developed during the centuries, for instance, from XI-XII centuries Uzbek, on the other hand Kazakh, Karakalpak and Nogai nations and their languages started to appear in XIV-XV centuries (Berdimuratov & Dawletov, 1988). Lars Johanson's extensive work on Turkic languages provides foundational insights into the structural features shared across the Turkic language family. In *The Turkic Languages*, he outlines typological characteristics such as agglutination,

vowel harmony, and Subject-Object-Verb (SOV) word order as defining traits (Johanson, 1998). His analysis spans both widely spoken and lesser-documented Turkic languages, including Karakalpak, which he notes as a Northwestern Kipchak language sharing features with Kazakh and Nogai (Johanson, 2001). Bernard Comrie's typological studies add further contrast. In *Language Universals and Linguistic Typology*, he contrasts analytic languages like English—which rely heavily on fixed word order and auxiliary constructions—with agglutinative languages like Turkish and Karakalpak, which use extensive suffixation to encode grammatical relationships (Comrie, 1989). This morphological distinction is a central theme in cross-linguistic studies and provides the groundwork for analyzing syntactic and semantic differences between the two language families. Geert Hofstede's cultural dimensions' theory provides a widely recognized framework for analyzing how values influence communication and behavior across cultures. This model is particularly valuable in cross-linguistic and intercultural studies, where language reflects deeply rooted cultural norms. Hofstede's dimensions—such as individualism versus collectivism, power distance, and uncertainty avoidance—offer a structured way to compare the cultural values underlying communicative behaviors in different linguistic communities. For example, speakers of Turkic languages, such as Karakalpak, often operate within collectivist, high-context cultures where group harmony and indirect communication are prioritized. In contrast, English-speaking cultures tend to value individual autonomy and directness, traits associated with low-context and individualistic societies. These cultural orientations significantly affect pragmatic norms such as politeness strategies, forms of address, and conversational implicature. By applying Hofstede's model, researchers can more precisely examine the linguacultural worldview embedded in each language, shedding light on how culture shapes linguistic expression and interpretation. Moreover, Hofstede's framework is instrumental in fields such as intercultural pragmatics, sociolinguistics, and language education, where cultural awareness is critical to effective communication and pedagogy (Hofstede, 1991).

METHODS

This study employs a comparative analysis of communication in English and Karakalpak cultures. Data were gathered through literature review, linguistic analysis of expressions, and observation of communication patterns. To identify cultural influences on communication styles the researcher analyzed expressions of respect, forms of addressing, and their different contexts.

ANALYSIS

In order to understand representatives of another culture, first, it is necessary to determine what type of culture they belong to. The most important parameter for classifying cultures is individualism/collectivism. This does not mean that all cultures are divided into two types according to this parameter - individualistic and collectivistic. Rather, they represent a kind of continuum, at one end of which are extremely individualistic countries, at the other - extremely collectivistic (Triandis, 1995). In general, individualistic societies structure their systems around the idea that individuals function independently of the group, while collectivistic societies emphasize interdependence among group members (Berry et al., 1997). Individualism is considered as the main feature of English culture, and it serves to maintain not only personal autonomy but also independence. Culture that emphasizes individualism, people mainly draw their attention to themselves, in other words, individuals put their priorities in the first place in any surrounding like job, family, society, behavior as well as in communication. Based on our analysis, unlike English culture in Karakalpak culture collectivism is main priority which means they prefer highlighting group harmony and social bonds. Also, here people emphasize "We" rather than "I", put simply, group of people's goal is higher compared to individuals and politeness in collectivistic cultures often involves deference to elders and community leaders, influencing communication practices such as decision-making and conflict resolution.

POWER DISTANCE

In English culture, lower power distance allows for more egalitarian interactions, where individuals feel comfortable expressing opinions and questioning authority. Power distance is one of the crucial parameters in culture and it may be influence unconsciously on people's behavior and social norms. While analyzing, we have found that high power distance in Karakalpak culture reinforces hierarchical relationships, where subordinates and younger individuals show deference to authority figures.

UNCERTAINTY AVOIDANCE

The analysis demonstrates that uncertainty avoidance in cultures could be two different types such as high and low uncertainty avoidance, and this is because people's preferences and values. In most cases Western societies prefer clear communication structures and formal etiquette and this form of communication will be helpful for reducing misunderstandings and might foster interactions. English speakers may use structured politeness expressions to reduce ambiguity and might be used for giving clear instructions, additionally, serve as a clear communication technique. As an example "Could you elaborate...?", "Could you help me that...?", "Please, follow these steps...", "May I request...?" are common expressions that is used widely in many situations.

