

YEREVAN STATE UNIVERSITY

Foreign Languages in Higher Education
Scientific Journal

VOLUME 29 - Issue 2(39)

Yerevan – 2025



The scientific journal is published upon the decision of YSU Academic Council.

Editor-in-Chief

Yelena Yerznkyan

Dr of Science (Philology), Professor, Head of the English Language Department,
Faculty of European Languages and Communication, Yerevan State University, Armenia
e-mail: yerznkyan@ysu.am
ORCID: 0000-0002-3930-6176

Editorial Team

Irina Burnazyan, Managing Editor

PhD in Philology, Associate Professor at the English Language Department, Faculty
of European Languages and Communication, Yerevan State University, Armenia
e-mail: burnazyan.irina@ysu.am
ORCID: 0000-0002-1034-470X

Seda Gasparyan

Dr of Science (Philology), Professor at the Chair of English Philology, Faculty of European
Languages and Communication, Yerevan State University, Armenia,
Corresponding Member of NAS RA
e-mail: sedagasparyan@ysu.am
ORCID: 0000-0003-1170-4989

Claude Chastagner

Dr in American Studies, Professor Emeritus, Department of English Studies,
University Paul Valéry Montpellier 3, France
e-mail: claude.chastagner@univ-montp3.fr
ORCID: 0000-0002-6516-3375

Manfred Consten

Dr of Science, Subject Advisor and Lecturer at the Department of German Linguistics,
Faculty of Arts, Friedrich Schiller University Jena, Germany
e-mail: manfred.consten@uni-jena.de
ORCID: 0009-0005-9131-471X

Hadrian Lankiewicz

Dr of Philology, Professor, Director of the Institute of Applied Linguistics,
University of Gdańsk, Professor at the Koszalin University of Technology, Poland
e-mail: hadrian.lankiewicz@ug.edu.pl
ORCID: 0000-0001-5124-7861

Arega Akopyants

Dr of Pedagogy, Professor, Head of the Department of Theory and Methodology
of Intercultural Communication, Institute of Foreign Languages and International Tourism,
Pyatigorsk State University, Russia
e-mail: imadean@yandex.ru
ORCID: 0000-0002-9506-444X

Veronika Lipp

Dr of Philology, Director of the Institute for Lexicology, ELTE Research Centre
for Linguistics (HUN-REN), Budapest, Hungary
e-mail: lipp.veronika@nytud.elte.hu
ORCID: 0000-0001-6957-5863

Gorana Bikić-Carić

Dr of Linguistics, Associate Professor of Romance Linguistics, Department of Romance Studies, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
 e-mail: gbcarić@ffzg.hr
 ORCID: 0000-0002-8325-0122

Armine Simonyan

Dr of Philology, Professor, Head of the Department of Theory of Language and Intercultural Communication, Russian Armenian University, Armenia
 e-mail: simvar@hotmail.com
 ORCID: 0000-0001-5837-1988

Garik Galstyan

PhD, Associate Professor, Department of Foreign Languages, Faculty of Languages, Cultures, and Societies, University of Lille, France
 e-mail: garik.galstyan@univ-lille.fr
 ORCID: 0009-0004-0159-4696

Ara Arakelyan

Dr of Science (Philology), Professor, Department of Foreign Literature, Faculty of European Languages and Communication, Yerevan State University, Armenia
 e-mail: arakelyan.ara@ysu.am
 ORCID: 0000-0002-5360-7602

Hasmik Baghdasaryan

Dr of Science (Philology), Professor, Head of the Department of Romance Philology, Faculty of European Languages and Communication, Yerevan State University, Armenia
 e-mail: h.baghdasaryan@ysu.am
 ORCID: 0000-0002-8184-2183

Shushanik Paronyan

Dr of Science (Philology), Professor, Head of the Department of English for Cross-Cultural Communication, Faculty of European Languages and Communication, Yerevan State University, Armenia
 e-mail: shushanik.paronyan@ysu.am
 ORCID: 0000-0001-6997-731X

Angelika Reichmann

PhD (Dr. habil.), College Professor / Senior Lecturer, Department of English Studies, Eszterházy Károly Catholic University, Hungary
 e-mail: reichmann.angelika@uni-eszterhazy.hu
 ORCID: 0000-0002-7816-5388

Nune Tovmasyan

Associate Professor at the English Language Department, Faculty of European Languages and Communication, Yerevan State University, Armenia
 e-mail: tovmassiann@gmail.com
 ORCID: 0000-0001-6741-9293

Elena Orduna Nocito

PhD, Associate Professor, Department of English Studies, Faculty of Philology, Complutense University of Madrid (UCM), Spain
 e-mail: eorduna@filol.ucm.es
 ORCID: 0000-0003-4296-0045

CONTENTS

Linguistics

Hamlet Arakelyan, Anahit Aleksanyan

LINGUISTIC PECULIARITIES OF CALL-TO-ACTION PHRASES IN DIGITAL DISCOURSE	5
--	---

Astghik Chubaryan, Marine Evoyan

THE SYNTAX, SEMANTICS AND PRAGMATICS OF IF-PARENTHETICALS IN FICTIONAL DIALOGUE	21
--	----

Seda Gasparyan, Nelly Ayvazyan

LEXICO-SEMANTIC MEANS OF MANIPULATION IN POLITICAL DISCOURSE	32
---	----

Anna Knyazyan, Luiza Marabyan

GENDERED SIGNS OF AGGRESSION: A SOCIAL SEMIOTIC ANALYSIS OF POWER DYNAMICS IN POLITICAL DISCOURSE	45
--	----

Gaiane Muradian

FACEBOOK'S ROLE IN CONSTRUCTING ONLINE IDENTITY	58
---	----

Zarouhi Vartapetian

THE STRUCTURAL-SEMANTIC PECULIARITIES OF AI-GENERATED BUSINESS LETTERS	70
---	----

Елена Ерзинкян

К ВОПРОСУ О ТИПАХ ЯЗЫКОВОЙ НОМИНАЦИИ	92
--	----

Methodology

Anahit Galstyan

GAMIFICATION IN HIGHER EDUCATION: ENHANCING LEARNING THROUGH GAME-BASED STRATEGIES	108
---	-----

Mariam Karapetyan

ARMENIAN AND AMERICAN VALUE SYSTEMS	126
---	-----

Armenuhi Martirosyan, Marine Mkrtchyan, Ruzanna Arustamyan

THE IMPACT OF AI TOOLS ON EFL LEARNERS' LANGUAGE ACQUISITION (on the example of YSU Faculty of International Relations)	141
--	-----

LINGUISTIC PECULIARITIES OF CALL-TO-ACTION PHRASES IN DIGITAL DISCOURSE

Hamlet Arakelyan*

<https://orcid.org/0000-0001-9593-273X>

Anahit Aleksanyan**

<https://orcid.org/0009-0003-6958-0963>

Yerevan State University

Abstract: This study investigates Call-to-Action (CTA) phrases in digital discourse, focusing on their linguistic characteristics that aim to elicit specific responses from audiences. In the context of online marketing, where digital communication has a significant influence on consumer behavior, CTAs serve as crucial tools for engagement and conversion. The investigation, employing methods of discourse analysis and linguistic analysis, demonstrates that CTA phrases utilize direct action verbs, concise structures, and elements of urgency, such as *buy now* or *limited time offer*, to capture attention and prompt immediate action. Furthermore, effective CTAs are tailored to the target audience, taking into account their interests and motivations. By elucidating the linguistic mechanisms underlying CTA phrases, this research offers insights into optimizing digital marketing strategies for greater impact and responsiveness.

Keywords: audience engagement, call-to-action phrases, digital discourse, digital marketing, linguistic features

Introduction

As technology progresses and social influences evolve, businesses are increasingly dependent on digital channels, particularly social media, for engagement and growth. Beyond operational strategies, language itself plays a critical role in business success, serving as a tool that can open numerous opportunities. Digital discourse has a significant and wide-ranging impact on language usage in the ever-

* hamlet.arakelyan@ysu.am

** anahit.aleqsanyan7@edu.ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 21/08/2025

Revised: 29/10/2025

Accepted: 30/11/2025

© The Author(s) 2025

evolving world of digital communication. The focus on immediacy and economy in digital conversation has resulted in the creation of emoticons, emojis, and textual abbreviations as shorthand means of communication. Given the growing prevalence of digital communication in the age of the internet and social media, Call-to-action (CTA) has become a prominent and persuasive element in online advertisements, social media content, and other web-based communication forms. However, while numerous marketing studies have explored the psychological or behavioral effects of CTAs, few have examined their linguistic construction and functional variation across digital contexts. This study seeks to fill that gap by analyzing the linguistic features that make CTAs persuasive and effective in online environments.

CTA phrases are effective phrases that aim to provoke a certain behavior from the target audience, such as clicking on a link or making a purchase. CTAs are essential to influencing user behavior, increasing conversions, and fulfilling communication goals since they are deeply embedded in digital discourse. These phrases can be found on every website, app, digital advertisement, video, and so on. They use a unique linguistic structure designed to issue commands, prompt swift action, or deliver persuasive appeals through emotive language. This diversity in grammar allows CTAs to convey a sense of urgency, relevance, or persuasion, depending on the context. Understanding these grammatical nuances is key to deciphering how CTAs work and how they influence user behavior online. They play a vital role in digital discourse by shaping how we interact with content and make decisions in digital communication.

The findings of this study are expected to contribute to existing literature by providing insights into the linguistic construction of Call-to-Action (CTA) phrases in digital discourse. These insights can guide communication specialists, digital marketers, and educators in understanding how language functions as a persuasive tool within online environments. The study further highlights the role of linguistic structure and discourse context in influencing user behavior, offering a comprehensive understanding of how language choices in CTAs can enhance engagement and conversion. By uncovering the linguistic mechanisms underlying CTAs, this research also contributes to digital discourse studies, enriching interdisciplinary perspectives on language use in media-driven communication.

Literature Review

Digital discourse refers to language use in computer-mediated environments, encompassing interactions on websites, social media, and messaging platforms. It

is characterized by multimodality, interactivity, and immediacy - features shaped by the technological affordances of *new media* platforms that facilitate participatory, user-generated communication (Grewal, Herhausen, Ludwig, & Villarroel Ordenes, 2022; Jenkins, Ford, & Green, 2013).

Digital discourse has different functional aspects based on the platform, context, and communication goals. One of the features of digital discourse is its multimodality. In the study of discourse, multimodality is becoming recognized as a core concept (Jewitt, 2014; Kress & van Leeuwen, 2001), bringing attention to the ways in which language interacts with other semiotic systems and is only given meaning through these interactions. While digital technologies are becoming more and more multimodal due to the combination of messages, images, sounds, and other semiotic modes, it is important to note that all human communication is multimodal (Norris, 2004). Ignoring the fact in the examination of digital genre practices (which involves studying various forms or types of communication in digital contexts) leads to incomplete descriptions of communication within them. Thus, “the concepts of multimodality and multi-semioticity” are “central to current research on language and digital media” (Georgakopoulou & Spiliotti, 2016, p. 3). In this context, CTA phrases often appear embedded within multimodal formats such as clickable buttons, banners, or voice prompts, where their linguistic form interacts with design, color, and placement to heighten persuasive appeal.

A CTA is a term used to describe a word or phrase designed to encourage a specific action from a reader or visitor to a website. It is a marketing device designed to elicit an immediate response or encourage engagement, forming an essential component of many websites (Steinberg, 2005). Essentially, it offers guidance to prompt interaction or decision-making. Baines, Fill, and Page (2013) mentioned that when it comes to increasing engagement with larger audiences, CTA is thought to have a significant influence on their perceptions of brands, value, and behaviour. Although a call-to-action might consist of straightforward text, it is frequently accompanied by a link or button, aiming to lead the visitor towards a desired outcome, typically a conversion. The CTA is part of the logical progression of a landing page or website. This principle is rooted in psychology. It is called the perceptual set theory. Allport (1955) defined perceptual set as a perceptual bias or predisposition, or readiness to perceive particular features of a stimulus. According to Vernon (1955), perceptual set operates in two ways: first, the perceiver holds specific expectations and directs attention toward certain elements of sensory input, a function referred to as the “Selector.” Second, the perceiver possesses the ability to categorize, interpret, and label the chosen

information, as well as to draw conclusions from it, a function described as the “Interpreter.”

Language appears as a type of figure-ground illusion in the real-world contexts of digital discourse, switching into and out of focus at different moments. Language can seem to be everywhere at times or nowhere at others; it can be high-profile and dominant one minute, low-key and almost invisible the next. And this is becoming increasingly true as our technologies continue to grow and converge, to some extent, face-to-face contact with all its complexity, variety, and immediacy.

The language of digital media can be viewed as a threat to language; for instance, we hear that English is somehow disappearing or that society is losing control over “good”, “proper”, or standard English (Tagliamonte & Denis, 2008; Thurlow, 2006). According to reputable news sources, new communication technologies “ruin grammar” and “beat up” or “corrupt” languages. And this way of talking about digital discourse is fairly persistent, even despite evidence to the contrary (Tagliamonte, 2016; Thurlow, 2012). In CTA phrases, the need for adaptability, blending traditional syntactic structures with informal tone, emotive cues, and even non-verbal elements like emojis or typographic emphasis to persuade effectively in context, is reflected.

Functional features of Digital discourse also include orality, compensation, and economy (Androutsopoulos, 2007). Conceptual orality encompasses all elements of written discourse that indicate informal spoken language. Emojis, acronyms for different kinds of laughter, and repetitions of letters and punctuation to imitate emotive prosody are examples of compensatory techniques. Any argument used to shorten a message is included in the third theme, linguistic economy. This issue is most obviously based on the consequences of technology, which are attributed to the need for speed in synchronous exchanges, to financial limits, or to constraints on the size of messages. CTA phrases, in particular, rely heavily on this principle: they often compress complex intentions into minimal linguistic units while preserving persuasive power. Their reliance on brevity and clarity further ties them to linguistic economy, where the goal is maximum effect with minimal text.

The term *linguistic orality* describes the qualities of spoken language, especially as it relates to written or digital communication. It includes things like slang, informal language, and the application of emphasis or intonation to communicate tone or meaning. Linguistic orality in digital discourse can be observed in text-based communication that resembles spoken language, including the usage of emoticons, informal phrases, and acronyms to imitate spoken language nuances. CTA phrases often employ elements of linguistic orality, such as

imperative structures (*Swipe now, Don't miss out*) that mimic spoken commands. They also use compensatory techniques such as repetition, punctuation, and emojis to convey urgency or emotion that would typically be delivered through prosody in spoken language.

In summary, the literature highlights the interplay between multimodality, linguistic economy, and orality in shaping digital discourse and persuasive communication online. However, existing studies tend to treat these features in isolation or within marketing frameworks rather than through a detailed linguistic analysis of CTA phrasing. Moreover, relatively few works integrate recent findings on multimodal interaction and digital persuasion across platforms (Ludwig, Herhausen, Grewal, Bove, Benoit, De Ruyter & Urwin, 2022; Kubler, Colicev & Pauwels, 2020). Adopting a multimodal discourse analysis perspective (Kress & van Leeuwen, 2001; Kress & van Leeuwen, 2021), this study addresses that gap by examining the linguistic construction of CTA phrases through the lens of digital discourse theory, emphasizing how language, design, and immediacy interact to motivate user engagement.

Methodology

This study examines Call-to-action (CTA) phrases within digital discourse, with particular emphasis on their linguistic features and functional roles across diverse online platforms. From a methodological standpoint, this research employs a qualitative, descriptive approach based on digital discourse analysis (DDA) and linguistic analysis. The approach focuses on identifying recurrent linguistic features in CTA expressions and interpreting their communicative functions.

The methodological framework combines digital discourse analysis and linguistic analysis. Digital discourse analysis is employed to investigate the broader communicative structures in which CTAs appear, focusing on the unique multimodal and interactive features of online environments. Digital discourse analysis refers to the study of language use in the new media, such as emails, chat logs, social media posts, blogs, and online forums, social networking sites, and instant messaging platforms. It not only problematizes and challenges our tendency to overdraw the concept of languages but also our assumptions about the discrete character of language itself. Digital Discourse Analysis (DDA) is an interdisciplinary field of study that explores how language is used in digital communication (Moshinsky, 2022). Researchers often use DDA to explore how people develop their identities, establish relationships, and manage power dynamics in online spaces through language use. People are communicating more

frequently and in various forms than ever before, due to the development of digital communication technology. As a result, new kinds of language have developed, such as the use of emojis, acronyms, and other forms of digital shorthand.

The linguistic analysis is applied to identify specific lexical, syntactic, and stylistic patterns within CTA phrases. Each CTA is examined within its immediate textual context to assess its persuasive strategies and functional impact.

The study focuses on ten carefully selected call-to-action phrases from diverse digital platforms, chosen to represent a range of industries, modalities, and persuasive strategies. Although this sample size is limited, it provides clear insights into the key linguistic features of CTAs. Future research could expand the dataset to include a larger corpus to further validate these findings and examine additional patterns across platforms. The research corpus data were collected between January 2024 and August 2025 from 10 commercial websites representing different domains (e-commerce, non-profit, service, and entertainment). Each website was selected based on high traffic rankings and active CTA use.

Results and Discussion

Call-to-action phrases (CTAs) are the link that makes any online endeavor profitable by bridging the gap between a passive browse and an active involvement. They can illuminate the way for the audience, pointing them in the right direction and encouraging them to take an active role in the discussion rather than just being passive bystanders. CTAs are the waypoints in a world full of content. Imagine a music streaming website encouraging you to *Listen Now* or a vacation blog with a call-to-action to *Book Your Trip*. These examples encourage action and engagement.

Phrasings that are marked with a *Call-to-Action* are essential in digital discourse because they provide strong cues to users to take particular actions. CTAs have been intentionally created to increase conversions, inspire engagement, and direct user behavior in the fast-paced and competitive world of online communication. Effective CTAs may have a big impact on the success of digital campaigns, whether they are encouraging readers to buy something, join up for a newsletter, or share material on social media. CTAs make it simpler for visitors to interact with the content and complete the intended action by giving detailed instructions. CTAs can effectively direct customers through the digital journey and motivate them to take important actions by using compelling language, clarity, urgency, and personalization.

Calls-to-action may take several different shapes, but to be considered effective, they must have three important characteristics. Three requirements for a call to action are:

- **Value Proposition:** Why should the user click on the call to action? It is essential to emphasize the benefits that they will receive by continuing with the next step of customer experience.
- **Powerful Language:** When it comes to CTAs, it is best to use short, sharp words that demand action. It is best to be as straightforward and empowering as possible.
- **Personalization:** Building a relationship with the consumer by treating them like the only person in the world is an excellent technique to establish brand-buyer relationships.

Creating appealing call-to-action (CTA) text is essential for enhancing the user experience and encouraging desired behavior. Here is a categorized list of the CTA phrases:

Category	CTA Examples
Direct Action	<i>Follow this, Join today, Sign me up now, Click for more, Take a look, Click button, Find out more, Try it today, Contact us, Join us, Read reviews, Check out, Look at, Please see, Watch for, Get more info here, Discover, Find more, Learn more, Get it here</i>
Urgency	<i>Don't miss, Don't forget to, Don't wait, Hurry, Call today, Download now, Shop now, Buy and save, Act now</i>
Benefit-Oriented	<i>Get free, Save money, Get yours, Pay less, Get a gift, Find savings</i>

The fundamental linguistic characteristics of Call-to-action phrases are:

1. **Linguistic Economy:** Call-to-action phrases are most effective when they are as concise as possible. Linguistic economy, or the tendency toward brevity, is a fundamental principle of language. Rooted in communication's primary goal, it favors convenience and minimal effort at the phonetic, lexical, morphological, and syntactic levels. The concept, formulated as a linguistic law by American linguist and philologist George Kingsley Zipf (1949), outlines several dynamic principles of speech. This principle reflects a balance, often a compromise between desirable but sometimes conflicting qualities: simplicity and clarity. Examples of linguistically economical CTAs include *Subscribe now, Listen now, Sign up, Act now, and Try it free*. These concise and direct expressions clearly identify the primary action while immediately capturing the user's attention.

2. Use of Action Verbs: Action verbs express what the subject of a sentence is doing, whether the action is physical or mental. Unlike other word types, action verbs convey a unique sense of immediacy and strength, offering the reader clear and precise information about the subject's activity. Examples include *run*, *organize*, *divide*, *merge*, and *sign*. In call-to-action phrases, the use of action verbs prompts the reader to respond instantly, making the intended action both explicit and compelling.

3. Use of Personal Pronouns: Research indicates that consumers are more likely to respond positively to CTAs framed in consumer-focused rather than firm-focused terms (Ku & Wang, 2025). Incorporating personal pronouns in call-to-action phrases makes them more direct and personalized. Words such as *you*, *your*, *us*, *we*, and *our* can create a sense of closer connection between the brand and the customer. For example, the organization *One Drop* employs the CTA *Together, we turn water into action* – a phrase that not only encourages engagement but also motivates the user toward the desired action. Such phrasing helps build trust and strengthens the relationship between the brand and its audience (URL: <https://www.onedrop.org/en/>).

4. Emotional appeal: In marketing, emotional appeals have the power to develop powerful connections between consumers and brands. Marketers can reach consumers' deepest desires, needs, and fears by appealing to their emotions. When a call-to-action incorporates an emotional appeal (Petty, Fabrigar, & Wegener, 2003), its effectiveness increases, as emotions influence decision-making and can lead to both new and repeat customers making purchases. This aligns with the observations of Bashinsky (2016) and Baines et al. (2013), who emphasize the role of emotional appeals in advertising and CTAs within digital media. Human decision-making is driven more by emotion than logic, as our brains instinctively assess emotional impact before applying rational thought. Emotions such as love, joy, and fear influence behavior, making emotional appeals in marketing powerful tools for creating a connection between consumer and brand. By tapping into these feelings, marketers can inspire urgency and relevance, motivating immediate action. For example, the CTA *Change the world for animals – take action now* evokes purpose and empowerment, appealing to the human desire to make a positive impact (URL: <https://www.peta.org/>). The phrase *Change the world* frames action as transformative and meaningful, while *Take action now* adds urgency, prompting an immediate response.

5. Imperative Mood: The imperative mood is a defining characteristic of many call-to-action phrases, as it conveys direct commands that are difficult to contest. By using concise and forceful verbs, often accompanied by adverbs of

immediacy such as *now* or *today*, CTAs generate a heightened sense of urgency and prompt instant engagement. For example, *Buy now*, *Subscribe today*, *Click here*, *Join us*, *Download now*, *Shop our sale*, *Donate today*, *Sign up now*, *Discover more*, and *Visit our website* are all structured to eliminate hesitation and compel the audience toward the desired action. This linguistic strategy is effective because it frames the action as both necessary and immediate, thereby increasing the likelihood of user response.

Building on the theoretical concepts discussed, the analysis has examined selected call-to-action phrases from prominent brands, organizations, applications, and websites, evaluating them in light of the identified linguistic and functional features.

- *Find out more* is a succinct and direct CTA that prompts the user to seek additional information about the brand. It is action-oriented, employing an action verb to actively encourage user engagement. Due to its versatility, this phrase can direct website visitors to various sections, such as product details, promotional offers, or brand history. Comprising only three words, it is easily comprehensible and quickly processed by the audience (URL: <https://www.kitkat.co.uk/>).

- *Start free month* is a strategically designed CTA intended to capture the user's attention and prompt immediate engagement with a subscription-based service. The use of the action verb *start* renders the phrase action-oriented, encouraging active participation rather than passive reception of information. The message is unambiguous, clearly communicating the idea that users can begin a free trial immediately and enjoy a month of Spotify Premium at no cost. Additionally, the verb *start* contributes to a personalized tone, directly addressing the visitor and fostering a sense of individual involvement (URL: <https://accounts.spotify.com>).

- *Don't miss a drop, subscribe to our newsletter* is a compelling CTA that employs vivid and metaphorical language to capture the audience's attention. This opening phrase conveys urgency by suggesting that valuable opportunities or information could be lost if the reader fails to act. In this context, the *drop* metaphorically refers to *water*, evoking imagery that emphasizes the importance of each individual *drop* of content. This figurative framing generates anticipation and positive emotions such as curiosity and enthusiasm regarding the benefits of subscribing. Furthermore, the use of the pronoun *our* in *Subscribe to our newsletter* adds a personalized element, fostering a sense of connection between the sender and the recipient (URL: <https://www.onedrop.org/en/>).

- *Get instant access* is a directive CTA employing the imperative verb *get* to prompt immediate user action. The adjective *instant* conveys urgency and assures the audience that access will be granted without delay, appealing to the desire for immediate gratification. This choice of wording also creates a sense of exclusivity and immediacy, enhancing the appeal of the offer. Notably, the phrase demonstrates linguistic economy by delivering a clear and persuasive message in just three words, maximizing impact while minimizing length (URL: <https://copyposse.com>).

- *Save Now* is a concise CTA prominently featured in promotional banners on Bed Bath & Beyond's website. It employs the imperative verb *save*, directly prompting users to act, while the adverb *now* introduces immediacy and reinforces urgency. The phrase appeals to the consumer's desire for financial benefit, creating a positive emotional response associated with reward. With only two words, it demonstrates linguistic economy, delivering a clear, persuasive message that is quickly processed and highly impactful. This CTA effectively combines imperative mood, action-oriented language, and brevity to motivate immediate user engagement, in line with the linguistic and functional principles outlined in the theoretical framework (URL: <https://www.bedbathandbeyond.com/>).

- *Yes, I want the FREE template now* is a highly personalized and persuasive CTA that integrates affirmation, urgency, and direct engagement. The opening word *Yes* signals agreement and readiness, setting a positive and action-oriented tone. The use of the first-person pronoun *I* personalizes the message, creating the impression that the audience is actively speaking and committing to the action, thereby fostering a sense of ownership. The verb *want* conveys clear intent and desire, strengthening the motivational appeal. The inclusion of the capitalized *FREE* emphasizes the value proposition, drawing immediate attention and appealing to the consumer's preference for no-cost offers. Finally, the adverb *now* introduces a temporal urgency, encouraging immediate action. Structurally, the phrase eliminates ambiguity by combining an explicit statement of intent with a clear directive, in line with the persuasive and linguistic principles discussed earlier (URL: https://www.globalfromasia.com/employeecontractchina/?utm_source=convertful)

- *Now offering free design help. Learn more* is a two-part CTA that combines immediacy with clear direction. The first part, *Now offering free design help*, captures attention through the adverb *Now*, which emphasizes urgency and timeliness, encouraging the audience to act promptly. The phrase *free design help* highlights a valuable benefit, appealing to the user's interest in gaining assistance without cost, thus enhancing motivational appeal. The second part, *Learn more*,

uses an action verb in the imperative mood, providing concise and direct instruction that guides the audience to the next step. Overall, the CTA demonstrates linguistic economy and persuasive strategy by delivering both value and direction in a brief, clear, and engaging format, aligning with the theoretical principles of effective CTA construction (URL: <https://www.luluandgeorgia.com/pages/shop-by-room>).

- The phrase *Order now* starts with an imperative sentence giving the audience a command. It is used to motivate immediate action. The action verb *order* indicates the intended action that the viewer is encouraged to carry out. It is brief and simple; this linguistic economy makes it easy to understand and memorable for the audience, reducing any uncertainty about the intended action. The adverb *now* gives the CTA a sense of urgency by suggesting that it should be done right away (URL: <https://www.starbucks.com/>).