TABLE 1

A Comparison Analysis of Karakalpak Expressions and English Expressions

Karakalpak Expressions	English Expressions
Tolǵıraq túsindirip bere alasız ba?	Could you elaborate?
Sorawǵa ruksat etesiz be?	May I request?
Maǵan járdem bere alasız ba?	Could you help me?
Tómendegı qádemlerdi orınlasańız, ótinish	Please, follow these steps

Table 1 shows that, these expressions needed mainly minimize the occurrence of unknown circumstances and to adapt changes smoothly by planning and keeping rules and regulations. When it comes to low uncertainty avoidance, people accept easily any unplanned changes, Karakalpak speakers rely on culturally embedded customs and traditional respect-based interactions to maintain social stability.

MASCULINITY AND FEMINITY

Analysis show that this dimension is linked with individualism and collectivism as we might face in any culture with masculine and feminine parameters. Differences between them is masculine cultures prioritize competition and achievement, whereas feminine cultures emphasize social harmony and empathy. English culture balances both aspects, integrating individualism with formal politeness while other cultures lean towards collectivist values, fostering warm interpersonal relationships and emphasizing family and community obligations.

DISCUSSION

The comparative analysis of politeness expressions in Karakalpak and English (shown in Table 1) reveals significant cross-cultural differences shaped by underlying cultural values. These differences can be interpreted using Hofstede's cultural dimensions' theory and Brown and Levinson's politeness framework. One of the most striking contrasts lies in the individualism versus collectivism dimension. English-speaking cultures, such as those in the UK and the US, rank high in individualism, which promotes self-expression, independence, and autonomy (Hofstede, 2010). This is reflected in negative politeness strategies — such as hedging "Would you mind...", indirectness, and minimizing imposition — which prioritize the hearer's personal space and freedom (Brown & Levinson, 1987). In Karakalpak, politeness is deeply embedded in collective identity and social order, while English encodes individual autonomy and equal footing. As Wierzbicka notes, linguistic expressions of politeness are not universal but shaped by

culturally specific understandings of interpersonal relationships (Wierzbicka, 2003). In contrast, Karakalpak society, influenced by traditional Turkic and Central Asian values, leans toward collectivism, emphasizing group harmony, respect for elders, and relational obligations. Consequently, Karakalpak speakers often employ positive politeness strategies, such as respectful address forms, kinship-based honorifics, and formulaic greetings that reinforce social bonds and group cohesion. In Karakalpak culture, individuals, on the other hand, is deeply rooted in social hierarchy, collectivist values, and respect for elders. Direct communication is generally avoided when addressing elders or authority figures, reinforcing the cultural value of respect and here mostly we might address for people by using pronouns like “biz” and “siz” and these are closely connected with collectivistic culture. The dimension of power distance further explains variation in politeness norms. English-speaking societies typically exhibit low power distance, favoring informal address and egalitarian interaction. For example, the use of first names in professional or academic settings is common and culturally acceptable. In contrast, Karakalpak culture reflects a higher power distance, with explicit linguistic markers of status and hierarchy.

TABLE 2

Karakalpak Respect Expressions to English Direct/Indirect Translation

Karakalpak Respect Expressions	English Direct/Indirect Translation
Ağa /ata /apa	direct translation is grandpa/grandma dad but indirect is Sir/Mr./Mrs.
Ajağa/ájapa	Direct translation brother/sister but indirect is a reference to friendship

As is shown in Table 2, expressions are used in certain situations and we could link with Power distance. “Cultures are nothing more than common ways of thinking and acting, which develop because of relativity isolated within-group communication. Cultures differ from one another because there is less contact between cultures than within them. If everybody communicated with people outside their culture their culture as much as they do with people within it, cultures would soon disappear” (Guirdham, 1999). Each language and culture have its own unique ways of expressing politeness, which depend on the cultural and historical characteristics of the people (Qaypova, 2024)

Addressing older individuals or those in authority requires formal titles, deferential language, and fixed greeting routines, reflecting the cultural expectation to recognize and respect social roles. Fixed expressions for greetings, farewells, and requests ensure mutual understanding and help avoid misunderstandings in high-context, relationship-oriented communication. These linguistic choices reflect the respective linguistic worldviews of each culture.

Understanding these distinctions are essential for effective cross-cultural communication. Misinterpretations of expressions can lead to misunderstandings in intercultural interactions. By applying Hofstede’s framework, individuals can develop a deeper appreciation for diverse communication styles, fostering mutual respect and more effective intercultural interactions.

CONCLUSION

The two languages continue to pose challenges in translation because each language expresses themselves in unique ways. Karakalpak generally associates hierarchy when denoting respect which is seen in how young people address a person who is elderly or in a position of power. English on the other hand is individualistic in its delivery between age groups and does not recognize the same age or hierarchal structures. This is problematic in unstructured conversation within the Karakalpak language and does not directly correlate to a seamless English translation. The subtle nuances observed in the Karakalpak language are issues which persons learning language must consider when communicating using English or the Karakalpak language.

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