- *Try free for seven days* utilizes the imperative verb *try* to clearly direct the audience toward the intended action of testing a product or service. The adjective *free* highlights that no payment is required during the trial period, increasing the offer's attractiveness while minimizing perceived risk. By integrating an imperative verb with descriptive adjectives, numeric information, and a temporal reference, this CTA effectively prompts user engagement. Its concise, action-oriented construction exemplifies the principles of linguistic economy and immediacy discussed earlier, demonstrating how brevity and clarity enhance persuasive impact (URL: <https://yogainternational.com/membership>).

- *Sign up to save* begins with the imperative verb *Sign up*, directly urging the audience to take action by registering or creating an account with Uber. The verb *save* communicates the benefit of completing the action, implying that users can reduce costs on transportation services by signing up. Although the pronoun *you* is not explicitly stated, the CTA is clearly directed at the audience, creating a sense of personalization and engaging the reader more effectively (URL: uber.com).

To sum up, call-to-action (CTA) phrases are effective tools in digital communication since they encourage readers or website visitors to take certain actions. They direct how users engage and make decisions, which frequently results in the conversions that are intended. The CTA uses language techniques – including imperative mood, action verbs, personal pronouns, emotional appeal, and linguistic economy – to successfully express messages. CTAs guide user flow, boost engagement, and encourage desired actions by using clear, action-oriented language. They also provide clear direction and prompt desirable behaviors. CTAs connect with the audience and generate a sense of urgency that motivates quick action by using strong language and personalization. Furthermore, customers are

sensitive to emotional appeals in CTAs because they use these universal human emotions to build relationships and inspire action. The effectiveness of CTAs is further increased by imperative mood verbs and personalized wording, which guide user behavior and reinforce brand messaging.

Conclusion

This study highlights the pivotal role of call-to-action (CTA) phrases in digital discourse, demonstrating their influence on user engagement and behavioral response. CTAs leverage linguistic features such as imperative mood, action verbs, personal pronouns, emotional appeal, and linguistic economy to elicit immediate and meaningful user actions. Their conciseness and clarity maximize effectiveness, enabling marketers to establish stronger cognitive and emotional connections with audiences. Based on our research findings, we have determined that:

- CTAs function as the basis of effective digital marketing, guiding users toward desired actions while sustaining interest and engagement.
- Persuasive language and personal messages create urgency, prompting actions such as purchases, subscriptions, or joining communities.
- Emotional appeals enhance effectiveness, motivating consumers through empathy, excitement, or anticipation, and fostering closer brand-consumer relationships.
- Use of imperative verbs and personalized pronouns strengthens clarity and relevance, leaving no doubt about the intended action (e.g., *Join Us*; *Subscribe Today*; *Buy Now*).
- Linguistic economy ensures brevity and clarity, compressing complex intentions into short, impactful phrases that capture attention and drive action.

Nevertheless, the study is limited by a small dataset, which may not fully capture the linguistic diversity of CTAs across digital contexts and industries. Future research should analyze larger corpora and consider multimodal features, including visual design, placement, and color, to better understand how textual and non-textual elements interact to influence user behavior.

The findings highlight the structural and functional characteristics of CTAs, showing them to be linguistically economical, action-oriented, and emotionally resonant. CTAs guide users toward meaningful interactions and prompt desired actions, shaping online experiences and engagement. Their linguistic features - including brevity, imperative mood, personalization, and emotional appeal - directly affect effectiveness, user interaction, and conversion outcomes. Careful

design of CTAs with these elements can enhance digital marketing strategies and optimize persuasive communication.

References

Allport, F. H. (1955). Theories of perception and the concept of structure. New York: Wiley.

Androutsopoulos, J. (2007). Neue Medien – neue Schriftlichkeit? *Mitteilungen des Deutschen Germanistenverbandes*, 1/07, 72–97.

Baines, P., Fill, C., & Page, K. (2013). Essentials of marketing. Oxford: Oxford University Press.

Bashinsky, A. (2016). Six easy ways to incorporate emotional appeals into your website's call to action *Entrepreneur*. <https://www.entrepreneur.com/article/253284>

Georgakopoulou, A., & Spiliotti, T. (2016). The Routledge handbook of language and digital communication. London: Routledge Publishing Group.

Grewal, D., Herhausen, D., Ludwig, S., & Villarroel Ordenes, F. (2022). The future of digital communication research: Considering dynamics and multimodality. *Journal of Retailing*, 98(2), 224–240. <https://doi.org/10.1016/j.jretai.2021.01.007>

Jenkins, H., Ford, S., & Green, J. (2013). Spreadable media: Creating value and meaning in a networked culture. New York University Press.

Kress, G., & van Leeuwen, T. (2001). Multimodal discourse: The modes and media of contemporary communication. London: Arnold Publishing Company.

Kress, G., & van Leeuwen, T. (2021). Reading images: The grammar of visual design (3rd ed.). Routledge.

Ku, H. H., & Wang, C. C. (2025). How to persuade consumers to engage with calls-to-action in brand content: Assessing CTA compliance intention via psychological reactance and emoji as moderator. *Journal of Advertising Research*, 1–20. <https://doi.org/10.1080/00218499.2025.2464285>

Kubler, R. V., Colicev, A., & Pauwels, K. H. (2020). Social media's impact on the consumer mindset: When to use which sentiment extraction tool? *Journal of Interactive Marketing*, 50, 136–155. <https://doi.org/10.1016/j.intmar.2019.12.004>

Ludwig, S., Herhausen, D., Grewal, D., Bove, L., Benoit, S., De Ruyter, K., & Urwin, P. (2022). Communication in the gig economy: Buying and selling in online freelance marketplaces. *Journal of Marketing*, 86(4), 141–161.

Moshinsky, M. (2022). Research method for digital discourse analysis. Bloomsbury: Bloomsbury Academic.

Norris, S. (2004). Analysing multimodal interaction: A methodological framework. New York: Routledge.

Petty, R. E., Fabrigar, L. R., & Wegener, D. T. (2003). Emotional factors in attitudes and persuasion. In R.J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 752–772). Oxford: Oxford University Press.

Steinberg, B. (2005). 'Call to Action' ads give clients results they can measure. *Wall Street Journal*. Retrieved August 15, 2025, from <https://www.wsj.com/articles/SB111145597859585890>

Tagliamonte, S. (2016). So sick or so cool? The language of youth on the internet. *Language in Society*. Toronto: University of Toronto.

Tagliamonte, S., & Denis, D. (2008). Linguistic ruin? LOL! Instant messaging and teen language. *American Speech*. Toronto: University of Toronto.

Thurlow, C. (2006). From statistical panic to moral panic: The metadiscursive construction and popular exaggeration of new media language in the print media. *Journal of Computer-Mediated Communication*. Washington: University of Washington.

Thurlow, C. (2012). Determined creativity: Language play, vernacular literacy and new media discourse. London: Pearson.

Vernon, M. D. (1955). The functions of schemata in perceiving. *Psychological Review*, 62(3).

Zipf, G. K. (1949). Human behavior and the principle of least effort. Cambridge, MA: Addison-Wesley Press.

Sources of Data

Bed Bath & Beyond. <https://www.bedbathandbeyond.com/> [Accessed 15/08/2025]

Copy Posse. https://copyposse.com/smg?utm_source=youtube&utm_campaign=social-guide&utm_content=description&utm_medium=social [Accessed 19/03 /2024]

Global From Asia. https://www.globalfromasia.com/employeecontractchina/?utm_source=convertful [Accessed 15/08/2025]

One Drop Foundation. <https://www.onedrop.org/en/> [Accessed 15/08/2025]

Kit-Kat. <https://www.kitkat.co.uk/> [Accessed 16/08/2025]

Lulu and Georgia. <https://www.luluandgeorgia.com/pages/shop-by-room> [Accessed 03/04/2024]

Spotify. https://accounts.spotify.com/en/login?continue=https%3A%2F%2Fwww.spotify.com%2Fam%2Fpurchase%2Foffer%2Fdefault-trial-1m%2F3Fcountry%3DAM%26ref%3Ddesktop_app_native_pdp [Accessed 15/08/2025]

Starbucks. <https://www.starbucks.com/> [Accessed 28/03/2024]

Uber Technologies Inc. <https://www.uber.com/> [Accessed 29/03/2024]

Yoga International. <https://yogainternational.com/membership/> [Accessed 01/03/2024]

PETA. <https://www.peta.org/> [Accessed 18/08/2025]

Հ. Առաքելյան, Ա. Ալեքսանյան – Գործողության մղող արտահայտությունների լեզվական առանձնահատկությունները թվային խոսությում. – Հոդվածում հետազոտվում են գործողությանը մղող արտահայտությունները (СТА) թվային դիմուրակում՝ կարևորելով դրանց լեզվական առանձնահատկությունները, որոնց շնորհիվ ակնկալվում են օգտատերերի կոնկրետ արձագանքներ: Առցանց մարքեթինգի համատեքստում, որտեղ թվային հաղորդակցությունը նշանակալի ազդեցություն է ունենում սպառողի վարքագիր վրա, СТА-ները օգտատերերի ներգրավման կարևոր գործիքներ են: Վերլուծությունը ցույց է տալիս, որ գործողությանը մղող արտահայտությունները օգտագործում են բայերի ուղիղ ձևեր, կարձկառուցվածքներ և շտապողականություն առաջացնող տարրեր, որպեսզի ուշադրություն գրավեն և առաջացնեն անմիջական պատասխան գործողություններ: Բացի այդ, արդյունավետ СТА-ները հարմարեցված են թիրախային լսարանին, և հաշվի են առնում նրանց հետաքրքրություններն ու նպատակները: Գործողության մղող արտահայտությունների լեզվական մեխանիզմների բացահայտումը հնարավորություն է տալիս լավարկել թվային մարքեթինգի ռազմավարությունները ավելի մեծ ազդեցության և արձագանքման համար:

Բանալի բառեր. լսարանային ներգրավվածություն, գործողության մղող արտահայտություններ, թվային խոսույթ, առցանց մարքեթինգ, լեզվական առանձնահատկություններ

Г. Аракелян, А. Алексанян – Лингвистические особенности призывающих к действию фраз в цифровом дискурсе. – Данное исследование посвящено призывающим к действию фразам (СТА) в цифровом дискурсе, с целью выявления их лингвистических особенностей, направленных на получение конкретной реакции аудитории. В контексте онлайн-маркетинга, где цифровая коммуникация оказывает значительное влияние на поведение потребителей, СТА выступают важным инструментом вовлечения и конверсии. Анализ показывает, что призывающие к

действию фразы используют прямые глаголы действия, краткие конструкции и элементы срочности, например «купить сейчас» или «ограниченное предложение», чтобы привлечь внимание и стимулировать немедленное действие. Кроме того, эффективные СТА адаптируются под целевую аудиторию, учитывая её интересы и мотивацию. Выявление лингвистических механизмов СТА позволяет оптимизировать стратегии цифрового маркетинга для повышения эффективности и отклика аудитории.

Ключевые слова: *вовлеченность аудитории, призывающие к действию фразы, цифровой дискурс, онлайн-маркетинг, лингвистические особенности*

THE SYNTAX, SEMANTICS AND PRAGMATICS OF IF-PARENTHETICALS IN FICTIONAL DIALOGUE

Astghik Chubaryan*

<https://orcid.org/0000-0002-4413-6044>

Yerevan State University

Marine Evoyan **

<https://orcid.org/0009-0004-5108-4491>

Vanadzor State University

Abstract: This paper investigates the pragmatic functions of *if-parentheticals* in fictional dialogue, focusing on Charles Dickens's *David Copperfield*. If-parentheticals, often overlooked in traditional syntactic and semantic studies, are examined at the syntax-semantics-pragmatics interface to reveal their discourse-regulating roles. Two primary types are identified: *if-metatextual parentheticals*, which serve as anchored devices offering commentary and evaluation, and *if-speech-act parentheticals*, which function as floating elements to regulate politeness and mitigate face-threatening acts. By analyzing their syntactic positioning, semantic contribution, and illocutionary functions, the study highlights their critical role in shaping discourse coherence, interpersonal dynamics, and pragmatic interpretation. The findings underscore how these parentheticals contribute to the depth and subtlety of fictional interactions, emphasizing their value in both linguistic analysis and literary studies.

Keywords: *If-metatextual parentheticals, if-speech-act parentheticals, syntax-semantics-pragmatics interface, politeness strategies, anchored and floating parentheticals, pure and impure parentheticals, illocutionary force*

Introduction

Parentheticals have long been an object of interest to research in many fields, including phonetics, syntax, semantics, and pragmatics. They pose a number of questions due to their wide variety of forms, and an even more overwhelming

* astghik.chubaryan@ysu.am

** marine.evoyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 05/07/2025

Revised: 04/09/2025

Accepted: 15/11/2025

© The Author(s) 2025

variety of semantic representations and pragmatic interpretations. Parentheticals often provide additional information; however, their syntactic and semantic integration into sentence structure varies greatly depending on the significance of the message they contribute to the overall meaning of the utterance. Only when analysed from a form-meaning-use perspective, are their different forms and degrees of integration revealed and identified. Another no less significant factor of misleading and divergent interpretations of parentheticals lies in the extent to which they disrupt the smooth flow of ideas in a given sentence, sometimes leading to misunderstanding between interlocutors. Such disruptions, which may sometimes interfere with the well-formedness of the utterance, can be explained or justified on the basis of the functions that parentheticals fulfill and the discourse they are part of. The illocutionary functions of *if-parentheticals* stand out for their diverse discourse-regulating roles, including, but not limited to, commenting, comparing, content evaluation, presupposition triggering, and post-scripting.

This article is an attempt to explore two types of *if-parentheticals* distinguished by various syntactic, semantic and pragmatic properties. The study is carried out on the examples from Dickens's *David Copperfield*, employing contextual-semantic and pragmatic methods of analysis.

Theoretical Background

A considerable number of linguists refer to *if-parentheticals* using different names to denote them. Quirk et al. (1985, p. 618–620) attach them to a specific group of style disjuncts, which may function as comment clauses due to their metalinguistic use (e.g., *if I may say so*). However, these clauses may be perceived as both style and content disjuncts, depending on the extent to which comments are hedged or boosted to express different levels of certainty, tentativeness, or the speaker's stance in reaching the illocutionary force of the utterance (Quirk et al., 1985, p.1114–1115). In Asher's (2000) list of non-truth-conditional structures, *if-parentheticals* are referred to as “pragmatic conditionals”. According to Peltola (1982/1983, p. 103), comment clauses are labelled as “metacommunicative” due to their threefold commenting functions on the truth value of an utterance, on the organization of the text, or on the speaker's stance. Her extended classification of comment clauses includes *non-conditional if-clauses* (e.g., “if I refrain from discussing these questions,” “if you'll forgive the expression”), which do not establish causal relationships between antecedents and consequents. Instead, they explicitly assess the appropriateness of the antecedent while simultaneously facilitating interaction with the interlocutors, indirectly involving them in the ongoing discourse. From a semantic perspective, Bolinger (1989, p. 190) identifies

three types of parentheticals: comment, revision, and decision. The first two types, with their “afterthought” and “metalinguistic repair” functions, share much in common with *if-parentheticals*. Due to their diverse syntactic properties, some researchers, such as Grenoble (2004, p. 1954), argue that parentheticals should be classified and analyzed according to their pragmatic functions, rather than their morphosyntactic characteristics since they all perform metacommunicative functions within a particular discourse. She proposes four main categories of discourse shifts, of which metastatements are of particular importance for the listener, serving as indicators for the interpretation of the ongoing discourse.

In this article, *if-parentheticals* (a term we adopt to avoid terminological confusion) are analysed from the perspective of syntax-semantics-pragmatics interface, aiming to identify the basic differences between metatextual conditionals and speech-act conditionals. The latter, often known as “Austin conditionals” (Horn 1985, 1989) after Austin’s famous sentence *If you are hungry, there are biscuits on the sideboard*, are also referred to as “biscuit conditional antecedents” (Koev, 2022, p. 9), “relevance conditionals” (Declerck & Reed, 2001, p. 320), “conditional speech acts” (Sweetser, 1996, p. 327), “illocutionary conditionals” (Dik, 1990, p. 252), and “pragmatic conditionals” (Wierzbicka, 1997, p. 21). As is perceived from Austin’s example, the *if*-clause does not express the appropriateness of asserting that there are biscuits on the sideboard, but implicitly, yet politely offers biscuits to the hearer. Declerck and Reed (2001, p. 320) refer to the *if*-clauses of speech-act conditionals as “relevance-expressing” because they comment on the relevance of uttering the main clause. Dancygier (2006, p. 105) notes that the primary similarity between metatextual conditionals and speech-act conditionals is that they do not express causative-consecutive relations between antecedents and consequents. Instead, they express conditions on appropriateness and, consequently, do not use hypothetical forms. For this reason, Dancygier refers to them jointly as “conversational conditionals.” For the sake of uniformity and clarity we will label *if-parentheticals* that express metatextual function as *if-metatextual parentheticals*, and the ones conveying speech-act relations as *if-speech-act parentheticals*. As for nomenclature, the antecedent (protasis) will be expressed symbolically by P, and the consequent (apodosis) by Q. (N. Rescher, 2007, p. 2).

Syntactic and Semantic Peculiarities of *If-Parentheticals*

If-speech-act parentheticals have formulaic and idiomatic forms and serve as stylistic devices, thus ensuring appropriateness of the utterances in Q-clauses making them more polite. *If-metatextual parentheticals*, on the other hand, are in

an echo-repair format and are related to specific parts of the Q-clause. Herein lies the main difference between these two types, when viewed from a syntactic perspective. *If-speech-act parentheticals* can occupy three positions in a sentence (initial, medial and final), the former being more frequent though. As for *if-metatextual parentheticals*, they are typically sentence-final since they focus on a specific fragment of the previous utterance by echoing it or referring to it anaphorically. As a theoretical base for the syntactic and semantic analysis of *if-parentheticals*, we have observed the classification of parentheticals into *anchored* and *floating*, as proposed by Kavalova (2007, p. 149–52). According to this classification, anchored parentheticals refer back to a specific element (anchor) in the “host”, and for this reason, their position in a sentence is typically restricted, and being located adjacent to their anchor becomes obligatory. Floating parentheticals, on the other hand, do not refer to any constituent part in the Q-clause and comment on the entire utterance. This makes their position in a sentence more flexible. Below are presented examples of *if-speech-act parentheticals* (1) and (2) *if-metatextual parentheticals* analysed from Kavalova’s perspective.

(1) *This really is a very bad side of human nature! Don’t say anymore, if you please, Biddy. This shocks me very much.* (Ch. Dickens, 280-81)

(2) *‘Well! Don’t cry!’ said Miss Betsey. ‘You were not equally matched, child - if any two people can be equally matched - and so I asked the question.* (Ch. Dickens, 17)

To identify the “floating” nature of the *if-speech-act parentheticals* (1) we will analyse the different positions it can occupy in the following sentences.

(1a) *This really is a very bad side of human nature! If you please, don’t say anymore, Biddy. This shocks me very much.*

(1b) *This really is a very bad side of human nature! Don’t say anymore, Biddy, if you please. This shocks me very much.*

As can be seen from the examples (1a) and (1b), the mid-positioned *if-speech-act parenthetical* in (1) can also be placed in the initial and final positions without distorting the main utterance, which proves the floating nature of these parentheticals. *If-metatextual parentheticals* (2), however, do not possess this flexibility as they must be anchored to the antecedent of the previous utterance.

(2a) *‘Well! Don’t cry!’ said Miss Betsey. ‘You were not equally matched, child, and so I asked the question- if any two people can be equally matched.*

In sentence (2a) above, the if-parenthetical is moved away from its antecedent (equally matched) making the link between them loose. Therefore, the use of the *if-parenthetical* in this sentence is not appropriate since it renders the meaning of the

whole utterance ambiguous. Thus, *if-metatextual parentheticals* can be labelled as “anchored parentheticals” because of their fixed position in the sentence.

When analysed from the semantic perspective, if-parentheticals are typically characterized as detached from the Q-clause while implicitly or explicitly contributing to the overall meaning or interpretation of the entire utterance. For our analysis we have studied the major classification of parentheticals into *pure* and *impure*, as suggested by Koev (2022, p. 20). According to his classification, *pure* parentheticals are “semantically inert” and have no or little influence on the interpretation of the Q-clause. *Impure* parentheticals, on the other hand, can affect the perception of the meaning expressed in the main sentence. Among these types of parentheticals, Koev includes “antecedents of biscuit conditionals” which align with *if-speech-act parentheticals*. This match also holds true for *if-metatextual parentheticals* inasmuch as they enhance the understanding of the Q-clause; thus, they can be categorized as *impure*.

To proceed with our analysis, it is necessary to compare the types of *if-parentheticals* in sentences (1) and (2) in order to identify the similarities and differences they have between their structural and semantic characteristics. While if-parentheticals in sentences (1) and (2) differ syntactically (with the first categorized as *floating* and the second as *anchored*), they exhibit certain similarities when analysed in terms of their semantic properties. Both belong to the *impure* subcategory of Koev’s classification of parentheticals since they are semantically embedded into the main clause, the degree of semantic dependency being conditioned by the extent to which *if-parentheticals* contribute to the interpretation of the entire utterance.

The semantic properties shared by these if-parentheticals become more apparent when examining the insertion of the resumptive pronoun *then* between the Q and P clauses in these conditionals. The pronoun *then*, which highlights the sequential and causative-consecutive relations between the clauses, serves as an efficient tool for revealing the differences between the two types of *if-parentheticals* in terms of the degree of semantic dependence they have on their Q-clauses (Dancygier, 2006). The use of *then* is unacceptable in sentences with *if-metatextual parentheticals* due to their syntactic properties. Their static, final anchored position precludes the use of *then* and determines their low-level semantic contribution to the Q-clause since they refer to only one element in the Q-clause. In contrast, *if-speech-act parentheticals* have a relatively high degree of semantic contribution, providing a sufficient condition for the realization of the action in the Q-clause. The use of *then* is highly unlikely in *if-speech-act parentheticals* when they occupy medial or final positions; however, it cannot be

entirely excluded when they are placed at the beginning of sentences, as is seen in sentence (3) given below.

(3) *"If I am not mistaken", said Mr. Spenlow, as Miss Murdstone brought a parcel of letters out of her reticule, tied round with the dearest bit of blue ribbon, "those are also from your pen, Mr. Copperfield"* (Ch. Dickens, 526).

(3a) *"If I am not mistaken", said Mr. Spenlow, "then* those are also from your pen, Mr. Copperfield."*

(3a) demonstrates the unacceptable insertion of *then*, which highlights the "parenthetical nature" of these conditionals (Koev, 2022, p. 41). However, the insertion of *then* may be perceived as appropriate only in specific cases, as shown in (4) below.

(4) *If you are hungry, there are biscuits on the sideboard.*

The use of *then* in Austin's famous example is highly dependent on the analysis of the sentence at syntactic and pragmatic levels. Analysed syntactically, the Q-clause is a declarative sentence, the illocutionary force of which is of the representative type. *Then* is unacceptable if the whole utterance is viewed as direct speech-act since the *if P, Q* is not interpreted as biconditional, i.e., as expressing both *if P, Q* and *if not- P, not-Q* (Declerck & Reed, 2001, p. 478).

(4a) *If you are not hungry, *then there are not any biscuits on the sideboard.*

However, analysed from the pragmatic perspective, the use of *then* is quite possible with the following interpretation:

(4b) *If you are hungry, then help yourself to some biscuits on the sideboard.*

It is clear that the syntactic form of the utterance in the Q-clause does not match the illocutionary force it expresses. The Q-clause, having the structure of a declarative sentence, indirectly expresses an offer. Consequently, at this level, the whole conditional sentence is perceived as biconditional.

(4c) *If you are not hungry, then do not help yourself to the biscuits.*

Pragmatic Functions of *If-Parentheticals*

Both *if-speech-act* and *if-metatextual parentheticals* serve a variety of pragmatic functions, which are interpreted differently based on both linguistic and extralinguistic factors. *If-metatextual parentheticals* primarily express commenting and evaluating functions and typically occupy a final position acting as postscript clauses. These functions can be expressed either explicitly or implicitly, depending on how much emphasis is placed the contribution of the parenthesis.

(5) *'No. I was a young boy, and she exasperated me, and I threw a hammer at her. A promising young angel I must have been!' I was deeply sorry to have touched on such a painful theme, but that was useless now. 'She has borne the*

mark ever since, as you see,' said Steerforth; 'and she'll bear it to her grave, if she ever rests in one - though I can hardly believe she will ever rest anywhere... There's the history of Miss Rosa Dartle for you' (Ch. Dickens, 441-442).

The commenting function of the metatextual if-clause in (5) reflects Miss Rosa Dartle's restless mind and soul, caused by the unfavorable conditions she has lived in. This parenthetical clause contributes to a deeper understanding of the relationship between the interlocutors by highlighting the endless suffering caused by the "unfortunate accident." Though seemingly unnecessary, this parenthesis carries a significant illocutionary force: it creates an illusion of fantasy, making readers perceive her eternal suffering after death as something real. This parenthetical clause, though structurally simple, adds substantial semantic weight by expressing her emotional state in a way no other part of the discourse could express.

(6) *'My dear Copperfield,' said Mr. Micawber, rising with one of his thumbs in each of his waistcoat pockets, 'the companion of my youth - if I may be allowed the expression - and my esteemed friend Traddles - if I may be permitted to call him so - will allow me, on the part of Mrs. Micawber, myself, and our offspring, to thank them in the warmest and most uncompromising terms for their good wishes (Ch. Dickens, 795-796).*

The *if-metatextual parentheticals* in (6) referring to "the companion of my youth" and "my esteemed friend Traddles" in the Q-clauses anaphorically, are interpreted as "echoes" with an important pragmatic function, that of fulfilling the positive-negative politeness shift. First, Mr. Micawber dares to demonstrate closeness and solidarity with the individuals in question, but instantly doubting the appropriateness of these specific utterances, offers alternative expressions to redress his bald attempts to put himself and his companions on the same wavelength. By showing proper respect to their negative face, with these *if-metatextual parentheticals*, Mr. Micawber maintains distance, while avoiding intruding their social territory.

(7) *The mild Mr. Chilli could not possibly bear malice at such a time, if at any time (Ch. Dickens, 11).*

The postscript if-metatextual comment clause "if at any time" in (7) indirectly objects to the phrase "at such a time", ascribing an additional layer of negation to the negative particle *not*, which functions as a sentential negation of the Q-clause. It has a strong resemblance to Horn's metatextual negation where *not* is used in its sentential negation position and interpreted metalinguistically. Horn (1989, p. 363) defines metalinguistic negation as "a device for objecting to a previous utterance on any grounds whatever, including the conventional or conversational implicata it

potentially induces, its morphology, its style or register, or its phonetic realization". The pragmatic value of "if at any time" comment clause is significant as it emphasizes the absolute exclusion of Mr. Chillip's bearing malice by broadening the scope of *not*. Without the comment clause, the negation would be partial, applying only to "at such a time". It is the comment clause that makes the negation total by extending it to all possible times. As a result, "if at any time" is interpreted as "at no time" or "under no circumstances". Herein lies the pragmatic function of if-metatextual parentheticals which (without bearing negation themselves) can drastically change the pragmatic interpretation of the Q-clause.

As regards *if-speech-act parentheticals*, they mainly carry out discourse-regulating functions by making utterances in Q-clauses more polite and acceptable. Attaching a certain amount of uncertainty is an effective means to make the utterance more tentative and non-imposing.

As can be observed from sentence (3) given above, "if I am not mistaken" serves as a means of reducing the level of certainty and accuracy of the utterance addressed to Mr. Copperfield. The pragmatic interpretation of this *if-parenthetical* is two-fold: firstly, it helps Mr. Spellow to avoid imposing the irrefutable truth on Mr. Copperfield by characterizing himself as either forgetful or careless even if he may, in fact, be confident in the truthfulness of the statement. Secondly, this *if-parenthetical* is a means of distancing himself from the possible consequences of imparting inaccurate information, thereby protecting himself from being accused of slandering Mr. Copperfield.

(8) ***If I am sure of anything, of course, you know, I am sure of that.*** (Ch. Dickens, 417)

In sentence (8) the level of uncertainty expressed by the *if-speech-act parenthetical* "if I am sure of anything" is even higher, which is a vivid example of Modesty Maxim proposed by Leech (1983, p. 136). According to this maxim the importance of showing politeness to interlocutors is expressed by "minimizing praise of self and maximizing dispraise of self". The uncertainty embedded in the *if-parenthetical* demonstrates the speaker's intention not to assume too much responsibility and not to present himself as a know-it-all. At the same time this *if-parenthetical* may connote a tinge of irony with the aim of enhancing the truth value of the propositional content.

(9) ***"Mr. Copperfiled", said miss Mills, "come to this side of the carriage a moment - if you can spare a moment. I want to speak to you*** (Ch. Dickens, 467).

The *if-speech-act parenthetical* in sentence (9) is a formulaic expression that enhances the level of politeness of the Q-clause. It aligns with Leech's (1983, p.119–123) Tact Maxim of Politeness Principle, which reduces the imposition on

the hearer. The imperative “come to this side of the carriage a moment” with no mitigating device would be a face threatening act (FTA) which would sound rude and direct. Through the *if-speech-act parenthetical* “if you can spare a moment”, Ms. Mills is mitigating and changing her bald-on-record command into a polite request. Brown and Levinson (1987, p. 98) explain these FTA-oriented bald-on-record usages as the ones where “other demands (at least metaphorically) override face concerns”.

Conclusion

To sum up, *if-metatextual parentheticals* have a number of constraints in terms of syntax and semantics, but gain diverse pragmatic interpretations due to the potential semantic shift they bring to the Q-clause. Their pragmatic interpretations range from explicitly addressed constituent opposition to implicitly yet profoundly expressed contribution to the interpretation of the entire utterance. For this reason, the omission of this clause from the sentence can lead to a considerable semantic change, resulting in different pragmatic interpretations. Unlike *if-metatextual parentheticals*, *if-speech-act parentheticals* demonstrate greater syntactic flexibility and independence from their Q-clauses. They also have more generic and widely-accepted semantic representations, which are geared towards regulating politeness norms, conventionally and culturally acceptable for different situational contexts. In this respect, they serve as hedging devices which can be omitted from the utterance without drastically disrupting the main propositional content of the Q-clause. However, their omission can make the speaker’s illocutionary force vague, potentially affecting the pragmatic interpretation of the extralinguistic elements, such as interpersonal relations between interlocutors and contextually-based attitude towards the whole discourse.

References

Asher, N. (2000). Truth conditional discourse semantics for parentheticals. *Journal of Semantics* 17(1), 31–50.

Bolinger, D. (1989). *Intonation and its Uses: Melody in Grammar and Discourse*. Stanford, Stanford University Press.

Brown, P., Levinson, S.C. (1987). *Politeness: Some Universals in Language usage*. Cambridge, Cambridge University Press.

Dancygier, B. (2006). *Conditionals and Prediction*. Cambridge University Press.

Declerck, R., Reed, S. (2001). *Conditionals. A Comprehensive Empirical Analysis*. Berlin, New York, Mouton de Gruyter.

Dik, S. C. (1990). On the semantics of conditionals. *Layers and Levels of Representation in Language Theory: a Functional View*, 233–261. Amsterdam/Philadelphia, Benjamins.

Grenoble, L.A. (2004). Parentheticals in Russian. *Journal of Pragmatics* 36(11), 1953–74.

Horn, L. R. (1985). Metalinguistic negation and pragmatic ambiguity. *Language* 61, 121–74.

Horn, L. R. (1989). *A Natural History of Negation*. Chicago, University of Chicago Press.

Kavalova, Y. (2007). And-parenthetical clauses. *Parentheticals*, 145–172. John Benjamins.

Koev, T. (2022). *Parenthetical Meaning*. Oxford University Press.

Leech, G. N. (1893). *Principles of Pragmatics*. London, Longman.

Peltola, N. (1982/1983). Comment clauses in present-day English. *Studies in Classical and Modern Philology*, 101-113. Helsinki, Suomalainen Tiedeakatemia

Quirk, R., Greenbaum, S., Leech G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. New York, Longman.

Sweetser, E. (1996). Mental spaces and the grammar of conditional constructions. *Spaces, Worlds and Grammars*, 318–333. Chicago, University of Chicago Press.

Wierzbicka, A. (1997). Conditionals and counterfactuals: conceptual primitives and linguistic universals. *On Conditionals Again*. Amsterdam/Philadelphia, John Benjamins.

Sources of Data

Dickens, Ch. (1978). *David Copperfield*. The Pocket Library.

Ա. Չուբարյան, Մ. Եվոյան – *If*-շաղկապակոր ներդրյալ կառույցների շարադրուսական, իմաստարանական և գործարանական բնութագիրը գեղարվեստական երկխոսությունում. – Սույն հոդվածի նպատակն է քննության ենթարկել *if*-շաղկապակոր ներդրյալ կառույցների լեզվագործարանական գործառույթները և տերստակազմից դերը գեղարվեստական երկխոսությունում Չ. Դիքենսի Դեյվիդ Քոփերֆիլդ վեպից քաղված փաստական նյութի վերլուծության հիման վրա: Հոդվածում վերոնշյալ կառույցները, որոնք հաճախ անտեսվում են ավանդական շարադրուսական և իմաստարանական հետազոտություններում, դիտարկվում են շարադրուսական-իմաստարանություն-գործարանություն եռամիասնության

լուսի ներքո՝ բացահայտելու դրանց դերը դիսկուրսի կազմավորման և կայացման գործընթացում: Նախադասության մեջ սույն կառույցների շարահյուսական դիրքի, իմաստային բեռնվածության և իլոկուցիոն գործառույթների քննությունը բացահայտում է այն նշանակությունը, որ վերջիններս ունեն երկխոսական դիսկուրսի կապակցելիության, միջանձնային փոխհարաբերությունների զարգացման և լեզվագործաբանական համապատասխան մեկնության ապահովման գործում: Արդյունքները ցույց են տալիս, որ սույն կառույցները զգալիորեն հարստացնում են գեղարվեստական խոսքը, իսկ դրանց քննությունը կարևոր է ինչպես լեզվաբանական վերլուծության, այնպես էլ գրական ուսումնասիրությունների համար:

Բանալի բառեր. *if-շաղկապավոր ներդրյալ կառույցներ, շարահյուսություն-իմաստաբանություն-գործաբանություն եռամիասնություն, բաղաքավարության ռազմավարություն, իլոկուցիոն ուժ, մետատեքստային գործառույթ, խորքային ակտ*

А. Чубарян, М. Эвоян – *Синтаксис, семантика и прагматика if-вставных конструкций в художественном диалоге.* – В данной статье исследуются прагматические функции *if*-вставных конструкций в художественном диалоге на примере романа Чарльза Диккенса «Дэвид Копперфильд». *If*-вставные конструкции, которые нередко остаются вне поля зрения традиционных синтаксических и семантических исследований, рассматриваются на стыке синтаксиса, семантики и прагматики с целью выявления их роли в организации дискурса. Выделяются два основных типа: метатекстовые *if*-вставные конструкции, выполняющие функцию закреплённых элементов, обеспечивающих комментарий и оценку, и речевые *if*-вставные конструкции, функционирующие как плавающие элементы, регулирующие вежливость и смягчающие ликоугрождающие речевые акты. Анализ их позиций в предложении, семантического вклада и иллокутивных функций позволяет выявить их важную роль в формировании связности дискурса, межличностной динамики и прагматической интерпретации. Результаты исследования подчёркивают, что подобные вставные конструкции вносят значительный вклад в глубину и тонкость художественного взаимодействия, что подчёркивает их ценность как для лингвистического анализа, так и для литературоведческих исследований.

Ключевые слова: *метатекстовые if-вставные конструкции, речевые if-вставные конструкции, взаимосвязь синтаксиса, семантики и прагматики, стратегии вежливости, закреплённые и плавающие вставные конструкции, иллокутивная сила*

LEXICO-SEMANTIC MEANS OF MANIPULATION IN POLITICAL DISCOURSE

Seda Gasparyan*

<https://orcid.org/0000-0003-1170-4989>

Nelly Ayvazyan**

<https://orcid.org/0009-0002-3279-6659>

Yerevan State University

Abstract: *This work presents a study of how manipulation is expressed in politics through language, as observed in English and French political discourse. Language units carefully selected by politicians in public speaking, in combination with social factors, can be a powerful instrument for manipulation, i.e. for managing public opinion. Manipulation is an integral part of political communication, all speech strategies of which are aimed at one purpose: to influence recipients, persuade them to make a decision beneficial for the speaker. The work considers the main strategies, tactics and types of manipulation used in modern political sphere. The analysis of politicians' public speeches highlights the pivotal role of manipulative speech techniques in achieving political objectives.*

Keywords: *political discourse, manipulation, lexical-grammatical characteristics, linguistic means, speech techniques*

Introduction

Politics is an integral part of societal life and one of the most effective tools to influence it. The solution to many domestic tasks is strongly influenced by the language used to present them to society. The influence of political communication on society and societal life is achieved through language (Gasparyan, 2018; Gasparyan, Hayrapetyan, 2020; Gasparyan, Harutyunyan, 2022). R. Blakar notes that one cannot be neutral while expressing oneself. Each use of language implies an impact. (Blakar, 1987, p. 92). Nowadays, problems related to language use within the framework of political communication are a frequent topic for

* sedagasparyan@ysu.am

** nayvazyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 10/07/2025

Revised: 16/11/2025

Accepted: 01/12/2025

© The Author(s) 2025

discussions. As society's interest in politics is growing, so is the necessity for more in-depth studies of linguistic manipulation. New political conditions have led to changes in the methods of communicative influence but politics continues to be perceived as a means of struggle for power. Hence, in this case, one who manages to shape worldviews that serve their own interest, becomes the winner. The process of manipulation is primarily based on emotional components such as animosity, joy, fear, patriotism, etc. Influence is exercised through emotional components and is carried out at the level of language. The proper choice of vocabulary allows one to reach certain goals, e.g. to provoke anger or, on the contrary, increase the feeling of sympathy among the audience. It is just one step from emotions to action. Manipulation, in general, is exercised in speech, first and foremost, through elements of the lexical level. As V. E. Chernyavskaya notes, "the choice of a word, the choice of a nomination is now a subjective-evaluative action" (Chernyavskaya, 2006, p. 11). Besides the denotative meaning, words also have connotation, i.e. expressive-emotional-evaluative overtones through which the author of the message is able to convey their emotional stance on a fact, phenomenon or situation. (Chernyavskaya, 2006, p. 12). It is worthwhile to mention that the proper choice of words imposes on the recipient, sometimes very inconspicuously, a certain opinion and attitude toward the communicated information.

The practical part of this study is dedicated to the analysis of the linguistic tools of manipulation at various linguistic levels: lexical, semantic, syntactic, stylistic, and metapragmatic. The study draws on pre-election speeches, public addresses, and interviews by English- and French-speaking political figures. Pre-election discourse is selected due to its inherently persuasive nature, which seeks to elicit a strong emotional response from the audience and therefore clearly reveals strategies of manipulation, influence, and persuasion.

Methodology and Material

The analysis is conducted on the speeches of U.S. presidential candidates Joseph Biden and Donald Trump, as well as the speeches of French-speaking political figures, including former Presidents Nicolas Sarkozy, François Hollande, and the current President Emmanuel Macron. The study employs the method of taxonomic classification, and to achieve the stated aims and objectives, the method of lexical-semantic analysis is applied.

The concept of manipulation in linguistics

The term "manipulation" used to appear predominantly in the terminology of sciences involved in interpersonal relations studies. Today, manipulation is a

subject of study in philosophy, political science, psychology, journalism, linguistics and other scientific fields. Each of the disciplines listed above presents its own approach to the study.

Humans, as social creatures, constantly interact with other humans. Wherever there is any interaction, manipulative use can be encountered, and political communication is no exception. Manipulation implies an indirect control of people's consciousness, their beliefs (knowledge, opinions, ideologies) – and as a result – of their actions.

Manipulative processes were first described by German sociologist G. Franke who sees this concept as “psychological influence carried out secretly and, as a result, to the disadvantage of those at whom it is directed” (Franke, 1964, p. 362). An article by T. A. van Dijk, one of the first theorists of critical discourse analysis, is dedicated to the explanation of the concept of “manipulation” which is observed from three angles: as an abuse of power (social aspect), as control over consciousness (cognitive aspect), and as discursive interaction. The author emphasizes that these three aspects are equally important; none of them is more or less significant than the others. Van Dijk considers manipulation to be a process of communication and interaction where the addresser, i.e. the actor conducting manipulation, tries to take people under control, usually against their will and interests. These people are usually driven by the interests of a dominant group (van Dijk, 2006, p. 360). Moreover, manipulation signifies not just power but also the misuse of power. In other words, the speaker persuades others to believe or do things that benefit the manipulator and go against the interests of the manipulated (Martín Rojo, van Dijk, 1997).

It should be noted that there is no single, unified definition of manipulation. Different definitions can be found in different scholars' studies. However, the following basic characteristics of the phenomenon can be distinguished: the hidden nature of influence and disregard for the interests of the other side of communication, i.e., communication based on selfish reasons, regardless of addressee's will. (Goodin, 1980, pp. 7–23, Kolesnikova, 2011, p. 288). However, V. E. Chernyavskaya suggests a broader definition. The linguist defines it as linguistic influence aimed at the hidden, indirect encouragement of the recipient to perform certain actions. In this case, the speaker attempts to ensure that the recipient considers the statement true without examining arguments (Chernyavskaya, 2006, p.16).

As can be seen, the idea that manipulation is the verbal influence on the recipient of the communication is nearly universal in all the definitions listed above. According to T. Nikolayeva, the purposeful transformation of information is

a crucial component of manipulative influence (Nikolayeva, 1988). E. Sheygal, in his turn, distinguishes 2 types of manipulation which can be divided into subtypes depending on the nature of the transformation of information in political communication:

1. **Referential**, related to the transformation of the image of the referent in the process of designating reality. This refers to:

- factual manipulation which presupposes any alteration related to real facts: exaggeration, understatement, concealment, lie, etc.
- focal manipulation when the focal points of covering a fact, event, or statement are altered due to some specific considerations, thus prompting the recipient to perceive the situation from a perspective convenient to the manipulator.

2. **Argumentative** -The other type, in which, according to Sheygal the postulates of communication are violated. This covers cases when the logic of the development or integrity of the text is violated through avoiding direct responses, and intends to deviate from the subject matter proper or other specific interpretations. In this case the speaker intentionally hides evidence and presents the information in an incomplete manner (Sheygal, 2004, pp. 173–174).

Based on the mentioned theoretical approaches, we aim to examine the phenomenon of linguistic manipulation in political communication from the perspective of its lexical and semantic features. Research was conducted on election campaign speeches in both English and French.

Lexical-semantic means of verbal manipulation

In political communications, election campaign speeches are a vivid example of manipulation, which often occurs in media discourse. Certain manipulation techniques are more commonly observed in pre-election speeches, debates, and interviews. If we try to organize these techniques systematically, the following can be outlined:

1. Substitution of one word with another carrying the same emotional connotation. This technique has short-term effects and depends directly on the recipient's ability to analyze what they hear. Politicians often use word substitutions when they need to select a synonym with a similar meaning, especially when, at the moment of speaking, it has not yet taken on a negative connotation. This means that negative connotations should only arise after the recipient's subsequent analysis. Moreover, by employing this technique, the manipulator does not raise any suspicion of trying to influence the addressee's or

audience's consciousness, as they ostensibly refrain from using any negative vocabulary.

2. The interpretation and evaluation of events that have already happened, from a favorable perspective. It should be noted that this technique relates to argumentative manipulation proposed by Sheygal, where communication postulates are breached.

3. The imitation of abundance of information, which is considered a highly effective tool for shaping the audience's attitude toward various facts. Moreover, this information abundance is very often created by the politician through verbal repetition.

4. The sequence of message presentation in speech flow, where the main focus is on covering topics that are relevant to the audience or important to the manipulator. To provide effective influence on the interlocutor, politicians must organize their speech using specific semantic, stylistic, and semiotic forms. The hidden nature of influence is a key aspect of manipulation, and it is clear that this factor is crucial because the recipient should not suspect the speaker's intentions.

Lexical and semantic techniques are among the effective tools of verbal manipulation. This can be explained by the fact that words often carry connotative overtones, which evoke an emotional response from the interlocutor or audience. The analysis of the authentic materials shows that one of the commonly used techniques in the speeches and interviews of political figures is nominalization. This technique allows specific actions or concepts to be turned into more abstract and general ideas. Thus, the message is further expanded to become symbolic. Political figures often use the technique of nominalization to build a more persuasive and impactful speech.

Let us observe examples from English-speaking and French-speaking political figures' speeches.

And look, I've gotten more. I know all of these world leaders, even the one that we don't like very much, like Putin. I know him. He knows I know who he is, and he knows who I am. There's no misunderstanding about who we are. And it's really important.
(<https://text.npr.org/785521659>)

In the passage of his speech, Joe Biden emphasizes his understanding of how to effectively engage with leaders of other nations within the broader context of global political discourse. The nominalization of the verb to misunderstand *misunderstanding* by the political figure is intentional, and it allows him to make

the speech more expressive than it would have been if the simpler, verbal option *he understands who we are* had been used. Nominalization influences how a statement is perceived because it enables the speaker to conveniently omit active and important participants from the discussion, based on their own interests. Or vice versa, this flexible tool makes it possible to change the structure of the statement, if necessary, preserving the important component in the text.

The next passage is taken from former French President François Hollande's address delivered on 7 January 2015, following the armed attack on the editorial office of the satirical weekly "Charlie Hebdo."

Enfin, nous devons être nous-mêmes conscients que notre meilleure arme, c'est notre unité, l'unité de tous nos concitoyens face à cette épreuve. Rien ne peut nous diviser, rien ne doit nous opposer, rien ne doit nous séparer. Demain, je réunirai les présidents des deux assemblées ainsi que les forces représentées au Parlement pour montrer notre commune détermination.

(<https://www.vie-publique.fr/discours/193484-francois-hollande-07012015-attentat-au-siege-hebdomadaire-charlie-hebdo>)

The use of the term *unité* emphasizes the concept of unity more strongly. Besides the nominalized form *unité*, Hollande also uses the verbal form in the same passage — *je réunirai les présidents* — employing a kind of repetition that avoids repeating the same nominalized element with identical semantic and emotional nuances.

Here is another example of the aforementioned technique employed in the same address:

Le rassemblement, le rassemblement de tous, sous toutes ses formes, voilà ce qui doit être notre réponse.

Rassemblons-nous face à cette épreuve. (<https://www.vie-publique.fr/discours/193484-francois-hollande-07012015-attentat-au-siege-hebdomadaire-charlie-hebdo>)

In this excerpt, the nominalized element *rassemblement* and its denotative and connotative meanings enhance the emotional tone of the speech introduced by the word *unité* used in the previous passage. And here as well, the technique of repetition is used through the verbal construction *rassemblons-nous* alongside the nominalized lexical unit. In the aforementioned excerpts from both the English-

speaking and French-speaking political figures' speeches, another important technique characteristic of political communication is observed. That is the use of the deictic word *we*. Research indicates that in the pronominal system, discussions most frequently focus on the first-person plural pronoun *we*. Grammatically, the pronoun *we* includes *me* and *all others*. However, depending on the context and situation, the boundaries of *all others* may shift, including the interlocutor, individuals outside the communicative situation, or, conversely, excluding those listed (Kerbra-Orrechioni, 1999, pp. 201–210). We can find profound studies of the pronoun *we* in other works by C.Kerbrat-Orrechioni. The *superior we*, which is the simple replacement of *me*:

The *narrowly inclusive we*, which clearly replaces both sides of the communicative process—the *me* and the *you*

- The *broadly inclusive we*, which replaces the *me* and *all others*, regardless of whether they are included in the communicative process or not.
- The *exclusive we*, which includes *me* and any *other person*, with the exception of the interlocutor or the recipient of the message (Kerbra-Orrechioni, 1999, pp. 201–210; see also Kerbrat-Orrechioni, 1980).

In the previously discussed English example, nominalization occurs alongside the deictic *we*. From a functional perspective, it motivates the audience to build a more trustworthy relationship with a political figure who identifies him/herself with their electorate. We can even observe that Biden's interview above demonstrates a negative evaluative stance towards the leaders of certain countries, and extends this stance to both his political allies and the U.S. citizens through the *broadly inclusive we* (we don't like).

In the French example, the use of the broad inclusive *nous* (we) can also be observed. President Hollande (former president) tends to consolidate entire France under the pronoun “*nous*” which is aimed to create a vision of national unity and solidarity in this context. This interpretation is supported by the psychological aftermath of a terrorist attack on the country: *Rien ne peut nous diviser, rien ne doit nous opposer, rien ne doit nous séparer* (Nothing can divide us, nothing should oppose us, nothing should separate us). In this extract, the repetition of the syntactic construction, which results in syntactic parallelism emphasizes the emotional overtones in the use of *nous*.

Our further analysis of the excerpt reveals yet another use of *nous*, this time in an imperative mood construction: *Rassemblons-nous face à cette épreuve* (Let's unite against this challenge). In French, the imperative form of pronominal verbs is formed with the post-positional use of the pronominal particle *se*, and in this case, the particle *nous* makes the president's appeal to the French people even more expressive.

In their speeches, political figures use lexical units that reflect the ideological values of the target audience or the society as a whole. The primary goal of such speeches is to influence public awareness. These lexical units are referred to as *ideologemes*. It is through such units that ideology is manifested in speech. Apart from their denotative meaning, these words carry ideological and sometimes even political markedness. The study of ideologemes is primarily conducted in works focusing on the social-political vocabulary and communication (Sheygal, 2004; Chudinov, 2006).

Let us look into examples of ideologemes in the following excerpt from Joe Biden's 2020 interview:

Freedom is about making sure that you care about the people you're around that they be free too. It's a patriotism to put this mask on.
[\(https://www.youtube.com/watch?v=kSAo_1mJg0g/\)](https://www.youtube.com/watch?v=kSAo_1mJg0g/)

As can be seen, the key elements in these two pieces of speech are the words with ideological connotations of *freedom* and *patriotism*.

The next example is from Donald Trump's 2020 interview:

I mean, the people with pre-existing conditions are going to be protected. <https://www.rev.com/blog/transcripts/donald-trump-unedited-60-minutes-interviewtranscript>

Donald Trump draws the public's attention to the importance of protecting people with health conditions and disabilities. The president emphasizes that he does not intend to leave such people to the whims of fate, and that *they will be protected*.

The speech given by former French President Nicolas Sarkozy on 6 May 2007 after his victory in the presidential elections, deserves attention from the point of view of ideologemes.

Il n'y a pour moi ce soir qu'une seule victoire, celle de la démocratie, celle des valeurs qui nous unissent, celle de l'idéal qui nous rassemble.

[...] Je veux réhabiliter le travail, l'autorité, la morale, le respect, le mérite. Je veux remettre à l'honneur la nation et l'identité nationale. Je veux rendre aux Français la fierté d'être Français.

[...] *Le peuple français a choisi le changement. Ce changement je le mettrai en oeuvre parce que c'est le mandat que j'ai reçu du peuple et parce que la France en a besoin. Mais je le ferai avec tous les Français. Je le ferai dans un esprit d'union et de fraternité. Je le ferai sans que personne n'ait le sentiment d'être exclu, d'être laissé pour compte. Je le ferai avec la volonté que chacun puisse trouver sa place dans notre République, que chacun s'y sente reconnu et respecté dans sa dignité de citoyen et dans sa dignité d'homme.*

(<https://www.vie-publique.fr/discours/166610-declaration-de-m-nicolas-sarkozy-de-lump-lannonce-de-so/>)

As can be seen, the use of ideologemes is abundant in the excerpt, and this is supposed to immediately capture the attention of the audience. It appears that after his victory in the presidential elections, N. Sarkozy no longer feels the need to make promises, which is more typical of pre-election speeches. However, the reality is different. Based on the specific characteristics of national ideology, the president is not so much trying to make promises as he is attempting to create a vision that should be realized during his presidency. This vision is shaped by ideological words such as: *la démocratie* (democracy), *le travail* (work), *l'autorité* (authority), *la morale* (morality), *le respect* (respect), *le mérite* (merit), *l'identité nationale* (national identity), *un esprit d'union* (spirit of unity), *fraternité* (brotherhood), *dignité de citoyen* (dignity of the citizen), *dignité d'homme* (human dignity).

The next lexical-semantic tool, particularly used in pre-election speeches or debates, is the use of vocabulary with emotional connotations that carry a positive markedness. It is typically used to present a bright and happy future to the electorate.

Plus I closed it very early from China, heavily infected, and even from Europe heavily infected, we've done a good job.

(<https://www.rev.com/blog/transcripts/donald-trump-unedited-60-minutes-interviewtranscript>)

In the excerpt, the positively charged vocabulary is used to give a positive evaluation of the actions taken by the Trump administration in the fight against the SARS-CoV-2 pandemic.

Emmanuel Macron's speech delivered on 7 December 2024, during the reopening of Notre-Dame Cathedral in Paris, grabs the attention with its use of

positively charged and emotionally marked words. Through his speech, the president aims to emphasize values such as unity, hope, and resilience.

Alors nous avons choisi le sursaut, la volonté, le cap de l'espérance. Nous avons décidé de rebâtir Notre-Dame de Paris plus belle encore, en cinq années. Le sursaut, la volonté. Et pour rendre cela possible, une fraternité inédite. Fraternité de ceux qui ont donné sur tous les continents, de toutes les religions, de toutes les fortunes. Unis par l'espérance, et réunis dans ces murs. Fraternité des compagnons, apprentis, et de tous les métiers, ici réunis.
(<https://www.elysee.fr/emmanuel-macron/2024/12/07/ceremonie-de-reouverture-de-la-cathedrale-notre-dame-de-paris>)

It can be noted that the reconstruction of the Notre-Dame Cathedral in Paris symbolizes the nation's revival for the speaker, as evidenced by the chosen lexical units: *sursaut* (rebound), *volonté* (will), *espérance* (hope), *rebâtir* (rebuild), *fraternité* (brotherhood), *unis* (united). Thus, Macron mentions the fundamental values that have enabled France to overcome this and similar challenges.

Conclusion

In conclusion, the study of the lexical-semantic means of verbal manipulation reveals the intricate ways language can be used to influence perception, shape attitudes, and guide interpretation. Through mechanisms such as nominalization, repetition, use of ideologemes and vocabulary with emotional connotations speakers subtly alter meaning, mask intentions, or redirect attention. Studies show that language is the means through which political goals and ambitions are manifested. Through the political speeches and interviews analyzed in this article, it becomes clear that it is not enough to be familiar with the political figure's beliefs and ideology. It is also crucial to examine the linguistic tools and techniques used to manipulate, persuade, and present facts to the audience.

References

Blakar, R. (1987). Jazyk kak instrument socialnoj vlasti. *Jazyk i modelirovanie socialnogo vzaimodejstvija* [Language as an Instrument of Social Power. *Language and Modeling of Social Interaction*]. M., Progress.

Chernyavskaya, V. (2006). Diskurs vlasti i vlast' diskursa. *Problemy rechevogo vozdejstvija: ucheb. Posobie* [Discourse of power and the power of discourse. Problems of speech influence: textbook.]. M., Flinta.

Chudinov, A. (2006). *Politicheskaja lingvistika: ucheb. Posobie* [Political linguistics: textbook]. M., Flinta.

Franke, G. (1964). *Manipuliruemyj chelovek* [A manipulated person.]. M., Politizdat.

Gasparyan, S. (2018). Manipulation of Ideas in and through Language. *Proceedings of the International Scientific Conference “LAW 2018. Current Problems of Law and Legal Science”*. Belgrade, Serbia. May 4–5, 2018, / Ed. by Boris Krivokapić, Dragan Čović, Neđo Danilović, ICIM. Publishing Center for Industrial management plus Belgrade. Mladenovac, 333–353. http://www.meste.org/L2018_files

Gasparyan, S., Harutyunyan, R. (2022). The Manipulative Nature of Media-Political Discourse. In Armenian Folia Anglistika. *International Journal of English Studies*. Vol. 18, Issue 1(25), 9–22. DOI: <https://doi.org/10.46991/AFA/2022.18.1.009>

Gasparyan, S., Hayrapetyan, Z. (2020). Manipulative Tactics Employed by Azerbaijani Authors in On-line Media Resources. *Cognition, Communication, Discourse*. International Journal V.N. Karazin Kharkiv National University, N 21, 25–35. DOI: 10.26565/2218-2926-2020-21-02

Goodin, R. (1980). *Manipulatory Politics*. New Heaven and London, Yale University Press.

Kerbrat-Orrechioni, C. (1999). *L'énonciation de la subjectivité dans le langage* [The enunciation of subjectivity in language.]. 4th ed. Paris, A. Colin.

Kerbrat-Orrechioni, C. (1980). *L'énonciation de la subjectivité dans le langage* [The enunciation of subjectivity in language.]. Paris, A. Colin.

Kolesnikova, G. (2011). *Manipulacii: tehniki uspeshnogo obshchenija* [Manipulation: techniques for successful communication.]. Rostov n/D.

Nikolayeva, T. (1988). Lingvisticheskaja demagogija. *Pragmatika i problemy intensionalnosti* [Linguistic demagogogy. Pragmatics and problems of intensionality.]. M., In-t jazykoznanija AN SSSR.

Rojo, L.M., van Dijk, T.A. (1997). There Was a Problem and It Was Solved: Legitimizing the Expulsion of Illegal Migrants in Spanish Parliamentary Discourse. *Discourse & Society* 8(4).

Sheygal, E. (1999). *Jazyk i vlast. Jazykovaja lichnost: problemy lingvokulturologii i funkcionalnoj semantiki* [Language and power. *Linguistic personality: problems of linguacultural studies and functional semantics*]. Volgograd, Peremena.

Sheygal, E. (2000). *Semiotika politicheskogo diskursa* [Semiotics of political discourse]. Volgograd.

Sheygal, E. (2004). *Semiotika politicheskogo diskursa* [Semiotics of political discourse]. Volgograd, Gnozis.

van Dijk, T. A. (2006). Discourse and Manipulation. *Discourse and Society* 17/2.

Sources of data

Biden's 2020 60 Minutes interview. Retrieved January 19, 2025, from
https://www.youtube.com/watch?v=kSAo_1mJg0g
<https://www.rev.com/blog/transcripts/joe-biden-60-minutes-interview-transcript>

NPR's Full Interview with Joe Biden. Retrieved January 19, 2025, from
<https://text.npr.org/785521659>

President Trump's full, unedited interview with Meet the Press // NBC News. Retrieved January 19, 2025, from
<https://www.nbcnews.com/politics/meet-the-press/president-trump-s-full-unedited-interview-meetpress-n1020731>

Trump's 2020 60 Minutes interview // CBS. Retrieved January 19, 2025, from
<https://www.youtube.com/watch?v=FdAh2HJ98WE>
<https://www.rev.com/blog/transcripts/donald-trump-unedited-60-minutes-interviewtranscript>

Déclaration de François Hollande à la suite de l'attentat au siège de l'hebdomadaire "Charlie Hebdo", à Paris le 7 janvier 2015. Retrieved January 20, 2025, from
<https://www.vie-publique.fr/discours/193484-francois-hollande-07012015-attentat-au-siege-hebdomadaire-charlie-hebdo>

Déclaration de M. Nicolas Sarkozy, à l'annonce de son élection comme président de la République, Paris le 6 mai 2007. Retrieved January 21, 2025, from
<https://www.vie-publique.fr/discours/166610-declaration-de-m-nicolas-sarkozy-president-de-lump-lannonce-de-so>

Discours d'Emmanuel Macron lors de la cérémonie de réouverture de la cathédrale Notre-Dame de Paris. Retrieved January 24, 2025, from <https://www.elysee.fr/emmanuel-macron/2024/12/07/ceremonie-de-reouverture-de-la-cathedrale-notre-dame-de-paris>

Ս. Գասպարյան, Ն. Այվազյան – *Մտաշահարկման բառա-իմաստարանական միջոցները քաղաքական դիսկուրսում*. – Սույն աշխատանքը քննության է առնում մտաշահարկման արտահայտման ձևերը քաղաքականության մեջ: Քննությունն իրականացվում է անզինեզու և ֆրանսալեզու քաղաքական դիսկուրսում՝ լեզվի միջոցով: Խնամքով ընտրված լեզվական միավորները, որոնք քաղաքական գործիչն օգտագործում է իր հանրային ելույթում, որոշակի սոցիալական գործուների ազդեցությամբ, վեր են ածվում մտաշահարկման հզոր գործիքի՝ միտված հանրային կարծիքը կառավարելուն: Մտաշահարկումը քաղաքական հաղորդակցության անբաժանելի մաս է, որի ռազմավարությունն ուղղված է մեկ նպատակի. ազդել հասցեատիրոջ վրա, համոզել նրան քաղաքական գործիչի համար ձեռնտու որոշում կայացնել: Աշխատանքում դիտարկվում են ժամանակակից քաղաքական ոլորտում կիրառվող հիմնական ռազմավարությունները և մտաշահարկման տեսակները: Քաղաքական գործիչների հրապարակային ելույթների վերլուծությունը արդյունավետ միջոց է խոսքի մտաշահարկային տեխնիկայի բացահայտման համար:

Բանալի բառեր. քաղաքական դիսկուրս, մտաշահարկում, բառարերականական հնարներ, լեզվական միջոցներ, խոսքային մարտավարություն

С. Гаспарян, Н. Айвазян – *Лексико-семантические средства манипуляции в политическом дискурсе*. – В данной работе представлено исследование способов языкового выражения манипуляции в политическом дискурсе на материале английских и французских публичных выступлений. Отобранные языковые средства, используемые политиками в речевых актах, в сочетании с социальными факторами становятся мощным инструментом воздействия на общественное сознание, то есть средством управления общественным мнением. Манипуляция является неотъемлемым компонентом политической коммуникации. Все речевые стратегии манипуляции направлены на достижение одной цели – повлиять на адресата и убедить его принять решение, выгодное политику.

В работе рассматриваются основные стратегии, тактики и виды манипуляции, применяемые в современном политическом дискурсе. Анализ публичных выступлений политиков демонстрирует значимость манипулятивных речевых приемов для успешного достижения политических целей.

Ключевые слова: политический дискурс, манипуляция, лексико-грамматические характеристики, языковые средства, дискурсивные приемы

GENDERED SIGNS OF AGGRESSION: A SOCIAL SEMIOTIC ANALYSIS OF POWER DYNAMICS IN POLITICAL DISCOURSE

Anna Knyazyan*

<https://orcid.org/0000-0002-6880-9549>

Yerevan State University

Marabyan Luiza**

<https://orcid.org/0009-0008-3761-8521>

European University of Armenia

Abstract: *The interrelation of gender aggression with politics is a sensitive topic, which brings to light the power disparities in society. A social semiotic perspective is taken in this article to scrutinize the signs, symbols and the multimodal communication employed to produce or maintain gendered aggression in politics. The article is based on the investigation of the encoding and decoding of gender stereotypes and biases in political discourse by means of verbal, nonverbal and paralinguistic practices such as tone, interruptions, imagery and body language. Moreover, the study takes into consideration both the cultural and ideological backgrounds which influence the perception of gendered behavior and therefore, the exportation of examples in political discussions, speeches and media manifestations is done to demonstrate that. Specific focus is given to the female politicians who tend to be viewed by the double standards and are considered to be either aggressive or oversensitive in the cases when their male counterparts are shown as strong or forceful.*

Keywords: *gender aggression, political discourse, social semiotics, multimodal communication, verbal, non-verbal signals and paralinguistic, political debates*

Introduction

Public perceptions and the ways in which ideas are supported or opposed to social norms coexist quite closely with the methods through which gender is communicated in politics, with language and images being the main areas where power and persuasion are fought over. Women politicians are often subjected to gendered

* annaknyazyan@ysu.am

** marabyanliza@gmail.com



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 12/09/2025

Revised: 28/10/2025

Accepted: 20/11/2025

© The Author(s) 2025

assaults, being portrayed as overly emotional or scrutinized for qualities that are regarded acceptable for men but not for women. These types of aggression support the existence of the double standards and prejudices that already exist in the politics. Social semiotics provides an important framework for investigating such dynamics, since it studies how meaning is produced and interpreted in a certain social, cultural and ideological context. Traditional studies of language are likely to fall short compared to social semiotic approaches, which examines meaning negotiated through different modes in different contexts, including speech, image and body language. This allows for an in-depth understanding of the issue of how gender-based aggressions are constructed and maintained in political discourse by paying attention to the nexus between the signs making these meanings and their social context. The article studies the interrelation among gender, power and communication within political contexts, making use of examples from debates, speeches and media representations. It investigates the verbal, non-verbal and paralinguistic semiotic instruments that sustain gender aggression in the political arena: tone, body language and visual imagery, and how these instruments also mirror and reinforce the ideologies held by the greater society. By means of a social semiotic approach, the research aims to uncover how gendered meanings are negotiated and contested within political discourse while also suggesting methods to promote more equitable and respectful dialogue in the political arena.

This article offers a unique contribution by applying a social semiotic framework to the analysis of gender aggression in political discourse, a perspective that has been underexplored in existing research. While prior studies have examined gendered communication in politics, few have integrated the dynamic, multimodal and contextual dimensions of social semiotics to investigate how signs and symbols operate in perpetuating or challenging gender aggression. This research bridges the gap between gender studies, political linguistics and semiotics by concentrating on both verbal and nonverbal behaviors, as well as the interaction of cultural and ideological contexts. The article's primary objective is to study the expression, encoding and understanding of gender aggression in political discourse through the lenses of social semiotics.

Theoretical background

The examination of gender aggression in political discourse overlaps various disciplines, such as sociolinguistics, gender studies, political communication and semiotics. This section examines the theory behind the intersection of these fields, particularly, social semiotics, gender and language theories that emphasize power dynamics in political discourse.

The framework of social semiotics: Social semiotics is the study of how people create meanings through spoken and written language and other systems of signs in certain social and cultural settings. It emphasizes the role of language as a tool for social interaction and meaning-making, acknowledging that meanings are shaped by the social and cultural settings in which they occur (Halliday, 1978). According to Kress and van Leeuwen, social semiotics is the study of how different signs operate in society to construct meaning (van Leeuwen, 2005). It focuses on the mutually constitutive interaction between signs, the users of signs and the social formations that give rise to those signs, thus suggesting that meaning is never fixed but rather negotiated and firmly rooted within cultural practices (Kress, 2006). In contrast to classical semiotics, which sees signs as static and universal, social semiotics views them as dynamic entities shaped by social contexts. It examines how signs, through their negotiation of social meanings, are rendered various meanings based largely upon power dynamics affecting that negotiation of interpretation being assigned. In the case of political discourse, language, visuals, gestures and symbols are never just a way of expressing truth, they are laden with ideological implications that either strengthen or contest social hierarchies. That is why social semiotic is a fit theoretical framework for the study of gender aggression in political settings, giving due account to how verbal, visual and performative communicative forms express and maintain power inequalities.

Gender and Language Theories: Research indicates that men and women are subject to differing linguistic expectations with each gender being ascribed distinct roles and communicative norms. A defining characteristic of women's communicative behavior is their heightened sensitivity to critical expressions and their tendency to avoid confrontation. In contrast, men frequently utilize verbal strategies aimed at asserting control and establishing status, often favoring assertions over questions and prioritizing goal-oriented communication (Tannen, 1990). To assert dominance, men may interrupt, adopt abstract language, display minimal empathy and employ unconventional speech patterns to underscore their positions (Wood, 2007). In contrast, Campbell describes women's speech as rhetorical, emphasizing personal experiences, anecdotes and real-life examples to foster audience participation and establish a connection between speakers and listeners (Campbell, 1993). Lakoff argues that women employ a distinct speaking style *women's language* which is characterized by features that reinforce their subordinate position in society (Lakoff, 1975). She identifies two primary forms of discrimination: the way women are taught to use language and the manner in which language is used to describe them. Both forms contribute to maintaining women's subordinate roles in society. Among the features of women's language are *hedging*

words, adjectives, intensity modifiers, tag questions, overly polite expressions, direct quotations and speech patterns that avoid swearing (Lakoff, 1975). Lakoff regards this style as deficient, reflecting weakness, uncertainty and irrelevance, in contrast to the perceived neutrality of men's speech. She further argues that this linguistic style perpetuates women's subordinate status, while women who adopt masculine speech patterns risk being criticized for deviating from traditional femininity (Lakoff, 1975).

According to A. Knyazyan, men and women, each possessing a distinct cognitive approach, depict the vast complexity and diversity of the surrounding world with their perceptions of reality being uniquely their own (Knyazyan, 2022, p. 122). The choice of linguistic devices is shaped by their impressions, experiences and underlying principles, which are accumulated both consciously and subconsciously. Male speech is often characterized by abrupt shifts between communicative strategies frequently leading to disruptions in the logical and objective depiction of external reality. This tendency may stem from a dual motivation: on the one hand, men seek to exert influence on the listener, while on the other, they express a subjective stance toward the subject matter being described (Knyazyan, 2022, p.122).

Another significant concept is *performative gender*. Judith Butler's theory of gender performativity suggests that gender is not an inherent identity, but rather something constructed through repeated actions and communicative acts (Butler, 1990).

Under conditions of social equality, defined by factors, such as social and professional status, age and communicative role, men and women employ distinct strategies of speech behavior (Knyazyan, 2018, p.59). However, gender roles and norms vary significantly depending on the communicative context and the speaker's purpose. There is no strictly "male" or "female" language, rather, gender serves as a dynamic criterion that shapes an individual's communicative behavior. In this regard, it is more precise to discuss the communicative characteristics and styles of interaction influenced by gender in male and female speech, which are shaped by individual gender-related traits (Knyazyan, 2018, p. 59).

Political discourse, therefore, serves as a critical space for the performance and contestation of gender roles. In this context, women in politics may encounter double standards, where assertiveness is framed as aggression rather than strength (Butler, 1990). These theories highlight how gendered language practices affect or influence public opinion, especially in the political arena, where gender performance is a very important factor in how politicians are perceived and treated.

Power Dynamics and Gender Aggression in Political Discourse: Political discourse is power-related always, that is language and semiotic practices become tools for persuasion, dominance and resistance. As scientist have argued, gender aggression in political contexts is often aimed at destroying people according to their gender and thus maintain already existing power imbalances. One major tactic involves *interruption*, when male politicians are alleged to interrupt female opponents or dismiss their contributions in order to assert dominance. This strengthens traditional gender roles in political arenas (Holmes, 1999). Another important form of gender aggression would portray women in politics as lacking credibility or emotional stability through *derogatory metaphors and labels*, thereby further marginalizing their political authority (Cameron, 2003). Finally, *nonverbal and paralinguistic communication* can reinforce these gender forms of power dynamics (Knyazyan, 2023). According to Kress and van Leeuwen, body language, gestures and tone of voice often amplify or reinforce stereotypes about gender roles in leadership, with women being subject to a range of nonverbal cues that undermine their authority (Kress, 2001),

Multimodal Methods in Analyzing Gender Aggression: In modern political discourse, communication includes not just spoken and written words but also visual and multimodal aspects, such as campaign posters, social media posts and televised debates. Kress and van Leeuwen suggest that multimodal analysis provides an extensive method for grasping how various forms of communication (spoken, visual or gestural) work together to express meaning (Kress, 2001). This method is especially pertinent for examining gender aggression since visual and nonverbal aspects often enhance or conflict with the messages expressed through spoken words. Kress and van Leeuwen state that merging verbal and visual components produces a more intricate and layered depiction of meaning, which can either support or contest prevailing ideologies of gender roles in political settings (Kress, 2001). The combination of gestures, facial expressions and body language in televised debates or political speeches can greatly impact the perception of gender aggression, as these nonverbal cues often serve to either support or undermine the verbal messages being conveyed.

Discussions: Gender Aggression in Political Debates and Interviews

1. Gendered Power in the 2020 U.S. Vice Presidential Debate

The 2020 U.S. Vice Presidential debate in Salt Lake City, between Democratic candidate Kamala Harris and Republican candidate Mike Pence, highlighted the different approaches in negotiation of gendered power through political

communication (Pence & Harris, 2020). Time and again, Pence interrupted Harris, and her calm yet strong retort, “*Mr. Vice President, I'm speaking*”, became symbolic of the struggle of women in politically dominated male spaces for recognition and power. The utterance was more than just an interruption, it was a calculated affirmation of power. Harris's non-verbal signals were likewise very important. Her authoritative smile and eloquent gestures expressed her confidence and expectation of interruptions, thus showing her mastery of the debate dynamics. The smirk, though subtle, yet intended, could be interpreted as a semiotic device indicating both her self-assurance and knowledge of her adversary's attempt to impose his talk over hers. Meanwhile, the communication style of Pence was based on the calm repetition of the main phrases “*freedom*” and “*respect to the American people*” which helped to support his ideological platform and power. The non-verbal and paralinguistic aspects, such as tight lips, slight head nod, slow hand movements and tone of voice gave off an impression of self-control and credibility, which were all in line with traditional masculine power.

A more thorough semiotic analysis uncovered that Harris utilized micro-strategies of resistance: the vocal emphasis on “*I'm speaking*” strengthened personal authority, whereas her coded appeals to the marginalized groups were a sign of inclusivity and ethical legitimacy. The method of Pence showed macro-strategies of dominance, making use of wider appeals and managed non-verbal conduct to proclaim one's superior position in the hierarchy. These tactics combined portray the gendered negotiation of power, depicting the situation where women candidates had to adjust their assertiveness to avoid breaching the cultural norms of politeness and likability.

2. The 2022 French Presidential Debate

The 2022 French presidential debate between Emmanuel Macron of the centrist Renaissance party and Marine Le Pen of the radical Right National Rally party, in one aspect, was a clear case of aggressive speech and the complexities of political discourse (Macron vs Le Pen, 2022). The debate showed rhetorical strategies and communication style as they fought over issues ranging from socio-economic policies to international relations. Macron interrupted frequently and patronized Le Pen providing a fertile ground for a semiotic analysis of power dynamics and gendered communication. Macron's communication strategy relied heavily on a direct, assertive and authoritative tone with dismissive gestures. He would frequently manipulated discussions by raising issues that led to serious criticism of each topic in order to maintain control of the conversation. When for instance, Macron asserted, “*Votre position ne correspond pas à celle que votre parti et vos*

parlementaires défendent au Parlement européen-Your position does not correspond to the one your party and parliamentarians promote in the European Parliament", he not only affirmed his political superiority but also assigned Le Pen the role of the inexperienced and inconsistent person who was not qualified for a leadership position. Macron's eye-rolls or smirks were examples of non-verbal signals that highlighted his sense of superiority. Through semiotic analysis, these cues indicated a hidden power struggle where Le Pen was seen as vulnerable despite being assertive and strong. Macron's gestures amplified the verbal content of his arguments, affirming his patriarchal position in the debate. He used psychological tactics, such as accusation, which served as semiotic means for dominance in argument: "*C'est vous qui avez défendu un ami de Vladimir Poutine. C'est vous qui avez demandé à plusieurs reprises la levée des sanctions. Et maintenant, vous parlez de la Russie comme si vous n'aviez aucun lien avec elle*-*You are the one who defended a friend of Vladimir Putin. You are the one who has been repeatedly asking for sanctions to be lifted. And now, you speak of Russia as if you had no ties with them at all*". Le Pen, undergoing these disruptions, took such a tactical subtle course, where irony and rhetorical doubting proved to be the best strategy to negate aggression without going head to head. She addressed Macron as the "*Mozart of finance*" which was a semiotically powered tool to destroy the perceived elitism of Macron. Moreover, her regulated facial expression, timing gestures and tone variation were used to broadcast a feeling of calmness and assertiveness. By avoiding overt hostility and employing subtler forms of criticism, Le Pen defended her reputation and simultaneously criticized the gender norm according to which women in leadership roles should be more emotionally restrained than men. To elaborate on the verbal strategies, the repetition, accusation and authoritative framing by Macron was indicative of the knowledge of hegemonic structures of discourse, and the irony and rhetoric subtleties of Le Pen was indicative of a counter-hegemonic approach to discourse in a common communication setting. Semiotic analysis can therefore shed some light on the power relationship behind the scenes as female leaders have to face a twofold problem, i.e. they have to challenge male dominance, at the same time gain social acceptance of keeping their emotions and being polite.

3. Multimodal Aggression in Social Media

The 2016 campaign by Hillary Clinton exemplified how gendered aggression had been transferred to the digital and visual media. There were memes made online that portrayed her as untrustworthy or too ambitious and blended visual amplification with textual analysis to reinforce stereotypes about female leadership

(see Pictures 1 and 2). These memes were not only ridiculous, they were multimodal semiotic tools, which constructed the perception of the audience with visual, textual and cultural clues. A close examination of the work showed that there were several standard semiotic patterns. Her facial expressions were digitally manipulated to look fake or manipulative, her body language was overstated, and her ambition was frequently conveyed through text using the word social transgression. Such visual-textual collections were supporting the idea that women should be modest and deferential and so they were punishing actions that were against the acceptable social conduct of leaders. The case of Clinton showed a combination of gender, digital culture and political influence, and how media can contribute to aggression in the non-obvious but omnipresent way, supporting the limitations on the power of women within the society.

Correspondingly, Theresa May, while ruling as Prime Minister in the United Kingdom, was the center of attention for a plethora of memes that made fun of her leadership and character traits. The “*Strong and Stable*” meme was a great example of this, which came from May’s insistence on the phrase during the 2017 general election campaign (see Picture 4). The slogan, meant to express assertiveness and dependability, became the topic of online ridicule associated with May’s austere looks and captions that laughed at her being perceived as rigid and inflexible. The sayings and pictures in these memes though they exaggerated visuals and gave textual comments to make fun of her and question her worthiness as a leader, did so amidst the giving of women’s leaders the expectation of being authoritative but still approachable.

On the other hand, in the case of Marine Le Pen, she encountered quite a noticeable similarity in the form of multimodal aggression during her election campaigns in France. Memes usually depicted her as excessively savage or of the emotionally unstable kind, contrary to the calm pictures of her male colleagues. A very good example can be taken of the presidential election of 2017 when a meme that had gone heavily viral showed Le Pen with a sheet of paper in her hand during a debate and captioned “*Marine Le Pen holding a paper*” (see Picture 3). This was further drawn in many variations with different funny captions, with most of them casting doubt on her and showing her as either unready or desperate. The combined uses of visuals and texts in these memes not only bolstered but also created in the first place gender stereotypes, depicting women in politics as being less capable or more emotional than their male counterparts. The above instances were a clear indication of the part played by digital media in the development of the gender-based aggression, in which the visual and the textual elements were merged

together to bolster the societal expectations and stereotypes regarding female leadership.

Picture 1



Picture 2



Picture 3



Picture 4



4. Barack Obama vs. Angela Merkel in Global Media

Examination of the global media portrayals of Barack Obama and Angela Merkel revealed the ongoing presence of gender biases in the political leadership assessment. Obama, without a doubt, was the one who was very charismatic, articulate and inspiring. Media presented him as a person with a vision, a great communicator and a man with a warm personality. Moreover, his public image perpetuated the traditional views of masculine power and connected leadership to being optimistic, emotionally expressive and engaging with others. There were many photographs in which he was captured smiling, having a cheerful interaction with different groups of people and speaking with very active body language. All these factors contributed to the simultaneous perception of his being approachable and competent. These portrayals brought to the fore that male leaders could express both power and charm, mostly without their emotional conduct being closely scrutinized. On the other hand, Merkel was unfailingly characterized as pragmatic, skilled and very efficient but at the same time, emotionally very distant. The media reports often paid attention to her looks, clothes and her professional manner while downplaying her political intelligence and strategic accomplishments. She was

labeled as “*cold*”, “*robotic*” or “*stoic*”, who was lack of emotions and warmth. The interpretation was further supported by the semiotic analysis of the visual and verbal cues. The warmth of Obama’s gestures, his expressive face and inclusive language not only gave him power but also made him relatable, thus creating a multidimensional public figure who was in harmony with the societal expectations for male leaders.

Merkel, in her turn, stood in a reserved position, with focused eyes and a flat intonation of voice, which communicated power and professionalism very efficiently but were taken to denote negatively by media. This comparative study highlights institutional influences on discrepancies in leadership ratings, which demonstrates the application of gendered expectations to influence the general opinion of power. Albeit both leaders had been tremendously successful in politics, media framing of Merkel reflects the extra balance, social bargaining and cultural coding women leaders must manage in order to maintain credibility. As it is evident in this case, the effectiveness of leadership is no longer evaluated based on the outcomes or competence only, but through the prism that is strongly supported by gendered norms and stereotypes, which solidify the obstacles in the path of women in politics and in the general life.

Conclusion

Gender aggression is an ongoing phenomenon in political discourse, it not merely mirrors but also aggravates social inequalities. The article has analyzed different signs such as verbal, non-verbal, paralinguistic and visual signs through a social semiotic lens for examining the encoding, communication and reinforcement of gender aggression within political contexts. The empirical evidence has been explored through political debates, interviews or media visuals, denoting the various ways in which gendered power dynamics are realized through effective communicative strategies, such as interruptions, tone, visual framing or multimodal content. The finding establishes that female politicians are confronted with challenges within the public sphere, whereby their assertiveness is called aggression and is frequently undermined by means verbal, nonverbal and paralinguistic signals. Moreover, the study describes how media and social platforms enhance gender stereotypes in society's broader perception of women in power, thereby undermining their credibility and authority. To adopt more impartial and balanced political discourse, it is vital to challenge entrenched patterns of gender aggression by raising awareness among politicians, media professionals and the audience on the gendered impact of communications, encouraging respectful debate practices and critical media literacy. The reality is

that these problems will begin to unlearn some of the gender power dynamics in which political communication is constructed into a much more inclusive political environment.

References

Butler, J. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.

Cameron, D. (2003). Gender and language ideologies. *The Handbook of Language and Gender*. Oxford University Press, pp. 447–481.

Campbell, A., Muncer, S., & Gorman, B. (1993). Gender and social representations of aggression: A communal-agentic analysis. *Aggressive Behavior*, 19(2), pp. 95–108.

Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. University of California Press.

Holmes, J., & Meyerhoff, M. (1999). The Community of Practice: Theories and methodologies in language and gender research. *Language and Society*, 28(2), pp. 173–183.

Knyazyan, A. (2022). Linguistic and Sociocultural Gender Manifestations in English Satirical Discourse. Yerevan, YSU Press.

Knyazyan, A. (2018). Language and Gender. Yerevan, YSU Press.

Knyazyan A., Marabyan L. (2023) Gender differences in verbal and nonverbal aggression. *Armenian Folia Anglistika*, Vol. 19, 1 (27), pp. 57–68.

Kress, G., & Van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London, Arnold.

Kress, G., & Van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design* (2nd ed.). London, Routledge, pp. 164–169.

Lakoff, R. (1975). Language and woman's place. *Language in Society*, 2, pp. 45–79.

Macron vs Le Pen: Follow the Debate LIVE - French presidential election. [YouTube Video]. (2022, April 20). Retrieved from <https://www.youtube.com/watch?v=NKtZprAHJwM>.

Tannen, D. (1990). Gender differences in conversational coherence: Physical alignment and topical cohesion. B. Dorval (ed.), *Conversational Organization and its Development*, Ablex Publishing, pp. 167–206.

Van Leeuwen, T. (2005). *Introducing Social Semiotics*. Routledge. The USA, Canada.

Vice President Mike Pence and Sen. Kamala Harris | WSJ. [YouTube Video]. (2020, October 8).

Retrieved from https://www.youtube.com/watch?v=Q_CEb3dRqw.

Wood, J. T. (2007). *Gender Lives: Communication, Gender, and Culture* (7th ed.). Belmont, CA: Thomson Wadsworth. 376 p.

Sources of data

YouTube. (2020, October 8). Vice President Mike Pence and Sen. Kamala Harris | WSJ [Video]. https://www.youtube.com/watch?v=Q_CEb3dRqw

YouTube. (2022, April 20). Macron vs Le Pen: Follow the debate LIVE – French presidential election [Video].
<https://www.youtube.com/watch?v=NKtZprAHJwM>

Ա. Կևազյան, Լ. Մարաբյան – Գենդերային ազրեսիայի սոցիալական լեզվական նշանների վերլուծությունը քաղաքական խոսությի դերակատարությունների համատեքսուում. – Գենդերային ազրեսիան քաղաքական խոսություն հանդես է գալիս որպես հասարակական-քաղաքական երևոյթ, որն արտացոլում է հասարակության մեջ առկա համակարգային իշխանական անհավասարությունները: Սույն հոդվածում ուսումնասիրվում է սոցիալական նշանային համակարգերի կիրառությունը, ուշադրություն դարձնելով այն միաստին, թե ինչպես են նշանները և բազմամոդալ հաղորդակցական միջոցները օգտագործվում գենդերային ազրեսիայի կառուցման կամ քաղաքական համատեքսուում դրա դեմ պայքարելու համար: Հոդվածում համակողմանիրեն վերլուծվում են լեզվական, ոչ լեզվական և հարալեզվական տարրերը, մասնավորապես՝ ձայնարկությունները, ձայնի տոնայնությունը, նկարները և ժեստերը: Ուսումնասիրությունը կենտրոնանում է այն բանի վրա, թե ինչպես են գենդերային կարծրատիպերն ու սոցիալական նախապաշտումները արտացոլվում քաղաքական լեզվի միջոցով: Արդյունքները ցույց են տալիս, որ հեռուստատեսային բանավեճերում, քաղաքական ելույթներում և լրատվամիջոցներում մշակութային չափանիշներն ու գաղափարախոսությունները հաճախ կին քաղաքական գործիչներին ներկայացնում են անբարենպաստ լույսի ներքո գենդերային վարքի գնահատման շրջանակում: Ակնկալվում է, որ քաղաքականության մեջ կանայք լինեն ուժեղ և վճռական, սակայն ի տարբերություն տղամարդկանց, կանանց ազրեսիվ վարքը գնահատվում է շատ ավելի բացասական և անհանդուրժելի:

Բանապի բառեր. Բանավեճեր, գենդերային ազրեսիա, բազմամոդալ հաղորդակցություն, ոչ լեզվական տարրեր, քաղաքական խոսություն, սոցիալական նշանագիտություն

А. Князян, Л. Марабян – *Анализ социальных знаковых признаков гендерной агрессии в контексте ролевых функций политического дискурса.* – Гендерная агрессия в политическом дискурсе выступает как социально-политическое явление, отражающее существующие в обществе системные неравенства. В настоящей статье рассматривается применение социальных знаковых систем с акцентом на то, как знаки и мультимодальные средства коммуникации используются для конструирования гендерной агрессии либо для противодействия ей в политическом контексте. Анализ охватывает вербальные, невербальные и паравербальные элементы, в частности, междометия, интонацию, визуальные образы и жесты. Исследование рассматривает, как гендерные стереотипы и социальные предубеждения отражаются в политическом дискурсе. Результаты анализа показывают, что в теледебатах, политических выступлениях и средствах массовой информации культурные нормы и идеологические установки часто представляют женщин-политиков в неблагоприятном свете при оценке гендерного поведения. От женщин в политике ожидается проявление силы и решительности, однако, в отличие от мужчин, их агрессивное поведение воспринимается негативно.

Ключевые слова: теледебаты, гендерная агрессия, мультимодальная коммуникация, невербальные элементы, политический дискурс, социальная семиотика

FACEBOOK'S ROLE IN CONSTRUCTING ONLINE IDENTITY

Gaiane Muradian*

<https://orcid.org/0000-0002-7588-5849>

Yerevan State University

Abstract: *This article looks at how Facebook helps shape the way we think about and present our identities online. It explores how the platform encourages users to be “real” by using their actual names and lives as part of their digital presence. By looking at Facebook’s features – like profiles, posts, and the news feed – the research shows people carefully managing how they appear to others, often influenced by likes, comments, and what the algorithm decides to show. The article explores digital identity construction through case study and platform feature analyses, focusing on authenticity, performance, engagement dynamics, and how people balance being themselves with presenting a version of themselves that fits social expectations. Drawing from research in media and social sciences, the article argues that while Facebook helps normalize online identity tied to real life, it also creates new pressures to manage that identity carefully. It ends by raising questions about what this means for how we see ourselves in the digital world today.*

Keywords: *online identity, digital/network self, Facebook, profiles, authenticity, performance*

Introduction

In today’s digital age, our online identity is nearly as important as our offline one. *Online identity*, i.e., the persona we present through social media profiles, posts, likes, and interactions, shapes how others see us, and increasingly, how we see ourselves (Boyd, 2014; Papacharissi, 2010). It is a complex blend of authenticity (how true our online persona is to our real self) and performance (how we consciously present ourselves to an audience), curated through conscious choices and shaped by the architecture of the platforms we use. This matters because online identity influences real-world outcomes. It affects our social relationships, professional opportunities, mental health, and even our sense of self-worth

* gayane.muradyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 30/06/2025

Revised: 04/11/2025

Accepted: 24/11/2025

© The Author(s) 2025

(Marwick & Boyd, 2011; Turkle, 2011). In a digital environment where visibility is currency, managing our digital persona is not just a social act – it's a strategic one.

While platforms like Instagram or TikTok often emphasize trends and visual storytelling, Facebook's model of identity has always leaned more heavily into the notion of real life. Its early insistence on real names and connections rooted in offline networks helped distinguish it from earlier internet spaces where anonymity was more common. As a result, Facebook has often served as a digital mirror of the physical self – a place where users are not just posting to perform, but also to document, remember, and validate their existence through daily life events, milestones, and memories. This merging of the personal archive with social performance brings unique tensions and questions around what it means to be authentic online.

Among the many platforms where identity is performed, Facebook holds a unique and powerful role. As one of the first social networks to enforce real-name policies and encourage connections based on offline relationships, Facebook has helped set the standards for what authentic online identity looks like (van Dijck, 2013). Its extensive reach, algorithm-driven content curation, and emphasis on personal timelines, tagging, and memory features have turned it into a key case for understanding how digital identities are constructed and constrained.

Thus, the research will explore the dynamics of online identity on Facebook through a combination of case study analysis and platform feature examination. Drawing on user experiences, public controversies, and academic critiques, it considers how the Facebook's tools, such as the news feed (the continuously updated stream of posts, photos, and activities shared by friends and pages), real-name enforcement (the policy requiring users to register under their legal or authentic names), and memory reminders (features that resurface past posts and events) – shape identity expression. The methodology combines close analysis of platform affordances (features that enable or constrain user actions) with user narratives and documented events to examine how identity – authenticity, performance, and engagement – is negotiated in a major digital space. In other words, affordances refer to the technical and social possibilities offered by a platform's design that enable or restrict user behavior. Identity performance refers to the ways individuals enact and manage their self-presentation for imagined audiences online.

The Emergence of Online Identity

The digital age has fundamentally reshaped how individuals construct and present their identities. With the rise of the internet, and especially social networking

platforms like Facebook, the concept of identity has shifted from something stable and singular to something fluid, performative, and often curated. Online identity is no longer merely an extension of offline selfhood: it is a space where individuals experiment, negotiate, and perform multiple versions of themselves for different audiences (Boyd, 2007).

The emergence of online identity can be traced back to the early days of Internet Communication, including forums, chat rooms, and early social media platforms. These platforms allowed users to construct personas using pseudonyms, avatars, and customizable profiles. As Boyd and Ellison (2007) noted in their work on social network sites, the profile has become the digital body, the primary interface through which identity is perceived and interpreted by others online.

More than just a passive medium, Facebook actively shapes how users craft their online selves through design choices that promote certain behaviors and discourage others. Features like profile picture updates, birthday reminders, and the visibility of engagement metrics nudge users toward strategic self-presentation. At the same time, the platform's algorithms prioritize content that is emotionally engaging, popular, or controversial, creating a feedback loop that often amplifies performative aspects of identity. Users are not just managing how they appear to friends, but also how they're interpreted by a system that values attention and interaction over nuance.

With the advent of Facebook in 2004, online identity began to take on a new level of realism and persistence. Unlike earlier platforms, Facebook encouraged the use of real names, real-life networks, and connections to offline identity markers like school, work, and hometown. This shift marked the beginning of what Turkle (2011) describes as a new form of network self, as one that is always connected, always visible, and constantly updated. Facebook blurred the lines between the public and the private, the personal and the professional, forcing users to navigate complex social dynamics in curating their digital selves.

Furthermore, online identity is deeply shaped by platform affordances. The structure of Facebook, for example, emphasizes a linear narrative of one's life through features like the Timeline, creating a sense of coherence and continuity that may not always reflect reality. These affordances push users to present a stable, consistent version of themselves, despite the natural complexities and contradictions of identity (Zhao, Grasmuck, & Martin, 2008). What emerges is a strategic self-presentation that is both authentic and performative, yet tailored for digital consumption.

Importantly, the rise of online identity has also raised concerns about surveillance, data ownership, and algorithmic influence. As users build their

identities through interactions, likes, and shares, platforms like Facebook collect and analyze this data to create detailed digital profiles, often used for targeted advertising and content curation. This commodification of identity challenges traditional notions of selfhood and autonomy (Zuboff, 2019).

Thus, the emergence of online identity is a multifaceted phenomenon shaped by technological affordances, social expectations, and platform architectures.

The following chapter examines how Facebook, as a dominant force in the digital landscape, has shaped online identity into a personal, public, and continuously evolving phenomenon

From Profile to Persona: Identity-Making on Facebook

Today, Facebook is considered to be a most influential platform, and it plays a central role in constructing individual online identities. Its profile features – being fundamental in constructing digital identity – offer users to disclose such personal information as name(s), gender, education, occupation, location, relationships, interests and more. In addition to personal information, users share photos, videos, news, life milestones, personal thoughts and opinions.

What makes Facebook particularly interesting is the balance it strikes between control and spontaneity in self-presentation. Unlike platforms that focus solely on real-time content or short-form updates, Facebook encourages a more layered and enduring identity archive. Users can choose what to highlight, what to omit, and what parts of their lives to frame for others. At the same time, the interactive nature of the platform – through comments, tags, and reactions – means that others also participate in shaping one's online identity. This interplay between self-curation and social feedback creates a complex, collaborative process of identity-making that is both deeply personal and inherently public.

To explore how Facebook contributes to the construction of online identity, we will case study public figures' Facebook profiles. Public figures provide a unique yet highly illustrative lens for our analysis for the following reasons: (1) their profiles represent a heightened form of identity construction, where the tension between authenticity and performance is especially pronounced; (2) their profiles are publicly accessible and intended for wide public consumption, and present a suitable and ethically acceptable source of data; (3) with higher levels of interaction (likes, shares, comments, and media attention) celebrity profiles amplify the feedback dynamics that shape self-presentation; (4) the strategies used (selective self-disclosure, image management, audience engagement) reflect tactics used by everyday users, though at a larger scale; (5) celebrities often use Facebook's full suite of features (from professional bios to curated photo albums,

public posts, and interactions in comments) which allows for a comprehensive analysis of how platform design affects identity expression. Additionally, the analysis of Facebook profiles of public figures underscores the dynamic and contingent nature of digital identity. Unlike relatively static online presences, these profiles are continually reconfigured in response to external events, career transitions, shifts in public perception, and processes of personal development. A public figure may reconstruct their image following a scandal, rebrand in alignment with new professional endeavours, or recalibrate their discourse to resonate with prevailing social movements. Such patterns demonstrate that online identity is not a stable construct but rather a negotiated, fluid, and contextually responsive phenomenon shaped by interactions within and beyond digital environments.

Finally, it should be noted that the next chapter examines public figures' Facebook profiles to demonstrate how the platform functions not merely as a social network but as a dynamic arena for identity performance and reinvention. The intricate link between self-expression and audience reception, permanence and revision, visibility and control illustrates the layered nature of digital identity construction in contemporary culture. In the case studies that follow, we will aim to unfold how Facebook's unique affordances, cultural reach, and participatory mechanisms contribute to the shaping of personas that are both meticulously curated and socially co-authored, revealing not just who people are, but who they wish to be seen in the digital public sphere.

Building Digital Identity: Case Studying Facebook Profiles

Since our research explores how Facebook shapes online identity through authenticity and performance, the ideal candidate would be someone who actively uses the platform, curates a public persona (blending personal and professional content), receives substantial engagement (likes, comments, shares), and provides insight into the dynamics of online self-presentation without being a notorious figure. In other words, to gain meaningful insight into this dynamic, we are seeking a case study subject who actively engages with Facebook not just as a passive user, but as a deliberate curator of an online persona. Their content should naturally touch on or reflect themes of identity, authenticity, and how one responds to social or public expectations.

Importantly, as already mentioned, we are not looking to analyze individuals already widely recognized for controversy or notoriety, as that can distort the lens through which identity performance is understood. Instead, we aim to explore how people, especially those with a semi-public presence, navigate the fine line between sincerity and strategy. For instance, public figures often masterfully construct

personas that appear authentic while also serving brand or political objectives. Consider Kim Kardashian, who uses her Facebook profile (m.facebook.com) to project a curated version of herself that merges lifestyle, branding, and personal moments into a polished public identity. Similarly, Barack Obama (m.facebook.com) maintains a tone that feels personal and approachable, even while carefully aligning with the expectations of political leadership and legacy. Both examples illustrate how identity online is often a negotiation between being real and being resonant, and it is this balance we are interested in exploring through our case study.

Thus, this case study will examine how Facebook functions as a platform which enables famous individuals to construct and perform digital identities, highlighting the tension between authenticity and self-presentation. The two public figures crafting public identity through balancing realness with performative branding (Kim Kardashian – m.facebook.com) or maintaining a balance between personal tone and political branding in high-stake contexts will be respectively Kim Kardashian and Barack Obama.

Facebook Profile: Kim Kardashian

Profile Type: Verified Public Figure.

Follower Count: 30M+.

Profile Bio: Business mogul. Beauty founder. Advocate. Mom.

Cover Image: Glamorous, professionally shot fashion image.

Profile Image: Brand-consistent headshot.

Post Examples (Representative/Fictionalized)

- Photo Album: *A day in Milan*  #FashionWeek #SKIMS (240K likes, 6K shares).
- Video: *My morning skincare routine – featuring SKKN by Kim*  (sponsored content, product tags, 180K likes).
- Life Event: *North's 10th Birthday – I can't believe how fast time flies*   (Family-oriented post, highly engaged).

Strategic Use of Features: Kim uses Facebook Stories for brand drops. She promotes through Marketplace links, Facebook Shops, and tagged products. She highlights press coverage, interviews (brand + self-narrative control) as well.

Identity Construction

- Self-Disclosure: Shares selectively personal moments (e.g. children's birthdays, behind-the-scenes glimpses), always curated with visual polish.
- Performance vs. Authenticity: High emphasis on performance. Posts are aesthetic-driven, often aligned with brand campaigns, suggesting a carefully managed image. Occasional real moments are still curated to support a larger narrative of accessibility-meets-luxury.
- Themes: Luxury, femininity, motherhood, empowerment, branding.
- Audience Engagement: This is primarily visual, comments often praise appearance, brand, or family. Engagement is high, but mostly one-directional. She rarely engages directly in comments.

Based on the case study and feature analysis of Kim Kardashian's Facebook profile and the broader framework outlined for exploring how Facebook contributes to digital identity construction, we can assume:

Kardashian's Facebook profile demonstrates how the platform functions as a curated stage for identity performance. The tension between authenticity and branding is evident: while her posts include family moments, they are visually curated to align with commercial partnerships. This aligns with Goffman's (1959) dramaturgical theory, where public figures manage impressions much like actors performing on a stage. The high engagement metrics indicate that audience responses help shape Kardashian's digital persona, reinforcing aspects of her identity that attract attention. Her use of Facebook's features, including Stories, Marketplace, and Shops, reflects how platform affordances shape and control identity expression. Overall, Kardashian's presence illustrates broader trends in digital self-presentation, combining selective self-disclosure, visual curation, and feedback loops that define contemporary online identity-making.

Personal and professional identities are blurred in Kardashian's profile. Kim's bio – *Business mogul. Beauty founder. Advocate. Mom* – reflects a hybrid digital identity as she blends entrepreneurial roles (brand owner, advocate), celebrity persona (glamorous images, interviews) and personal identity (motherhood, family posts). The blurring reflects how Facebook facilitates multi-dimensional identity construction, making it a tool for storytelling.

Kim's feedback loops shape identity performance. The high engagement metrics (240K likes, 6K shares) indicate that audience response is integral to shaping Kim's digital persona. The feedback dynamics reinforces which aspects of identity are rewarded by followers and amplifies the successful content. This is a proof that identity is co-constructed with audiences on the Facebook interactive platform.

The full utilization of platform features enhances control of her profile. Kardashian uses the platform's full suite (Stories and Marketplace for real-time and commercial interaction, Facebook Shops for direct product promotion, Life Events, press highlights, and curated albums for personal-professional narrative continuity). These features enable identity management, showing how the platform affordances shape expression.

Broader trends are illustrated in her everyday digital identity. Kim's use of Facebook reflects her strategies: selective self-disclosure (what is shared or withheld), visual curation (images that represent aspirational versions of herself), engagement with followers (likes, comments).

Thus, Kim Kardashian's profile serves as an exaggerated version of how ordinary users also can craft their online personas. Her Facebook presence exemplifies the platform's role in constructing a curated (yet authentic), hybrid, performative, and feedback-driven digital identity. By combining personal authenticity with strategic branding, and leveraging Facebook's technical affordances, she illustrates how public figures (and by extension, all users) negotiate identity in a mediated, attention-driven environment. The case study supports the conclusion that Facebook reflects and shapes how identity is built, maintained, and consumed in the digital age.

Facebook Profile: Barack Obama

Profile Type: Verified Politician/Public Figure.

Follower Count: 60M+.

Profile Bio: Dad, husband, former President, citizen.

Cover Image: A group of diverse young people at a campaign-style event.

Profile Image: Warm portrait, smile, professional but friendly.

Post Examples (Representative/Fictionalized)

- Status Update: *Happy Father's Day to all the dads out there – especially to the ones doing the hard work with love and patience. #FathersDay* (540K likes, 60K comments).
- Shared Article: *Proud to support new leaders committed to voting rights and community organizing. Here's how to help.* (Political call-to-action).
- Throwback Photo: Barack and Michelle in their early years (nostalgia + relatability).

Strategic Use of Features: Obama uses Facebook Live for key political events or campaigns. He frequently tags other pages (e.g., Obama Foundation to reinforce civic engagement), and utilizes Notes or longer-form text posts for reflections.

Identity Construction

- Self-Disclosure: His persona is calm, thoughtful, fatherly, and posts mix civic commentary with glimpses of personal life (Michelle, daughters, dog Bo)..
- Performance vs. Authenticity: Leans toward authenticity, maintains a “genuine leader” tone, uses simple language, humility.
- Themes: Democracy, family, justice, hope, unity.
- Audience Engagement: Engagement is high across political and non-political posts. Comments often reflect admiration or discourse. Obama does not typically respond, but posts are crafted to prompt reflection or action.

Based on the case study and feature analysis of Barack Obama’s Facebook profile, along with the broader framework for understanding how Facebook contributes to digital identity construction, we can assume the following: Obama’s profile operates as a carefully curated yet seemingly authentic extension of his public persona. Every post, image, and interaction reflects an intentional balance between the personal and the political. His online presence reinforces his core values – empathy, inclusivity, and civic engagement – while his conversational tone and approachable style invite followers to feel personally connected to him.

Through this strategic yet relatable use of Facebook, Obama demonstrates how digital identity can serve as both a personal narrative and a platform for public leadership. He leverages the affordances of social media to sustain visibility, shape collective memory, and engage audiences beyond traditional political channels. In doing so, Obama exemplifies how contemporary figures can use digital spaces not only to communicate ideas but also to cultivate trust, inspire participation, and ultimately influence the tone and direction of public discourse in the social media era.

The above two Facebook profiles contribute to constructing online identities through the following (yet different) characteristics:

Features	Kim Kardashian	Barack Obama
Primary Identity	Celebrity, Brand	Political Leader, Citizen
Tone	Aspirational, Polished	Reflective Inclusive
Engagement Type	Visual Admiration, Passive	Ideological Discussion, Active
Self-Disclosure	Selective (family, beauty)	Balanced (family, civic values)
Performance	Highly imaged	Moderately messaged
Authenticity	Controlled Authenticity	Earnest, Value Driven Authenticity

Platform Utilization	Brand and Lifestyle Promotion	Social and Public Messaging
----------------------	-------------------------------	-----------------------------

Thus, Facebook functions as a stage for identity performance, but with differing emphasis for the two public figures. Kim Kardashian represents the commodified, performative self (luxury visuals and emotional glimpses) where **identity is mostly aesthetic, aligned with color and product branding**. Barack Obama, by contrast, represents the public, civic and social self (strategic messages and few personal moments), where **identity is mostly leadership, values, and community**.

While public figures like the ones discussed above operate at a larger scale, the general dynamics of online identity construction are shared with all the users. Both famous and common people engage in self-presentation balancing authenticity and performance with audience expectations. However, public figures amplify this process through branding and greater visibility, while common users are more related to social and ethnic belonging and privacy. Thus, the tools are the same but the stakes are different.

Conclusion

Today Facebook has transformed the way we construct, perform, and perceive identity in the digital age. What began as a social networking platform soon became a powerful tool through which authenticity meets performance, and identity is built. By promoting real-name policies and encouraging connections rooted in offline life, Facebook helps shift online identity from anonymity to anchored authenticity. Yet, this authenticity is rarely pure – it is filtered through likes, shaped by algorithms, and calibrated to audience expectations.

Through the analysis of Facebook's features and case studies of public figures like Kim Kardashian and Barack Obama, it has been demonstrated that Facebook users – whether public figures or everyday individuals – use the platform not just to reflect who they are, but to craft who they want to be seen as. The tension between personal truth (authenticity) and social performance is constant. Facebook's structure, with its emphasis on visibility, feedback, and memory, pushes users to present coherent, appealing narratives. Looking ahead, the future of online identity may hinge on how platforms evolve and how users respond to increasing pressures of curation and surveillance. As social media continues to blur the boundaries between public and private, professional and personal selves, we may see a growing desire for digital spaces that allow more nuanced, fluid, and less performative expressions of the self. Alternatively, new platforms might deepen the

commodification of identity, turning every aspect of online presence into data and branding.

Ultimately, Facebook not just reflects our identities – it helps reshape them. Understanding this is key to navigating the digital self in a world where being online is no longer optional, and where who we are is, to a certain extent, who we construct ourselves to be.

References

Boyd, D. (2007). Why youth (heart) social network sites: The role of networked publics in teenage social life. *MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume*, 1-26. URL: <https://www.researchgate.net/publication/230854767>

Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. New Haven, London, Yale University Press.

Boyd, D. and Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York, The Overlook Press.

Marwick, A. and Boyd, D. (2011). To See and Be Seen: Celebrity Practice on Twitter. *Convergence: The International Journal of Research into New Media Technologies*, 17, 139-158. DOI: <http://dx.doi.org/10.1177/135485651039453>

Papacharissi, Z. (2010). *A Private Sphere: Democracy in a Digital Age*. Cambridge, Polity Press.

Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York, Basic Books.

Van Dijck, J. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford, Oxford University Press.

Zhao, S., Grasmuck, S. & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior*, 24(5), 1816–1836.

Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. New York, PublicAffairs.

Sources of Data

Kim Kardashian. (2025). Facebook Page. URL: m.facebook.com

Barack Obama. (2025). Facebook Page. URL: m.facebook.com

Գ. Մուրադյան – Ֆեյսբուքի դերը առցանց ինքնության կառուցման գործում.

– Հոդվածը դիտարկում է, թե ինչպես է Ֆեյսբուքը նպաստում մեր առցանց ինքնությունը ներկայացնելուն, ինչպես է հարթակը խրախուսում օգտատերերին լինել «իրական»՝ օգտագործելով իրենց անուններն ու կյանքը որպես թվային ներկայության մաս: Ֆեյսբուքյան պրոֆիլների, գրառումների և նորությունների ուսումնասիրությունը ցույց է տալիս, որ մարդիկ իրենք են վերահսկում, թե ինչպես են իրենք ներկայացնում իրենց՝ ներառյալ լայքերն ու մեկնաբանությունները: Հոդվածն ուսումնասիրում է թվային ինքնության կառուցումը իրավիճակային-փաստարկային և հարթակի առանձնահատկությունների վերլուծության մեթոդների կիրառությամբ՝ կարևորելով իրականության, ինքնաներկայացման, ներգրավվածության, հավասարակշռվածության, սոցիալական պատկանելության հասկացությունները: Հետազոտության արդյունքները ցույց են տալիս, որ թեև Ֆեյսբուքը նպաստում է իրական կյանքի հետ կապված առցանց ինքնության կառուցմանը, այն նաև ստեղծում է դժվարություններ այդ ինքնություննը կառավարելու գործում և ներկայացնում, թե ինչպես ենք մենք տեսնում մեզ թվային աշխարհում այսօր:

Բանալի բառեր. առցանց ինքնություն, թվային/ցանցային «ես», Ֆեյսբուք, պրոֆիլներ, իրական, ինքնաներկայացում

Г. Мурадян – Роль Фейсбук в формировании онлайн-идентичности. – В статье исследуется, как платформа Фейсбук влияет на наше мышление, восприятие собственной идентичности в сети и способы её представления. Особое внимание уделяется тому, как политика подлинности – использование настоящих имён и элементов реальной жизни – способствует формированию цифрового присутствия пользователей. Анализируются функции профиля, публикаций и новостной ленты, демонстрируя, что люди осознанно управляют своим образом в сети, реагируя на лайки, комментарии и алгоритмическую селекцию контента. Через тематическое исследование и анализ функционала платформы рассматриваются вопросы подлинности, само-представления, вовлечённости и стратегии балансирования между искренним само-выражением и соответствием социальным ожиданиям. На основе исследований в области медиа и социальных наук делается вывод, что, несмотря на то что Фейсбук способствует формированию онлайн-идентичности, тесно связанной с реальной жизнью, он одновременно создаёт новые формы давления, требующие тщательного управления этой идентичностью.

Ключевые слова: онлайн-идентичность, цифровое/сетевое «я», Фейсбук, профили, подлинность, самопредставление

THE STRUCTURAL-SEMANTIC PECULIARITIES OF AI-GENERATED BUSINESS LETTERS

Zarouhi Vartapetian*

<https://orcid.org/0009-0002-1045-974X>

Yerevan State University

Abstract: *The paper is devoted to the study of structural-semantic peculiarities and the main trends in the use of linguistic structures in the AI-generated business letters of the following categories – direct-request letters, good-news letters, bad-news letters and persuasive letters. The study of these categories of business letters is conditioned by the fact that business correspondence plays a key role for the establishment of business relations and efficient cooperation between parties. Ten types of commercial business letters are created by Gemini, a personal AI (Artificial Intelligence) Google assistant. The letters are created in formal style, in response to the given prompts. The linguostylistic analysis of AI-generated business letters has revealed lexical units expressing request, receipt, acknowledgement, regret, apology, expectation and cooperation. The discussed rules observed in human-generated correspondence are used in business letters created by Gemini.*

Keywords: *Gemini – personal AI (Artificial Intelligence) assistant, linguostylistic analysis, commercial business letters, direct-request letters, good-news letters, bad-news letters, persuasive letters*

Introduction

Business correspondence plays a significant role for the establishment and development of business relations. The study of business correspondence is carried out based on the content and form of business language. Thus, not only the content of the letter is important, but also the way of communicating it – the style. The correct choice of words, expressions, business terms, grammatical structures, logical sequence of thoughts, persuasiveness and politeness of speech play an important role in making the positive impact on the recipient. Business letters,

* vartapetianzarouhi@ysu.am



according to their types, have common and specific features, the analysis of which allows us to come to a conclusion about their peculiarities. When formulating a letter, it is necessary to clearly imagine the purpose of the communicated content and the ways to achieve the goal – the forms of expression of the content. In this regard, the most important condition for efficient communication is the perception of the linguistic units by the recipient, without which mutual understanding cannot occur. Lack of knowledge of terms or certain grammatical structures can be a serious obstacle to bilateral cooperation. It is assumed that the addressee, having perceived the meaning of the linguistic elements, interprets and decodes the message in the way the addresser encoded it. The formation and improvement of the business style are conditioned by these factors. Taking into account the fact that positive or negative information is conveyed in business letters, the main purpose of the letter can be expressed in two different ways. Therefore, depending on the content conveyed, business letters are composed guided by the direct or indirect approach /Bovée, Thill, 1992, p. 85; Cardon, 2018, p. 302-307/. In the case of the *direct approach*, the main purpose is presented at the beginning of the letter, followed by essential details. This method is appropriate when conveying positive information, when a positive response is expected from the recipient. The *indirect approach* is used when the main purpose of the letter is to convey negative information. It is always desirable to present unpleasant facts at the end of the letter, drawing attention to the arguments that justify the main goal. The direct approach is appropriate when sending an enquiry, a request or conveying good news and the recipient is interested or pleased to respond. The indirect approach works best when sending bad news and the recipient is displeased or resistant to the message. It is also used in persuasive messages to influence the recipient that is uninterested or unwilling to react. Thus, the paper examines the structural-semantic features of commercial business letters which may be classified into four categories: *direct request letters*, *good-news letters*, *bad-news letters* and *persuasive letters*. The category of *Direct Request Letters* includes letter of enquiry, letter of order, letter of request for adjustment. The category of *Good-News Letters* includes letter of offer, letter of order acknowledgement, letter of adjustment. The category of *Bad-News Letters* includes letter declining offer, letter declining order, letter declining adjustment. The category of *Persuasive Letters* includes sales letter.

Ten types of the above-mentioned business letters are created by Gemini, an AI-powered Google assistant, which performs multiple complex tasks. It is designed to process various types of data at the same time. Users are interested if Gemini AI is better than ChatGPT. Each platform has distinct strengths for specific

use cases: Gemini performs better for academic research, large document processing, and real-time data access. ChatGPT excels at coding tasks, structured research assistance, and keeping consistent tone in translations. More than 80% of enterprises now are using or planning to use AI assistants. Understanding the strengths and limitations of each platform is crucial for strategic implementation. The Gemini AI vs ChatGPT battle has gained a lot of attention as both are leaders in the field, yet they work better for specific tasks. In 2025, Gemini has evolved significantly as a more powerful and multimodal AI model family. <https://neontri.com/blog/google-gemini-chatgpt-comparison/>

Linguostylistic analysis of AI-Generated Business Letters

To study the structural-semantic peculiarities of the above-mentioned commercial business letters, the method of linguostylistic analysis is implemented on semantic and metasemiotic levels (Akhmanova, Aleksandrova, 1989, p. 187; Akhmanova, Idzelis, 1978, p. 47; Zadornova, 1984, p. 8; Gasparyan S., 1991, p. 3). This method is used to study business letters at lexical, syntactic and stylistic levels, focusing on words, phrases, grammatical structures and stylistic connotations.

Thus, the method of linguostylistic analysis is used for studying direct request, good-news, bad-news and persuasive business letters created by Gemini, the AI-powered personal assistant.

A letter of enquiry is a request for information about products or services. The request is stated in a polite, undemanding tone supported by a number of questions about the goods and their specifications. The writer usually requests free literature – a catalogue, a brochure or a leaflet which will provide useful information for placing an order. The enquiry must include sufficient information to help the supplier determine how to respond effectively. The questions asked in a letter of enquiry may refer to prices, terms of payment and delivery, details of discounts, delivery times and deadlines, methods of transport and insurance. The request should be brief, clear and to the point. If a prospective customer writes to suppliers for the first time, it is useful to tell them something about his own business, the kind of goods he needs and for what purpose they are required. The letter of enquiry closes courteously with a request for action or simply expresses the writer's gratitude (Vartapetian, 2012, p. 51).

In the following letter of enquiry created by Gemini, the writer states his business interests. Therefore, he politely asks for catalogues and price lists which are necessary for the consideration of goods.

The prompt given to Gemini was the following – write a formal letter of enquiry about terms of sale addressed to the company “Construction and Design”

producing interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Our company is currently undertaking several interior design projects and is exploring potential suppliers for high-quality products. We have been impressed by the range and aesthetic of the interior design products showcased by Construction and Design and are keen to understand the terms under which these products are offered for sale. Specifically, we would be grateful if you could provide us with information regarding your pricing structure, minimum order quantities (if applicable), available discounts for bulk purchases, standard delivery timelines, and payment terms. Any available product catalogs or price lists would also be greatly appreciated. Thank you for your time and attention to this matter. We look forward to receiving the requested information at your earliest convenience and exploring a potential business relationship with Construction and Design. /created by Gemini/

The letter of enquiry is written in polite and courteous tone which emphasises the direct request for receiving information regarding terms of sale for interior design products. The phrases like “high-quality products”, “pricing structure”, “minimum order quantities”, “discounts for bulk purchases”, “standard delivery timelines” and “payment terms” reveal the main idea of the letter of enquiry requesting information about the goods and terms of supply. The direct request is expressed by the phrase “we would be grateful if you could provide ...”. Similar phrases for expressing direct request are “Would you please send us ...”, “Will you please state ...”, “Will you please let us know ...”, “We would ask you to let us have ...”. The letter closes with an expression of expectation “we look forward to receiving the requested information” and an expression of further cooperation “exploring a potential business relationship with Construction and Design”.

A letter of order is also known as a purchase order. A letter starts with an exact description of the order and may include all necessary details such as product, price, discounts, quantity, size, model numbers, terms of payment and shipment. This information may also be filled in an order form, and a letter will make certain points quite clear.

Thus, the objective of a letter of order is to provide the vendor with detailed instructions for filling an order. It serves as a record of the transaction, therefore it should be written with care. The writer's intentions should be clear and concise, the

provided information should be relevant. Attention to detail is crucial. The company will process the order only according to the customer's instructions. Therefore, the vendor needs to know when the delivery is expected and how the payment will be made. The writer begins the letter of order by saying that he is placing an order. Then he provides some specific instructions. The letter of order closes courteously and may state time limits for the delivery (Vartapetian, 2012, p. 55).

In the following letter of order created by Gemini, the writer gives detailed instructions about the placed order.

The prompt given to Gemini was the following – write a formal letter of order for interior design products addressed to the company “Construction and Design” which produces interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Following our recent correspondence (date of previous communication) and review of your product offerings, we are pleased to place an order for the following interior design products:

Item No.	Product Description	Quantity	Unit Price	Total Price
[1]	[Model X Bookshelf]	[5]	[150.00]	[\$ 750.00]
[2]	[Fabric Y Armchairs]	[2]	[300.00]	[\$ 600.00]
[3]	[Style Z Floor Lamps]	[3]	[120.00]	[\$ 360.00]
Subtotal:				[\$ 1710.00]

Please refer to detailed specification sheet for precise specifications. Kindly confirm the total cost of this order, including any applicable taxes and delivery charges. We would also appreciate confirmation of the estimated delivery date. Our preferred method of payment is bank transfer. Please provide us with the necessary payment details for processing.

Thank you for your attention to this order. We look forward to receiving your order confirmation and the delivery of these products in a timely manner. /created by Gemini/

The letter of order is written in polite and courteous tone including the order for interior design products. The letter starts with the phrase “we are pleased to place an order”. Similar phrases used in letters of order are “we are pleased to give an order”, “we are pleased to enclose an order”. Other phrases expressing direct request are “Please, send us …”, “Would you please send us …”, “We would ask

you to send us ...”. The words “confirm” and “confirmation” are used to request precise information about the terms of payment and delivery in the phrases “Kindly confirm ...”, “We would appreciate confirmation of”, “your order confirmation ...”. Another direct request expression used in the letter is “Please provide us with ...” which refers to payment details for order processing. The letter closes politely with an expression of expectation “we look forward to receiving your order confirmation and the delivery ...”.

A letter of request for adjustment or a letter of complaint is written immediately after the mistake or the problem has been identified. To gain the reader’s understanding, the writer presents the facts clearly and politely, specifying the problem or the mistake. Problems may be very different: the product does not meet the advertised standards, the goods have defects, the consignment has been lost or delayed, wrong order has been shipped, a mistake has been made in a financial transaction or the customer service is not good. Referring to documents like invoices, cheques, purchase orders, payment records and the like may be useful in settling the problem. Customers often state various adjustments to their problems such as full or partial refund of the price of the product, replacement or repair of the defective product, provision of the service previously arranged, etc. The letter of request for adjustment closes courteously with a request for specific action.

Thus, the objective of a letter of request for adjustment is to provide detailed information regarding the error or fault and to serve as a legal document recording the claim and the corrective action or adjustment being requested. The letter should encompass only the relevant facts that validate the claim and the request prompting an action that settles or resolves the problem (Vartapetian, 2012, p. 59).

In the following letter of request for adjustment created by Gemini, the problem is made clear. The writer states that there is discrepancy in the colour of the ordered wallpaper and politely requests replacement of the incorrect items.

The prompt given to Gemini was the following – write a formal letter of request for adjustment addressed to the company “Construction and Design” stating your claim and reasons for requesting settlement of a problem or mistake related to interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

This letter serves as a formal request for an adjustment concerning interior design products provided by your company for the renovation of my living room, order number X12. I am writing to address the problem, that is the discrepancy in the color of the ordered wallpaper.

The wallpaper delivered on (date) is significantly lighter than the sample I approved. This color difference clashes with the other elements of the room design. I have attached copies of invoices and photographs as evidence of this problem.

I would appreciate it if you would review this matter and consider a suitable settlement. I am open to discussing potential solutions, such as replacement of the incorrect items. I look forward to your prompt response and a resolution to this issue.

Thank you for your time and attention to this matter. /created by Gemini/

The beginning of the letter is neutral without expression of regret about the problem such as “This letter serves as a formal request for an adjustment concerning ...”. Similar expressions are “We are writing to you with reference to order number ...” or “We are writing to you to ask you to replace ...”. The body of the letter includes the description of the problem and possible solutions to it. The polite request is expressed by the word “appreciate” in the expression “I would appreciate it if you would ...”. The following expressions such as “address the problem”, “consider a suitable settlement”, “discuss potential solutions”, “replacement of the incorrect items” and “prompt response and a resolution” reveal the main idea of the letter of request for adjustment. The letter closes politely with an expression of expectation “I look forward to your prompt response and a resolution ...” and an expression of acknowledgement “Thank you for your time and attention ...”.

A letter of offer or quotation is a reply to an enquiry. It provides the information requested in a letter of enquiry. When responding to a forwarded letter, the writer acknowledges the receipt of the enquiry, then quotes the prices, terms of payment and delivery. At the end of the letter the writer extends an offer of further assistance.

After providing the requested information necessary for the reader to respond or place an order, the supplier takes the opportunity to draw the attention of a customer to a special product, range of goods or service (Vartapetian, 2012, p. 64).

In the following letter of offer created by Gemini, the writer sends a quotation for interior design products.

The prompt given to Gemini was the following – write a formal letter of offer to a customer quoting prices and terms of sale for interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Thank you for your interest in our interior design products and the opportunity to provide you with a quotation for your project. Following our recent discussions and your specific requirements, we are pleased to present the following prices and terms for your consideration.

The table below outlines the products you requested along with their corresponding unit prices and estimated total costs:

Item No.	Product Description	Quantity	Unit Price	Total Price
[1]	[Model X Sofa]	[1]	[250.00]	[\$ 250.00]
[2]	[Style Y Coffee Table]	[3]	[150.00]	[\$ 450.00]
[3]	[Size Z Rug]	[2]	[200.00]	[\$ 400.00]
Subtotal [Sum of Estimated Total Prices]:				[\$ 1100.00]
Total Estimated Price[Subtotal + Optional Fees]:				[\$]

Please note the following terms of sale:

- **Payment Terms:** [50% deposit upon order confirmation, 50% upon delivery and installation].
- **Validity of Quotation:** This quotation is valid for [Number] days from the date of this letter.
- **Delivery:** Estimated delivery timeframe is [Number] weeks/days from receipt of the deposit.

We believe these products will perfectly complement your project design vision. We are committed to providing high-quality products and excellent customer service.

Please do not hesitate to contact us if you have any questions or require further clarification. We look forward to the possibility of working with you on this project. /created by Gemini/

The introduction of the letter of offer includes acknowledgement in reply to the customer's enquiry "Thank you for your interest in ..." and quotation "we are pleased to present the following prices and terms ...". The body of the letter includes details of prices and the terms of payment and delivery. Taking the opportunity the supplier highly assesses the company's products and services – "high-quality products", "excellent customer service" and "these products will perfectly complement your project design vision". The letter closes politely with

expressions of further cooperation “Please do not hesitate to contact us if you have any questions ...”, “We look forward to the possibility of working with you ...”.

Letter of order acknowledgement expresses appreciation for the placed order. The writer acknowledges the receipt of the customer’s order and states about its processing. The objective of the letter is to let the customer know that the ordered items will be supplied. The letter of order acknowledgement starts with a statement expressing the readiness to fulfil the customer’s request. At the same time the writer answers all the questions, including the necessary details that the customer may need to understand the reply. The letter may include details about shipment, insurance, payment, etc. If prices or delivery dates are changed the customer is notified about that. The letter closes with appreciation of further contacts and an offer of service (Vartapetian, 2012, p. 74).

In the following letter of order acknowledgement created by Gemini, the supplier notifies about the processing of the order.

The prompt given to Gemini was the following – write a formal letter of order acknowledgement to a customer stating about the processing of the order for interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

This letter serves to formally acknowledge receipt of your order placed on (Date of Order) for interior design products, as detailed in your order. We appreciate your business and are pleased to confirm that your order is now being processed.

Your order, under reference number (Your Order Number), includes the following items:

- 1 x Sofa - Model X, 3 x Coffee Table - Style Y, 2 x Rug - Size Z*

The total amount for your order is \$ 1100. The estimated delivery timeframe is 10 days from the order date. We will keep you informed of any significant changes to this schedule.

We are committed to ensuring your satisfaction with our products and services. Should you have any questions regarding your order, please do not hesitate to contact us or reply to this email.

Thank you once again for choosing Construction and Design. We look forward to delivering your interior design products to you. /created by Gemini/

In the letter of order acknowledgement words and phrases expressing acknowledgement are widely used such as “formally acknowledge receipt of your

order ...”, “pleased to confirm that your order is now being processed”, “We look forward to delivering your interior design products ...”. The details of the order are confirmed in the body of the letter. The letter closes politely with expressions of further cooperation and appreciation “Please do not hesitate to contact us ...”, “Thank you once again ...”.

A letter of adjustment is a response to a written complaint. The objective of the letter is to inform the customer that the complaint or the request for adjustment has been received and it will be resolved. It is also a document recording what decisions are made and what actions will be taken. The writer must keep in mind that the customer has been inconvenienced. He must state his willingness to consider the customer’s request for adjusting the problem. The letter informs the customer that an unsatisfactory situation is being corrected. The writer should avoid excuses or long explanations about what went wrong. He should consider the facts of the adjustment to make the customer comprehend the corrective action that is being offered or has already been implemented. If the customer is not right, the reasons should be explained clearly and with every courtesy. Any negativity that may be in the complaint letter should be countered with a positive approach emphasising the corrective steps being taken. Explanations for why the situation has occurred are of less importance than the solution. Thus, in the first paragraph of the letter of adjustment the writer apologises for a problem and clearly admits that a mistake has been made and accepts responsibility for it. He then expresses willingness to fulfil the customer’s request, provides the details of the solution and states corrective actions that will be taken. If it is appropriate, an objective and convincing explanation should be provided about the further necessary actions. At the end of the letter the writer reiterates his apology focusing on positive actions. The letter may close with appreciation of further contacts and an offer of additional service for settling other possible problems (Vartapetian, 2012, p. 77).

In the following letter of adjustment created by Gemini, the supplier admits responsibility and states the readiness to repair the damaged merchandise. The letter informs the customer of the steps which will be taken. In addition, the writer apologises for the inconvenience caused by the problem.

The prompt given to Gemini was the following – write a formal letter of adjustment to a customer stating about the settlement of the problem or mistake related to interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

This letter is to inform you that we have completed our review of the issue you raised on (Date of Customer's Initial Communication) concerning your order (Order Number) for interior design products

related to the damaged shelving unit. We appreciate your bringing this matter to our attention.

Following our assessment, we have decided to arrange for the repair of the damaged shelving unit. To proceed with this adjustment, we will be in contact to arrange for a technician to visit your property on (Date) to repair the shelving unit, process the partial refund which should reflect in your account within 5 business days. The repair work will be carried out at no additional cost to you.

We sincerely apologize for any inconvenience this problem may have caused. We value your business and are committed to ensuring your complete satisfaction with our products and services. /created by Gemini/

On the one hand, the letter of adjustment includes words expressing the problem or the mistake such as “damage”, “inconvenience”, “problem”, on the other hand, there are phrases expressing solution to the problem such as “arrange for the repair”, “proceed with the adjustment”, “arrange for a technician”, “repair the shelving unit”, “process the partial refund”, “carry out the repair work”, “ensure complete satisfaction”. The letter is written politely expressing apology for the problem “We sincerely apologize for any inconvenience this problem may have caused” and readiness to adjust the problem “We … are committed to ensuring your complete satisfaction”.

A letter declining offer is a reply to a quotation. A refusal to accept an offer is rarely made as quotations mostly meet the needs of customers based on their enquiries, requests and expectations. Therefore, the customers are pleased to place orders rather than decline the offers. However, there may be cases when the offers are declined due to time restrictions, high prices quoted by suppliers or changes made in terms stated earlier. At the beginning of the letter declining offer the writer acknowledges the receipt of the offer or expresses appreciation for the reply. But the central part of the letter lets the supplier know the reasons for refusing to accept the offer. The letter ends with an idea of further cooperation shifting emphasis away from the refusal (Vartapetian, 2012, p. 82).

In the following letter declining offer created by Gemini, the writer declines offer due to time restrictions.

The prompt given to Gemini was the following – write a formal letter declining offer to the company “Construction and Design” stating the reason for refusing to accept the offer for interior design products. The letter should be polite,

clear and concise. The text of the letter should consist of introduction, body and conclusion.

Thank you for your offer, dated (Date of Offer), for interior design products related to the proposed renovation of my office space. We have carefully reviewed the details of your proposal.

After careful consideration, we have decided to decline your offer at this time. Our decision is based on a difference in the proposed timeline that does not meet our project deadlines.

We appreciate the time and effort you invested in preparing this offer and thank you for considering our project. We may consider your services for future projects should our needs evolve. /created by Gemini/

Letter declining offer starts with the phrase expressing receipt and acknowledgement “Thank you for your offer … for interior design products”. The body of the letter includes explanation for the decline of the offer related to project deadline requirements. The letter closes politely and courteously expressing gratitude for sending a quotation and considering their project requirements “We appreciate the time and effort you invested in preparing this offer and thank you for considering our project”. At the same time the letter expresses hope for future cooperation “We may consider your services for future projects”.

A letter declining order is a reply to an order. One reason for declining orders is that the goods are no longer available as they are not produced or are out of stock. In such cases companies just offer similar models or substitutes. Another reason for declining orders is that companies often receive incomplete or unclear orders from the customers. To process the order they need to request full information. The first part of the letter confirms the original order. It may also appreciate the customer’s good choice. Then the source of the problem is stated. The close of the letter may be aimed at helping the recipient to place a corrected order. The writer may include details, such as styles and colours available, that will enable the customer to specify the merchandise desired. Other aids may also be provided for the customers to order goods properly (Vartapetian, 2012, p. 85).

In the following letter declining order created by Gemini, the supplier apologises for not being able to accept the order since the requested products are out of stock. In the closing paragraph, the writer encourages further contacts trying to obtain orders for other goods. The letter states the position clearly and politely.

The prompt given to Gemini was the following – write a formal letter declining order to a customer stating the reason for refusing to accept the order for interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Thank you for your recent order placed on (Date of Order) for interior design products. We appreciate your interest in Construction and Design.

After careful review, we regret to inform you that we are unable to accept your order at this time. This decision is due to the unavailability of the requested items due to current supply chain limitations. We understand this may be disappointing, and we sincerely apologize for any inconvenience this may cause.

We would be pleased to discuss alternative product options that are currently available. Please feel free to contact us if you would like to explore placing a modified order that meets our current capabilities.

Thank you for your understanding. We hope to have the opportunity to serve you in the future. /created by Gemini/

Letter declining order starts with the phrases expressing receipt and acknowledgement “Thank you for your recent order placed on …”, “We appreciate your interest in …”. The refusal to process the order is expressed by the phrase “we regret to inform you that we are unable to accept your order …”. The words “sorry” or “regret” are generally used to state the fact and the reasons for declining the requests. The reasons for the refusal are stated in the following phrases “the unavailability of the requested items” and “current supply chain limitations”. At the same time the supplier offers apologies for the inconvenience “we sincerely apologize for any inconvenience this may cause”. Taking the opportunity the supplier expresses hope and expectation for possible cooperation with the client “We would be pleased to discuss alternative product options …”, “Please feel free to contact us if you would like to explore placing a modified order …”, “We hope to have the opportunity to serve you in the future”.

A letter declining adjustment is written in tactful and courteous style while denying the claim. The letter starts with a supportive tone indicating full understanding of the nature of the complaint. The factual information provided further shows the supplier’s position and makes the customer anticipate the denial of his claim. While making the denial clear, the supplier may offer partial

adjustment of the problem. The letter closes emphasising a desire for a good relationship in the future (Vartapetian, 2012, p. 89).

In the following letter declining adjustment created by Gemini, the writer declines adjustment stating the reason clearly and politely.

The prompt given to Gemini was the following – write a formal letter declining adjustment to a customer stating the reason for refusing to settle the problem or mistake related to interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Thank you for your letter dated (Date of Customer's Initial Communication) outlining your concerns regarding the condition of the shelving unit from your order (Your Order Number). We have carefully reviewed your claim and the supporting documentation provided.

After a thorough assessment of your request and comparing it with our quality control records, we regret to inform you that we are unable to approve your request for an adjustment at this time. Our decision is based on the reason our inspection indicates that the damage to the shelving unit occurred after delivery.

We understand this may be disappointing, and we value your business. While we cannot offer a full replacement, we would be pleased to provide you with information on potential repair services.

Thank you for bringing this matter to our attention. We strive to ensure customer satisfaction and appreciate your understanding of our position. /created by Gemini/

Letter declining adjustment starts with the phrases expressing receipt and acknowledgement “Thank you for your letter dated … outlining your concerns …”. The supplier initially tries to explain the refusal “We have carefully reviewed your claim …”, “After a thorough assessment of your request …”, “our decision is based on the reason …”. The refusal to settle the problem is expressed by the phrase “we regret to inform you that we are unable to approve your request for an adjustment …”. At the same time the writer tries to mitigate the negative impact of the refusal offering certain assistance “While we cannot offer ..., we would be pleased to provide ...”. The reason for the refusal is stated by the following fact “our inspection indicates that the damage to the shelving unit occurred after delivery”. The letter closes expressing acknowledgement by the writer “Thank you

for bringing this matter to our attention”, “We ... appreciate your understanding of our position”.

A *sales letter* is a marketing tool that promotes a product or service. Its objective is to persuade customers to buy products or services. They are written by specialised and highly skilled professionals who seek to motivate people to spend money. To be effective, the letter must describe the particular benefits the customer will gain by making the purchase. It must also focus on the most appealing features that best highlight the product or service. Brighter, stronger, faster, cheaper, etc. are common selling points when writing a sales letter. The selling points should emphasise consumer benefits through the “you” attitude. You must persuade the customer that the benefit of your offer outweighs the cost. In other words, convince them that what you offer is a good deal. A sales letter should be addressed to a group of prospective buyers who meet an established set of criteria. The objective of a sales letter is threefold: to attract attention, generate interest and induce a purchase. The sales letter should provide the readers with enough information to heighten their brand awareness about who you are and what goods or services you offer. Unlike letters of offer, sales letters are sent as unexpected offers to customers. They are not replies to enquiries and requests made by customers. These letters tend to show concern for the needs and interests of current and potential customers and are constructed on the most appealing benefits of goods or services. Sales letters use special techniques to catch the reader’s attention and persuade them to take action as soon as possible. They may start with a rhetorical question, a piece of genuine news about the offer, a possible solution to the customer’s problem, an attractive feature of the product, etc. The most effective technique is the one that makes the customers read the rest of the letter and respond (Vartapetian, 2012, p. 92).

In the following sales letter created by Gemini, the writer attracts attention with a rhetorical question that highlights a specific problem of how to make home warm and comfortable.

The prompt given to Gemini was the following – write a sales letter persuading customers to buy interior design products. The letter should be polite, clear and concise. The text of the letter should consist of introduction, body and conclusion.

Are you dreaming of a space that truly reflects your style and enhances your everyday living? At Construction and Design, we offer a curated selection of high-quality interior design products designed to help you create the home or office you've always envisioned.

Imagine walking into a room that perfectly balances comfort, functionality, and aesthetic appeal. Our extensive range includes everything from stylish and durable furniture to elegant lighting solutions, exquisite textiles, and unique decorative accents. Whether you're looking to refresh a single room or undertake a complete renovation, our products are crafted with attention to detail and built to last. We pride ourselves on offering diverse styles to suit every taste, from modern minimalist to classic chic and everything in between. Investing in our interior design products is an investment in your comfort and the overall ambiance of your space, ultimately enhancing your well-being and productivity.

We invite you to explore our latest collections and discover how easily you can elevate your surroundings. Visit our website at <https://www.constructionanddesign.com> or stop by our showroom at 2107 W. Packer Drive, Arlington, TX 76013 to experience the quality and beauty of our products firsthand. Our knowledgeable team is also available to offer personalized advice and assist you in selecting the perfect pieces to bring your vision to life.

We are confident that you will find the ideal interior design solutions at Construction and Design to create a space you'll love for years to come. We look forward to the opportunity to help you transform your environment. /created by Gemini/

The sales letter offers creative solutions and innovative designs to clients, ensuring project success through providing high-quality products and services that meet the highest international standards. The detailed description of products and services is aimed at attracting and persuading customers. Sales letters generally start with rhetorical questions to generate the customers' interest, encouraging them to make a purchase. Typically, in sales letters companies enumerate the advantages of the products and services providing an impact on the recipients such as "high-quality products", "perfectly balance comfort, functionality and aesthetic appeal", "stylish and durable furniture", "elegant lighting solutions", "exquisite textiles", "unique decorative accents", "crafted with attention to detail and built to last", "diverse styles to suit every taste", "an investment in your comfort and the overall ambiance of your space", "enhancing your well-being and productivity". These phrases not only communicate information about the benefits of the products, but also assume a stylistic impact on the reader. Sales letters close

expressing hope and expectation for cooperation “We look forward to the opportunity to help you transform your environment”.

Summing up we can discuss a number of rules observed in human-generated correspondence which are used in business letters created by Gemini:

1. The corporate “we” is mostly acceptable in business letters instead of “I”.

We appreciate your business and are pleased to confirm that your order is now being processed.

We are committed to ensuring your satisfaction with our products and services.

We would be pleased to discuss alternative product options that are currently available.

2. Sometimes the “I” or “we” attitude in business letters makes the sender sound uninterested in the recipient. So the “you” attitude is better since it expresses the recipient’s interests and needs. So “you” and “your” are used more often.

We look forward to delivering your interior design products to you.

Thank you for your letter dated (Date of Customer's Initial Communication) outlining your concerns regarding the condition of the shelving unit from your order (Your Order Number).

We invite you to explore our latest collections and discover how easily you can elevate your surroundings.

3. The “you” attitude must be avoided when it is necessary to establish the recipient’s mistake or an error of some kind.

The wallpaper delivered on (date) is significantly lighter than the sample I approved.

4. “Please” is used to make a request more polite. We can provide gradual increase in politeness through the phrases “Will/Would/Could you please ...”.

Please provide us with the necessary payment details for processing.

5. The construction “if ... will/would” expressing polite request is used in letters to ask the recipient to do something.

Please feel free to contact us if you would like to explore placing a modified order that meets our current capabilities.

6. To make the letters stylistically impressive and colourful, the writers must use adjectives, adverbs and different figures of speech. They are mostly typical of Letters of offer and Sales letters.

We believe these products will perfectly complement your project design vision. We are committed to providing high-quality products and excellent customer service.

Our extensive range includes everything from stylish and durable furniture to elegant lighting solutions, exquisite textiles, and unique decorative accents.

7. To avoid confusion special care should be taken when quoting prices and discounts or giving product specifications such as measurements or weights. Dates of previous correspondence and Order numbers are quoted in business letters. Incorrect quotation in letters can cause serious problems in business.

8. A wide use of clichés and standard expressions is typical of business letters. These kinds of phrases help the writer convey the purpose of the letter and develop ideas in paragraphs.

The phrases may be classified into the following semantic groups:

1. Phrases expressing receipt and acknowledgement

The word “receive” and the phrases like “referring to”, “with regard to”, “in reply to” are widely used in letters to express receipt and acknowledgement.

We are pleased to receive your order ...

Thank you for your letter of (*date*) informing us about ...

Thank you for your interest in our products.

In reply to your enquiry this is to inform you that ...

2. Phrases expressing offer and quotation

Phrases expressing offer or quotation help the writer provide the requested information and convey details about the products or services.

We are pleased to present prices and terms ...

We are pleased to supply ...

We are pleased to offer ...

You may be particularly interested in ...

3. Phrases expressing direct request and acknowledgement

The words “will”, “would” and “could” help the writer make a polite request about the goods and their specifications.

Will you please state ...

Will you please let us know ...

We would be grateful if you could provide us with information regarding ...

We would appreciate it if you would let us know ...

We would appreciate confirmation of ...

4. Phrases expressing request for adjustment

These phrases request specific action to correct the mistake or improve the situation referring to delays, losses or shipment of faulty goods.

We are writing to address the problem that is ...

We are writing to you with reference to ...

We have been greatly inconvenienced by ...

5. Phrases expressing hope and expectation

A letter may close with an expression of expectation and polite request for action.

We look forward to receiving the requested information at your earliest convenience.

We look forward to your reply.

Your prompt reply would be appreciated.

6. Phrases expressing cooperation and collaboration

A letter may close with an offer of further assistance and close cooperation.

Please do not hesitate to contact us if you have any questions or require further clarification.

Please contact us if you need any further information.

We look forward to serving you again.

If you have any questions please contact me.

Please contact me if I can be of further help.

Please let us know if you need any further information.

7. Phrases expressing apology, refusal and regret

The words “sorry”, “apologise”, “regret” are used to state the fact and the reasons for declining the requests or offering apologies for the mistake or the problem.

We are sorry to inform you that ...

We sincerely apologise for any inconvenience this problem may have caused.

We apologise for any inconvenience you have had.

We regret to inform you that we are unable to accept your order ...

We regret we cannot offer ...

Summing up the analysis of the ten types of business letters used in commercial correspondence, we may state that the letters generated by Gemini are formulated in accordance with grammatical, semantic and stylistic requirements of business letter writing which ensure the accomplishment of the given prompts.

Conclusion

In conclusion, we may state that Google AI-powered Gemini has successfully accomplished the task of writing ten types of commercial business letters following relevant prompts given for each type of a letter. With the emergence of advanced AI technologies like Gemini, the business letter writing practice has become more effective.

Business letters generated by Gemini are efficient since they are created consistently following the rules developed by humans in the course of writing practice. Using human expertise AI generates appropriate content and style compatible with the purpose and expectations.

Structural-semantic analysis of the four categories of business letters such as direct request, good-news, bad-news and persuasive, has revealed lexical units expressing request, receipt, acknowledgement, regret, apology, expectation and cooperation. The content generated by Gemini, meets the linguostylistic requirements of organising business messages. The letters discussed above are well-crafted, courteous and convincing, effectively communicating the intended message.

References

Akhmanova, O.S., Aleksandrova, O.V. (1989). *Prakticheski kurs anglyazika* [Practical Course of the English Language]. Moscow, Moscow State University Publishing House.

Gasparyan, S.K. (1991). *Lingvopoetika obraznogo sravneniya* [Linguopoetics of Figurative Comparison]. Yerevan, Yerevan State University Publishing House.

Zadornova, V.Y. (1984). *Vospriyatiye i interpretacia khudojestvennogo teksta* [Perception and Interpretation of Literary Text]. Moscow: Higher School. Moskva, Vissaya shkola.

Akhmanova, O., Idzelis, R. F. (1978). *What is the English We Use? A Course in Practical Stylistics*. Moscow, Moscow University Press.

Bovée, C. L., Thill, J. V. (1992). *Business Communication Today*. USA, McGraw-Hill College.

Cardon, P.W. (2018). *Business Communication: Developing Leaders for a Networked World*. USA, McGraw-Hill Education.

Vartapetian, Z. (2012). *Basics of Business Letter Writing in English*. Yerevan, Yerevan State University Press.

<https://gemini.google/assistant/>

<https://neontri.com/blog/google-gemini-chatgpt-comparison/>

Զ. Վարդապետյան – Արհեստական բանականության /ԱԲ/ ստեղծած գործարար նամակների իմաստակառուցվածքային առանձնահատկությունները. – Սույն հոդվածում քննարկվում է արհեստական բանականության /ԱԲ/ ստեղծած գործարար նամակների իմաստակառուցվածքային առանձնահատկությունները և այդ նամակներում առկա լեզվական կառույցների գործածման հիմնական միտումները: Ուսումնասիրվող գործարար նամակներն ընդգրկված են ուղղակի դիմում-խնդրանք արտահայտող, լավ լուր ծանուցող, մերժում /անհամաձայնություն/ արտահայտող, համոզում /դրդում/ արտահայտող նամակների խմբերում: Նամակների այս խմբերի ուսումնասիրությունը պայմանավորված է նրանով, որ գործարար նամակագրությունը նշանակալի դեր է կատարում գործարար հարաբերությունների հաստատման և երկկողմ արդյունավետ համագործակցության գործում: Առևտրային գործարար նամակների տասը տեսակները ստեղծված են Gemini արհեստական բանականության օգնականի կողմից: Նամակները գրված են պաշտոնական ոճով՝ արհեստական բանականությանը տրվող ցուցումների համաձայն: Քննարկվող գործարար նամակների լեզվառձական վերլուծությունը թույլ է տվել բացահայտել խնդրանք, ստացում, հաստատում, երախիտագիտություն, ափսոսանք, ակնկալիք և համագործակցություն արտահայտող լեզվամիավորները: Քննարկվող կանոնները, որոնք բնորոշ են գործարար նամակագրությանը, կիրառվում են Gemini-ի կողմից ստեղծված գործարար նամակներում:

Բանալի բառեր. *Gemini* արհեստական բանականության օգնական, լեզվառձական վերլուծություն, առևտրային գործարար նամակներ, ուղղակի դիմում-խնդրանք արտահայտող նամակներ, լավ լուր ծանուցող նամակներ, մերժում /անհամաձայնություն/ արտահայտող նամակներ, համոզում /դրդում/ արտահայտող նամակներ:

3. Վարդապետյան – Структурно-семантические особенности деловых писем, созданных искусственным интеллектом (ИИ). – В статье рассматриваются структурно-семантические особенности деловых писем, созданных искусственным интеллектом (ИИ), и основные тенденции использования языковых конструкций в

этих письмах. Исследуемые деловые письма входят в группы писем, выражающих прямое обращение, сообщающих хорошие новости, выражающих отказ /несогласие/, а также выражающих убеждение /поощрение/. Изучение этих групп писем обусловлено тем, что деловая переписка играет значительную роль в установлении деловых связей и эффективного двустороннего сотрудничества. Персональный помощник *Gemini* на основе искусственного интеллекта создал десять типов коммерческих деловых писем. Письма написаны в официальном стиле, в соответствии с инструкциями, данными искусственному интеллекту. Лингвостилистический анализ деловых писем, сгенерированных искусственным интеллектом, выявил лексические единицы, выражающие просьбу, получение, подтверждение, благодарность, сожаление, ожидание и сотрудничество. Обсуждаемые правила, типичные для деловой переписки, применяются и к деловым письмам, создаваемым *Gemini*.

Ключевые слова: персональный ИИ помощник *Gemini*, лингвостилистический анализ, коммерческие деловые письма, письма, выражающие прямое обращение, письма, сообщающие хорошие новости, письма, выражающие отказ /несогласие/, письма, выражающие убеждение /поощрение/

К ВОПРОСУ О ТИПАХ ЯЗЫКОВОЙ НОМИНАЦИИ

Елена Ерзинкян*

<https://orcid.org/0000-0002-3930-6176>

Ереванский государственный университет

Аннотация: В статье определяется понятие языковой номинации, рассматриваются ее различные типы, средства и способы. Ставится вопрос о сущности номинативной функции языка, тесно связанной с его коммуникативной и когнитивно-познавательной функциями. Выявляются особенности дейктического способа номинации, кардинально отличающегося от называния как способа именования. Освещаются различные подходы к его изучению, в частности, с точки зрения семасиологии и ономасиологии. Приводится анализ литературы по данному вопросу, который позволяет лучше понять теоретические основы номинации.

Ключевые слова: номинативная функция языка, типы языковой номинации, значение и обозначение, называние и указание, дейктическая номинации

Введение

Номинация как основная функция языковых единиц продолжает оставаться в центре внимания лингвистов разных школ и направлений. По-прежнему актуальными являются исследования проблем языковой номинации, направленные на определение средств и способов обозначения в языке многообразных фактов объективной действительности, на характер отражения предметов, явлений и признаков окружающего мира в значениях разных типов словесных знаков.

Новые принципы и методы исследования языка, обусловленные сменой на рубеже веков научных парадигм от системно-структурной к когнитивно-дискурсивной, позволили значительно углубить и расширить изучение природы и сущности языковых знаков с точки зрения особенностей их номинативной функции.

* yerznkyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 12/11/2025

Revised: 25/11/2025

Accepted: 30/11/2025

© The Author(s) 2025

Являясь сложным, многоаспектным и многомерным языковым явлением, номинация как процесс обозначения предметов, явлений и событий окружающего мира представляет целый комплекс проблем, требующих разных подходов к их решению.

Одной из проблем, которые могут и должны обстоятельно рассматриваться в контексте общей теории номинации, является проблема семантики языковых единиц, поскольку функция значения неразрывно связана с функцией обозначения. А это требует дальнейшей разработки теоретических положений, которые бы объяснили особенности функционирования в языке разных типов словесных знаков, обусловленные их когнитивными и семантическими особенностями. В частности, должного внимания требует категория дейктика как особого типа языкового означивания.

Когнитивная природа процесса номинации

В лингвистической литературе неоднократно отмечалось, что возникновение когнитологии как науки было подготовлено всем предыдущим развитием лингвистики. Новая парадигма зарождалась внутри ономасиологического направления, сыгравшего большую роль в осмыслиении многих кардинальных проблем лингвистики. Здесь следует, в первую очередь, отметить создание теории номинации, раздвинувшей рамки традиционной ономасиологии в сторону когнитивной проблематики знакообразования, а также рассмотрение семантики в гносеологическом аспекте /см., например, труды Г.В. Колшанского/. В литературе также отмечается, что предпосылкой создания теории номинации в определенной мере послужили идеи «функциональной ономатологии», выдвинутые одним из основоположников Пражского лингвистического кружка В. Матезиусом (1967). В центре внимания исследователей оказался подход от содержания и цели коммуникативного акта к формальным средствам выражения. Дальнейшее развитие теории номинации было связано, прежде всего, с задачей объяснения пути от «вещи к ее обозначению», к наречению отдельных фрагментов реальной действительности.

В рамках современных представлений номинация стала рассматриваться как сложное многоаспектное явление, как комплексный речемыслительный процесс, имеющий как логико-гносеологические, так и психологические, биологические, социальные, физиологические и чисто языковые основания.

В последние десятилетия в центре внимания лингвистов оказываются когнитивные аспекты номинации, соотношение номинации и понятийных категорий, ономасиологический аспект номинации и др. Сам акт номинации,

будучи теснейшим образом связанным с познанием человеком реального мира и с речемыслительным процессом в целом, все больше начинает осмысливаться как понятие речевой деятельности, направленной на выбор и употребление либо существующего в языке готового обозначения для именуемого явления, либо на создание подходящего названия для данного конкретного объекта /Кубрякова, 2004, с. 253/. При рассмотрении соотнесенности языковых структур с когнитивными задачами, такими как процесс порождения и понимания языковых сообщений, процессы категоризации и концептуализации мира и отражение их в языке, задается вопрос, как и в каком виде вербализуются структуры знаний человека, каков характер концептов.

Следует отметить, что именование различных объектов деятельности, «вещей» теснейшим образом связано со структурой номинативной деятельности человека. Для того чтобы понять смысл речевого высказывания, нужно знать деятельность, в которой оно было продуцировано и воспринято. Деятельность и общение, организующее эту деятельность, есть те социальные механизмы, в которых речевые высказывания приобретают интегральные свойства, именуемые в лингвистике смыслом /Кубрякова, 1986, с. 42/.

Очевидно, что производителем этой деятельности становится человек. Таким образом, традиционная дихотомия «имя – реальность» претерпевает определенные трансформации, в результате которых на передний план выдвигается языковая личность, обнаруживая изначально заложенное в ней языковорческое начало, о чем писал еще В. фон Гумбольдт: «Ко всякому объективному восприятию неизбежно примешивается субъективное, каждую человеческую индивидуальность, даже независимо от языка, можно считать особой позицией в видении мира» /Гумбольдт, 1984, с. 80/. Именно специфика конкретной языковой личности определяет ее номинативно-референциальные ресурсы.

Для более детального рассмотрения приведенного выше противопоставления обратимся к некоторым вопросам соотношения структуры языка как системы знаков и объективной действительности, которая отражается языком как формой существования мышления.

Общетеоретические аспекты сложной проблемы соотношения языка и реальной действительности не раз подвергались исследованию с различных точек зрения (Г. Шухардт, Б. Куадри, Ф. Дорнзайф, Э. Р. Атаян, Г.Б. Джакян, Э.Г. Аветян, Ф.П. Филин, Б.А. Серебренников, Р.А. Будагов, Г.В. Колшанский, В.М. Солнцев, В.З. Панфилов, В.Г. Гак и др.). Определяющим для большинства работ при решении основного гносеологического вопроса о соотно-

шении мышления, языка и объективного мира является реальная действительность, конкретные культурно-исторические условия носителей языка, которые, прежде всего, детерминируют результаты отображения и обозначения окружающей действительности. Основным посылом определения сущности языка является положение о неразрывной связи языка и мышления, об определяющей роли языка как средства абстрактного, обобщенного отражения объективной действительности. В лингвистике эта проблема разрабатывается, прежде всего, в теории номинации, задача которой, как отмечалось выше, состоит в изучении закономерностей того, как отраженная в категориях мышления действительность воплощается в значениях языковых форм, каково влияние мышления и практической деятельности человека «на становление и принятие обществом языковых знаков, на их семантическую структурацию и правила функционирования» /Языковая номинация: Общие вопросы, 1977, с. 13/.

Итак, номинация как обозначение всего отражаемого и познаваемого сознанием человека развивается в процессе социальной и трудовой деятельности людей. Сущность языковой номинации состоит в том, чтобы, отражая в сознании носителей языка их практический и общественный опыт, обращать факты внеязыковой действительности в языковое значение. Языковая номинация обусловлена как познавательной способностью людей, так и языковым выражением результатов человеческого познания, и выбор оптимального способа номинации есть сложный процесс, определяемый объективными и субъективными причинами, внешними и внутренними языковыми факторами.

Ономасиологический и семасиологический подходы к изучению значения слова

Определенным этапом в изучении семантики слова в контексте вышесказанного явилась разработка двух его разных аспектов – слова как знака и слова как языковой единицы. Как пишет Д.И. Шмелев, «слово одновременно является знаком реалии и единицей языка; оно обозначает что-то вне языка и в то же время связано определенными отношениями с другими элементами языка» /Шмелев, 1973, с. 16/. Таким образом, семантика каждого языкового знака образуется пересечением отношений, лежащих в двух плоскостях: между знаком и обозначаемой им внеязыковой сущностью и между различными знаками в системе языка и в тексте (речи). Постановка вопроса о необходимости разграничения двух ракурсов рассмотрения такой сложной единицы как слово, предопределила изучение

семантики слова в двух основных направлениях – ономасиологическом (номинативно-репрезентативная функция) и семасиологическом (внутриструктурная семантическая значимость слова).

Ономасиологически ориентированное изучение словарного состава языка предполагает получение ответов на такие вопросы как: какова внелингвистическая основа номинации, какие признаки объектов внеязыковой действительности закрепляются в номинативных единицах, составляющих данный разряд или лексико-грамматический класс слов, существует ли закономерность в передаче определенных признаков объектов и отношений между объектами отдельными семиологическими типами единиц лексической номинации.

В лингвистической литературе последних десятилетий неоднократно поднимался вопрос о нецелесообразности противопоставления ономасиологии семасиологии, отмечалась актуальность и перспективность их соединения. При этом ономасиологический анализ не отождествлялся с семасиологическим: семасиологический подход исследует лингвистическую природу значения слова, характер его смысловой структуры и условия семантического варьирования слова в системе языка и речи, в то время как ономасиологический анализ ориентирован на слово в его отношении к предметам, явлениям, событиям объективной действительности. Это означает, что ономасиологический подход может стать основой при анализе семасиологического аспекта языковых единиц, так как при этом удается полнее изучить их собственно лингвистические характеристики как при парадигматическом, так и при синтагматическом анализе. Вместе с тем ономасиологический подход с неизбежностью предполагает и семасиологический анализ, поскольку адекватное изучение номинативного аспекта языка требует, прежде всего, исследования содержательной стороны языковых единиц, взаимоотношения языка, мышления и объективной действительности, и «в соотношении язык – реальная действительность первый член служит не только обозначением второго, но язык, его знаки в то же время являются носителями обобщенного отражения действительности, органически соединяясь с соответствующими понятиями или отдельными их признаками, лежащими в основе семантических ценностей языковых единиц» /Уфимцева, 1974, с. 9/. Поэтому выявление особенностей обозначения предметов, явлений, событий объективной действительности разными типами языковых единиц возможно лишь в результате анализа их семантической организации, так как именно в структуре их семантики лежит коренное отличие одних типов слов от других.

Хорошо известно, что номинация строилась долгое время на материале существительных или же эквивалентных им сочетаниях слов. Между тем расширение границ теоретической ономасиологии было неизбежным: номинативная функция характеризует все единицы языка, наделенные значением и служащие передаче этого значения в речи. В поле зрения теории номинации оказались включенными даже такие единицы, как предложения. И все же многие классы слов оставались в стороне от этого процесса, и конструкции, построенные с их участием, с точки зрения выражаемых ими номинативных функций не изучались. Достаточно назвать здесь класс предлогов, за которыми не всегда признавали наличие лексического значения (ср. широко известную точку зрения А.И. Смирницкого). Однако с 80-х годов прошлого столетия положение дел существенно изменилось, и не случайно: поток литературы, посвященной, в частности, предлогам, не иссякает и, как пишет Е.С. Кубрякова, исследование их семантики считается «одним из самых значительных достижений когнитивной семантики. Наступило время подвести итоги всей этой работы и уже с новых позиций вернуться к вопросу о том, какую номинативную функцию они осуществляют» /Кубрякова, 1999, с. 5/. Когда в начале 70-х годов прошлого столетия Ю.С. Степанов определил три главных элементарных функций языка, он назвал среди них наряду с номинацией и предикацией и функцию локации, указав, что она заключается в том, чтобы локализовать названное в пространстве и времени относительно говорящего. Уже тогда ключ к пониманию семантики предлогов Ю.С. Степанов усматривал в том, что они «не могут быть названиями самих себя, даже когда они являются отдельными словами, а не морфемами», и пояснял: «Слово *под* в русском языке может быть названо только как «предлог *под*» или «показатель определенного, такого-то отношения» /Степанов, 1975, с. 252/. Все последующие десятилетия в исследовании предлогов и были попыткой показать, каким образом лучше всего отразить их *релятивную* семантику. Происходило это, прежде всего, в рамках когнитивной парадигмы лингвистического знания /см.: Herskovits, 1986; Маляр, Селиверстова, 1998; Маляр, 2001 и ряд других/.

Аналогичная задача стояла перед исследователями, изучающими дейктический тип номинации. Уже в самых ранних наших работах, изучая место дейктических знаков в системе номинативных средств языка, мы утверждали, что дейктики – это ориентиры, и что по существу они указывают на вполне определенные точки, фрагменты в пространстве и во времени в выбранной системе отсчета – системе дейктических координат и «изобразили» эти точки для ряда английских темпоральных дейктиков /Ерзинкян,

1979/. Принадлежность дейктических слов к системе выражения пространственно-временных и «личностных» значений никем не оспаривалась, но как именно осуществляют они свои функции, оставалось неясным.

Называние и указание как номинативные функции слова

Сегодня лексический уровень языка понимается как естественная самоорганизующаяся целостность, система, которая основывается на множестве иерархически организованных номинаций. Реальный мир, все существующее находит свое «изображение» в выработанной многовековым опытом народа и осуществляющей средствами языковых номинаций языковой картине мира. Как уже отмечалось, в центре всей системы именований стоит человек и сфера его бытия. Человек выделяет те или иные явления внешнего мира в своих когнитивных структурах в виде концептов, обозначая их при помощи разнообразных языковых средств, сопоставляет и связывает такие именования, а также квалифицирует именуемое и оценивает его.

Результаты познавательной и классифицирующей деятельности человека, его общественно-исторический опыт находят отражение в номенклатуре лексических единиц, представляющих собой собственно номинативные (называющие) и «менее» номинативные (неназывающие) знаки. В лингвистической науке известны классификации слов, различающихся по характеру семантики, назначению и сфере функционирования, на два больших разряда: знаменательные и служебные, полнозначные и неполнозначные, характеризующие (characterizing signs) и универсальные (universal signs), слова-названия (Nennwörter) и слова-указатели (Zeigwörter) и т.п.

Как видим, процессы номинации и означивания не ограничиваются только процессами называния объектов действительности. Параллельно этим процессам постоянно протекают процессы о т н о с и т е л ь н о г о означивания (указания) событий, предметов, явлений. Так, в языке складывается и бытует множество номинативных знаков, которые различаются по способу обозначения, лежащего в их основе. Разные языковые единицы выполняют номинативную функцию нетождественным образом, поскольку они нетождественны и по объему наименования, и по его структуре.

Одним из основных можно считать противопоставление в языке двух классов слов – слов, называющих объекты действительности и слов, указывающих на них.

Как известно, противопоставление этих двух классов слов в языке восходит к древнегреческой грамматике, в которой различались слова, называющие предмет и при этом раскрывающие его качественную

определенность (греч. *ποιότος*), и слова, указывающие на предметы, лица, явления (греч. *δεῖκτικος* – «указывать, показывать»); данное противопоставление основано на различных способах выделения объекта из окружающей действительности и его именования в языке. Традиция эта была продолжена в работах Г. Штейнталя, проводившего различие между «качественными» и «указательными» словами /см. об этом: Виноградов, 1972, с. 257/.

В русской грамматической традиции еще А.А. Потебня отмечал, что слова любого языка делятся на два лексико-семантических разряда: на слова «качественные», отражающие действительность в ее конкретных признаках, и на слова «указательные», означающие явления и восприятия указанием на их отношение к говорящему лицу /Потебня, 1958, с. 88/. На семантическое различие дейктических и назывных слов указывал и А.И. Смирницкий /Смирницкий, 1953, с. 4/. Для сравнения приведем выделенное В.Г. Гаком противопоставление квалификативной и релятивной номинации, основанное на характере признака («собственного» или «относительного»), который в качестве различительного кладется в основу наименования /Гак, 1977, с. 273–274/.

В отличие от называния, осуществляющего обозначение на основе некоторого набора постоянно закрепленных за словом признаков, присущих ему независимо от речевой ситуации, и дающего квалификативную характеристику предмета, явления, события, дейксис характеризует предмет, событие, ситуацию объективной действительности относительно координат речевого акта и предполагает их относительную характеристизацию в определенной речевой ситуации /Кацнельсон, 1965, с. 3–5/. Отражая реальную действительность, дейктические слова, как и конкретно-предметные назывные слова, одновременно номинируют ее различные стороны и тем самым указывают на них. Противопоставляя дейктические слова полнозначным, следует оговориться: это вовсе не означает «ущербность» значения дейктиков, а скорее указывает на ее специфичность. Вспомним, что еще В.В. Виноградов не без серьезных оснований выражал сомнения по поводу правомерности исключения таких дейктических слов, как указательные местоимения из класса полнозначных, номинативных единиц.

В отличие от номинации посредством конкретно-предметных назывных слов номинация посредством дейктических слов обладает особой спецификой, выяснение которой представляет значительные трудности. И включение того или иного слова в лексико-семантический класс дейктических слов предполагает глубокий анализ каждого из них с целью определения его

семантических признаков, отражающих взаимодействие ономасиологического и семасиологического аспектов.

Отметим, что С.Д. Кацнельсон предлагал в свое время особый термин для класса назывных слов. В отличие от класса дейктических слов он называет их «пойететическими» /Кацнельсон, 1972/. При этом среди основных признаков дейктических слов он выделял следующие: 1) *ситуативность*, т.е. смысловую зависимость от ситуации речи, вне которой значение таких слов расплывчато и неясно; 2) *эгоцентризм*, т.е. постоянную отнесенность к субъекту речи; 3) *субъективность*, т.е. выделение внешнего объекта не по его собственным признакам, независимым от говорящего, а по совершенно случайному для него признаку соотнесенности с говорящим лицом; 4) *мгновенность* актуального значения (в современной терминологии «референции»), меняющегося от одного случая употребления к другому» /Кацнельсон, 1972, с. 146–147/.

Основополагающее и по общему признанию наиболее фундаментальное исследование природы дейксиса принадлежит немецкому психологу-лингвисту Карлу Бюлеру. Ставшая теперь уже классической работа К. Бюлера “Sprachtheorie: Die Darstellungsfunction der Sprache” (1934) заложила фундамент изучения дейксиса, стимулировала дальнейшие исследования в этой области и наметила практически все основные проблемы общей теории дейксиса, находящиеся в центре внимания лингвистов сегодня.

В классе дейктических, или указательных, слов (*Zeigwörter*) К. Бюлер объединял такие языковые единицы, которые получают смысловое наполнение в «Указательном Поле» (*Zeigfeld*), т.е. в ситуации общения, в отличие от называющих (*Nennwörter*), которые наполняются смыслом в так называемом «Символическом Поле» (*Symbolfeld*). Последние менее зависимы от контекста и отражают «символические» (качественные) характеристики объекта, предмета, свойства, признака. К. Бюлер следует здесь, в основном, теории К. Бругмана, развивая его идею «Указательного Поля» и исходит из того, что дейктические выражения принадлежат «Указательному Полю» языка, точкой отсчета которого является дейктический центр, в его терминологии *das Origo*. Этот исходный пункт системы дейктических координат определяется на оси «я–здесь–сейчас» (лат. *ego–hic–nunc* и нем. *ich – hier – jetzt*), ограниченной говорящим лицом, местом и временем речевого акта. К. Бюлер так характеризует систему дейктических координат: “Two intersecting perpendicular strokes [...] can serve as a coordinate system for us with **O** as the origo, the point of origin for the coordinates Θ . I maintain that three deictic words must be put at the place of **O**, if this scheme is to represent the deictic field of human language, namely the deictic words *here*, *now* and *I*. These lexical items, so

simple in their structure, might induce the language theorist into esoteric philosophical abysses or to respectful silence, when challenged to determine their function" /Bühler, 1982, с. 13/.

Таким образом, исходным пунктом, отправным моментом системы дейктических координат считается *Origo*, центр Указательного Поля, выступающий в качестве точки отсчета при ориентации человека в пространстве и во времени. Пространственно-временная точка отсчета *здесь–и–сейчас* определяется положением говорящего в момент произнесения высказывания. Так, слово «сейчас» как средство выражения временного дейкса выполняет функцию «показателя момента». Причем этот момент может пониматься и как точка на оси времени (момент говорения), и как область различной временной протяженности, включающая момент речи (например, «сейчас» может охватывать последние десятилетия, столетие, тысячелетие, целую эру, эпоху и т.д.). Для сравнения приведем пример К. Бюлера: «тот, кто мыслит в геологических измерениях времени, может включить в «сейчас» весь период после ледникового периода» /Бюлер, 2001, с. 120/.

Своеобразие дейктической номинации отмечено в работах Б. Рассела, который следующим образом объясняет различие назывных и дейктических слов: «В языке науки имеет место освобождение познания от различий в индивидуальном восприятии, сопровождающееся замещением изменчивой субъективности эгоцентрических слов нейтральными общественными терминами: слово «я» заменяется моим именем; «здесь» – широтой и долготой, а «теперь» – датой времени. Мой приятель кричит: «Где ты?», я отвечаю: «Я здесь». Наука не признает такого языка; она скажет: В 11.32 по полудни, 30 января 1948 года Берtrand Рассел находился в пункте $4^{\circ}3'39''$ западной долготы и $53^{\circ}16'14''$ северной широты» /Рассел, 1957, с. 119/.

Мысли Б. Рассела находят дальнейшее развитие в трудах Г. Рейхенбаха, исходившего из различия двух понятий: *token* (экземпляр, индивидуальный знак, т.е. речевой, актуализированный, конкретный знак) и *symbol* (символ, типовой знак, т.е. языковой, виртуальный, потенциальный, абстрактный знак). Дейктические элементы получили у Г. Рейхенбаха наименование «слова, обращенные на экземпляр», «сейчас» – «время, когда произносится этот экземпляр» и т.п. /Reichenbach, 1947; Рейхенбах, 1962/.

Противопоставление называния дейкссису может быть описано и в терминах непосредственной и опосредованной номинации. В первом случае элемент объективной действительности обозначается непосредственно тем названием, которое существует для этой цели в языке (собственное имя, нарицательное имя и др.). Во втором случае наименование опосредовано

соотнесенностью с ситуацией речи или с предшествующим обозначением того же элемента объективной действительности. Опосредованные номинации оказываются связанными таким образом в семантическом плане. Вне связи со своим семантическим субстратом, определяемым речевой ситуацией или контекстом, они употребляться не могут /Гак, 1977, с. 269/. Заметим, что В.Г. Гаком было предложено понимание номинации в широком смысле как «обозначения всего отражаемого и познаваемого человеческим сознанием, всего сущего или мыслимого». В.Г. Гаку принадлежит и создание типологии лингвистических номинаций с учетом всех возможных типологических параметров /Гак, 1977, с. 230–294/.

Поэтому мы можем говорить о том, что дейктик – это ситуативное имя и что возможности реализации смыслового (семантического) и прагматического потенциала дейктических словесных знаков обусловлены выполняемой им коммуникативной функцией в высказывании и выражением прагматической установки, соответствующей задачам сообщения и намерениям говорящего.

Итак, одна и та же информация в определенной ситуации может быть передана как дейктическим, так и недейктическим (назывным) способом. Выбор того или иного способа обозначения зависит от специфики, от особенностей самого объекта, а также диктуется коммуникативными задачами и структурными особенностями самого языка, то есть этот выбор обусловлен коммуникативным намерением говорящего, тем, что важнее передать говорящему в данной ситуации – выделить предмет, непосредственно указывая на него, или охарактеризовать предмет, подводя его под какие-либо общие категории. Можно обобщить вышесказанное двумя тезисами: *дейктик – есть ситуативное имя; дейктик – есть средство прямой референции*.

Остановимся вкратце на втором положении. Согласно когнитивно-ориентированному подходу, появление в высказывании того или иного референциального выражения (каковыми являются дейктические) зависит от множества факторов и в целом от знаний и когнитивных процессов в мозгу говорящего и адресата/слушающего. Адресат, располагая знаниями о референте, активированными ситуацией речи, т.е. экстралингвистическим контекстом, идентифицирует референт, как бы отслеживая его (ср. *referent-tracking*) /Foley, Van Valin, 1984/.

Говорящий, желая обозначить референт, делает выбор между имеющимися в языке в его распоряжении средствами. Это могут быть полные именные группы, называющие объект номинации, или несколько редуцированные, более «экономные». Выбор этот для обозначения референта

(референциальный выбор – referential choice в терминологии А.А. Кибрика), зависит от степени активации последнего в сознании говорящего и от «доступности» выражаемой говорящим информации слушающему /Kibrik, 2005, с. 20/, ибо в конечном итоге целью любого речевого акта является определенное «воздействие» на адресата. Интересным представляется предположение У. Чейфа о том, что, когда референт является данным или активным в сознании говорящего, для его обозначения используются редуцированные именные группы (лексически редуцированные именные группы – это, в первую очередь, местоимения и другие дейктики). При этом У. Чейф предлагает различать три состояния активации информации в сознании: активное, полуактивное и инактивное. Активным является то, что в настоящий момент находится в фокусе сознания говорящего; полуактивной является информация «на периферии» сознания говорящего – та, которая перестала быть активной или каким-то образом связана с информацией, активной в данный момент; инактивной является информация в долгосрочной памяти, не находящаяся ни в фокусе, ни на периферии сознания. На базе этого трехчленного противопоставления У. Чейф определяет категории «данного – доступного – нового». Данным является то, что, как полагает говорящий, находится в сознании адресата в момент произнесения высказывания. Новым является то, что, как полагает говорящий, вводится в сознание адресата его высказыванием. Доступная информация обладает полуактивным статусом. По У. Чейфу, когда референт является данным или активным в сознании говорящего, для его обозначения используются редуцированные средства номинации, такие как местоимения и т.п. /Chafe, 1976; 1994/.

В контексте вышесказанного можно предположить, что чем больше общих знаний у говорящего и слушающего, включая сферу чувственного восприятия, тем меньше языкового материала будет использовать говорящий для обозначения референта, для «отсылки» к нему. И дейктические словесные знаки, являясь средством хранения зафиксированной в них языковой информации, знаний о мире, за счет увеличения *семантического потенциала* становятся удобным средством реализации тенденций к языковой экономии на уровне знака.

Заключение

Обобщая, заметим, что изучение дейктика может осуществляться по двум направлениям (от дейктических систем к речи – лексицентрическим – или от интерпретируемого текста к анализу семантики дейктических элементов –

текстоцентрическим) в зависимости от исходных теоретических положений, круга проблем, поставленных задач и объекта исследования. Как представляется, при исследовании собственно семантики слова наиболее оправданным является лексицентрический подход.

Известно, что лексицентрическая семасиология исходит из положения о принципиальной выделимости слова как основной единицы языка и его семантической автономности. Такой подход к изучению содержания и функций слова предполагает анализ и синтез его парадигматических и синтагматических характеристик. Необходимость учета взаимосвязи и взаимообусловленности этих свойств семантически связанных слов очевидна и давно доказана.

При лексицентрическом подходе к изучению слова, в первую очередь, необходимо установить характер семантики лексических единиц и их языковые функции. Эти характеристики могут быть положены в основу классификации словарных единиц, в которой, при условии разграничения назывной и дейктической функций слова, будут всегда присутствовать классы называющих (характеризующих) и неназывающих (дейктических, указательных) слов. При этом под назывной функцией слова понимается способность служить *названием* предмета, дейктическая функция заключается в *указании* на предметы как на определяемые речевой ситуацией. Основанием для различия этих двух классов слов служит способ обозначения, предполагающий различное отношение их лексических значений к ситуации, в которой непосредственно протекает акт речи. При изучении специфики дейктических слов в центре внимания исследователей должны находиться функционально-семантические особенности дейктических слов, которые позволяют противопоставить их другим лексическим единицам и, прежде всего, полнозначным номинативным (собственно назывным) словам.

Таким образом, осмысление дейксиса в рамках теории номинации и его освещение с ономасиологических и когнитивных позиций приводит к его определению как системы моделирования особых единиц номинации со статусом слова, обеспечивающей создание и функционирование этих единиц. Это позволяет по-новому подойти к определению роли этого явления в жизни языка вообще и, в частности, в организации высказывания.

Литература

Бюлер, К. (2001). *Теория языка. Репрезентативная функция языка*. М., Прогресс.

Виноградов, В.В. (1972). *Русский язык: Грамматическое учение о слове*. М.-Л., Высшая школа.

Гак, В.Г. (1977). К типологии лингвистических номинаций. *Языковая номинация: Общие вопросы*. М., Наука.

Гумбольдт, фон В. (1984). *Избранные труды по языкоznанию*. М., Прогресс.

Ерзинкян, Е.Л. (1979). *Временной дейксис в разных частях речи в современном английском языке*. Дис. канд. филол. наук. М., МГЛУ.

Кацнельсон, С.Д. (1965). *Содержание слова, значение и обозначение*. М.-Л., Наука.

Кацнельсон, С.Д. (1972). *Типология языка и речевое мышление*. М.-Л., Наука.

Колшанский, Г.В. (1975). *Соотношение субъективных и объективных факторов в языке*. М., Наука.

Колшанский, Г.В. (1977). Лингво-гносеологические основы языковой номинации. *Языковая номинация: Общие вопросы*. М., Наука.

Колшанский, Г.В. (1990). *Объективная картина мира в познании и языке*. М., Наука.

Кубрякова, Е.С. (1986). *Номинативный аспект речевой деятельности*. М., Наука.

Кубрякова, Е.С. (1999). О номинативной функции предлогов. *Номинация и дискурс*: сборник научных статей. Рязань, РГПУ.

Кубрякова, Е.С. (2004). *Язык и знание: на путях получения знаний о языке. Роль языка в познании мира*. М., Языки славянской культуры.

Маляр, Т.Н. (2001). *Концептуализация пространства и семантика английских пространственных предлогов и наречий*. Автореф. дис. докт. филол. наук. М., МГЛУ.

Маляр, Т.Н., Селиверстова О.Н. (1998). *Пространственно-дистанционные предлоги и наречия в русском и английском языках*. Мюнхен: Otto Zagner Verlag.

Матезиус, В. (1967). Попытка создания теории структурной грамматики. Перевод с чешского Г.Я. Романовой. *Пражский лингвистический кружок*: сборник статей. М, Прогресс.

Потебня, А. А. (1958). *Из записок по русской грамматике*, т. I-II. М., Учпедгиз.

Рейхенбах, Г. (1962). *Направление времени*. М., Изд. иностр. лит.

Рассел, Б. (1957). *Человеческое познание: Его сфера и границы*. М., Изд. иностр. лит.

Смирницкий, А.И. (1953). Об особенностях обозначения направления движения в отдельных языках (к методике сопоставительного изучения языков). *Иностр. языки в школе*, № 2.

Степанов, Ю.С. (1975). *Основы общего языкознания*. М., Просвещение.

Шмелев, Д.Н. (1973). *Проблемы семантического анализа лексики*. М., Наука.

Уфимцева, А.А. (1974). *Типы словесных знаков*. М., Наука.

Уфимцева, А.А. (1977). Лексическая номинация (первичная нейтральная). *Языковая номинация (виды наименований)*. М., Наука.

Языковая номинация: Общие вопросы. (1977). М., Наука.

Языковая номинация: Виды наименований. (1977). М., Наука.

Bühler, K. (1934). *Sprachtheorie: Die Darstellungsfunktion der Sprache*. Jena, Gustav Fisher Verlag.

Bühler, K. (1982). The deictic field of language and deictic words. Jarvella R.J. & Klein W. (eds.) *Speech, place and action: Studies in deixis and related topics*. Chichester, etc., John Wiley.

Chafe, W. (1976). Givenness, contrastiveness, definiteness, subjects, topics and point of view. Li C.N. (ed.) *Subject and topic*. New York, Acad. Press.

Chafe, W. (1994). *Discourse, consciousness and time. The flow and displacement of conscious experience in speaking and writing*. Chicago, University of Chicago Press.

Foley, W.A., Van Valin, R.D. (1984). *Functional syntax and universal grammar*. Cambridge, Cambridge University Press.

Herskovits, A. (1986). *Language and spatial cognition. An interdisciplinary study of the prepositions in English*. Cambridge, Cambridge University Press.

Kibrik, A.A. (2005). Reference maintenance in discourse. *Language typology and language universals*. Berlin, New York: Walter de Gruyter.

Reichenbach, H. (1947). *Elements of symbolic logic*. London, New York, Macmillan.

Ե. Երգնկյան – Լեզվի անվանողական ձևերի շուրջ – Հոդվածում սահմանվում է լեզվական նոմինացիայի հասկացությունը, քննարկվում են դրա տարրեր տեսակները ու միջոցները: Ուսումնասիրվում է լեզվի անվանողական գործառույթի առանձնահատկությունը, որը սերտորեն կապված է հաղորդակցական և ձանաշղղական գործառույթների հետ: Առանձնացվում է ցուցայնության կարգը, որը դիտարկվում է որպես հատուկ անվանողական միջոց: Արմատապես տարբերվելով նշանակման մեջ այլ ձևից՝ անվանումից, այն մատնանշում է հաղորդակցական ակտի հիմնական բաղադրիչները՝ տեղը, ժամանակը, խոսնակը:

դին/լսողին: Խոսքում ցուցական բառերը հանդես են զալիս որպես երկու տարբեր բնույթի իրադրություններ՝ լեզվական/բովանդակային (այն, ինչի մասին խոսվում է ասույթում) և խոսքային/արտավեզվական (այն, թե երբ, որտեղ, ում կողմից է իրականացվում հաղորդակցությունը): Այս հարցի վերաբերյալ զրականության վերլուծությունը բույլ է տալիս վեր հանել նոմինացիայի տեսական հիմքերը:

Բանապի բառեր. լեզվի անվանողական գործառույթ, լեզվական նոմինացիայի տեսակներ, իմաստ և նշանակություն, անվանում և ցուցում, ցուցայնություն

Y. Yerznkyan – *On types of language nomination.* – The paper defines the concept of language nomination, considers its various types and means. It examines the peculiarities of the nominative aspect of language, which is closely related to its communicative and cognitive functions. The paper identifies the key features of the deictic type of nomination, which differs radically from naming as another type of nomination, as well as highlights various approaches to its study, in particular from semasiological and onomasiological perspectives. The literature review on this issue allows for a better understanding of the theoretical foundations of nomination.

Keywords: *nominative function of language, types of language nomination, meaning and significance, naming and pointing, deictic nomination*

GAMIFICATION IN HIGHER EDUCATION: ENHANCING LEARNING THROUGH GAME-BASED STRATEGIES

Anahit Galstyan*

<https://orcid.org/0000-0002-5722-1627>

Yerevan State University

Abstract: In recent years, gamification has gained significant attention as a strategy for enhancing teaching and learning across all educational stages. While some scholars express concerns regarding its ethical implications and potential drawbacks, most researchers highlight its capacity to create engaging, motivating, and enjoyable learning experiences. This paper explores the concept of gamification, its origins, and various definitions proposed by scholars, emphasizing its distinction from games and serious games. By integrating game mechanics, such as points, badges, leaderboards, and rewards, into non-game contexts, gamification aims to boost user engagement and learning outcomes. The study also examines critical factors influencing the effectiveness of gamification in higher education, including learner motivation, collaboration, and attitudes toward gamified experiences.

Additionally, it addresses challenges such as cognitive manipulation, ethical concerns, and the potential for diminished learning outcomes. Almeida et al. (2023), for instance, conducted a systematic mapping study revealing that certain game design elements, like badges and leaderboards, can lead to negative effects such as decreased motivation and performance in educational software. They also noted ethical dilemmas, including the potential for cheating and manipulating the system.

A comparative analysis of theoretical frameworks, including those by Deterding et al. (2011), Werbach and Hunter (2012), as well as Huotari and Hamari (2012), provides insights into the diverse perspectives on gamification. The paper concludes by emphasizing the importance of careful design and implementation to ensure gamification serves as an effective tool for learning rather than a superficial or manipulative strategy.

Keywords: gamified learning, game, serious game, gamification, game design elements

* anahit.galstyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 05/08/2025

Revised: 20/09/2025

Accepted: 25/11/2025

© The Author(s) 2025

Introduction

Over the past decade, the integration of digital games into education has gained widespread attention as a means of improving teaching and learning at various levels. Scholars hold diverse perspectives on the gamification of learning, with some raising concerns about its ethical implications and potential drawbacks (Almeida et al., 2023). Critics argue that issues such as cognitive manipulation, unintended motivational consequences, and the risk of superficial engagement must be carefully considered. However, a significant body of research (Deterding et al., 2011; McGonigal, 2011; Huotari & Hamari, 2012) supports the idea that gamification fosters engagement, motivation, and enjoyment in educational settings. By applying game mechanics, gamification has the potential to transform learning experiences, making them more interactive and rewarding for students.

The concept of *gamification* originated in the digital media industry, with its first documented use in 2008. It gained widespread attention in 2010 through industry events and discussions (Deterding et al 2011).

In academic circles, there has been limited effort to establish a formal definition of gamification. While some definitions exist, they often present a variety of viewpoints, covering topics from engagement and experience design to problem-solving and educational uses. For instance, McGonigal's interpretation emphasizes how gamification can enhance user involvement in routine or monotonous tasks, making them more engaging and fulfilling (McGonigal, 2011).

Huotari and Hamari (2012) define gamification as the process of enhancing a service with features that support game-like experiences, ultimately contributing to the creation of value for users. Their approach is service-centered, highlighting how gamification delivers value by creating engaging and meaningful experiences for users.

Zichermann and Cunningham (2011) focus on the problem-solving and engagement potential of gamification, pointing out that game strategies can be leveraged to tackle real-world issues. Werbach and Hunter (2012) describe gamification as the incorporation of game elements and design techniques into non-game contexts, emphasizing its relevance in educational settings and various other fields. Similarly, Deterding and colleagues note the integration of specific elements of game design, such as mechanics, dynamics, and aesthetics, into non-game environments. They argue that gamification is more about selectively applying game features, rather than converting an entire environment into a game. Deterding's definition, "Gamification is the use of game design elements in non-game contexts," remains one of the most significant in the field. This definition differentiates gamification from the development of serious games or simulations,

which are fully structured as games from the outset. Instead, gamification subtly incorporates game-like elements into existing structures, ensuring that the original goals, such as learning or productivity, remain intact. Additionally, they stress the need for game mechanics to align with user goals to ensure gamification's success. If executed poorly, gamification can appear superficial or manipulative, highlighting the importance of understanding both the context and the target audience.

Some scholars report challenges in gamified learning, such as ineffective outcomes, decreased performance, motivational issues, and ethical dilemmas like cheating and manipulating the system (Almeida et al., 2023). They point out difficulties related to power dynamics, a lack of voluntary participation, cognitive manipulation, and social comparison, urging designers to carefully consider these aspects when implementing gamified learning tools (Zvereva et al., 2023).

When evaluating how effective games are for learning, it is not just about checking if students learned something. You also need to assess things like how motivated they were, their attitudes, and their overall experience with the game. This gives a more complete picture of whether the game works as a learning tool.

Connolly, Stansfield, and Hainey (2007) identify seven critical factors to consider when evaluating the impact of digital games on learning: **(1) Learner Performance**, which examines whether students gain knowledge and improve their skills; **(2) Motivation**, focusing on students' engagement and interest during gameplay; **(3) Perceptions**, addressing students' views on the game, such as its enjoyment, realism, and usability; **(4) Attitudes**, exploring how both students and teachers feel about the subject matter and the use of games in education; **(5) Collaboration**, assessing the game's ability to foster teamwork; **(6) Preferences**, analyzing learners' and teachers' favorability toward the game's style; and **(7) Environment**, evaluating the game's design, usability, and suitability for learning contexts.

De Freitas and Oliver (2006) broaden this framework by considering the context in which learning occurs, the learner profile (background and characteristics of the students), the teaching methods employed, and the game design, focusing on elements like interactivity, realism, and immersion.

Similarly, Whitton (2007) proposes six features that make games effective learning tools: active learning through problem-solving and collaboration, engagement via challenges and interactive environments, relevance to the curriculum and learners' needs, reflection on acquired knowledge, inclusivity for diverse learning levels and styles, and support through guidance during gameplay.

Ultimately, the primary goal is to assess whether the game improves learning outcomes and to evaluate its overall effect on students' experiences, including both its advantages and possible disadvantages.

According to Whitton (2014), the study of games and learning encounters challenges similar to those faced by other educational approaches, particularly in assessing learning outcomes in a meaningful way. These efforts are further complicated by ethical concerns and the practical difficulties of conducting large-scale studies, which makes it challenging to establish conclusive evidence of their effectiveness. The author illustrates this with an example: we lack definitive evidence that traditional lecture-style teaching is the most effective learning method. Indeed, there is growing evidence against it, yet it continues to dominate education at all levels. While digital games have clear potential to enhance learning and engagement, their success is far from guaranteed, as numerous factors influence educational outcomes. Therefore, the critical question is not whether games can support learning, but rather how they can be optimized for maximum impact, cost-efficiency, and widespread acceptance, allowing them to truly revolutionize teaching and learning practices.

Thus, most scholars state that gamification aims at creating engaging, motivating, and enjoyable experiences for users by applying the intrinsic and extrinsic motivational strategies commonly found in games.

Hence, to fully understand the essence of gamification, it is essential to make a differentiation between the terms **game**, **serious game**, and **gamification**.

Games are structured forms of play that are typically undertaken for entertainment but can also serve educational or social purposes (Salen and Zimmerman, 2004).

Games involve rules, objectives, challenges, and outcomes. They are designed for entertainment, with a primary focus on creating enjoyable and immersive experiences. However, games can be used for educational purposes, e.g. in language learning, but it is not their primary goal, of course. Such games as Duolingo Stories or Word Games: word puzzles, crosswords, or apps like Scrabble encourage players to form words in a fun, competitive manner while improving their vocabulary. They are designed to entertain rather than teach.

Serious Games are games explicitly designed with a primary purpose other than entertainment, such as education, training, or awareness-building. (Michael and Chen, 2006) Serious games blend entertainment with an educational or practical objective, using game mechanics to engage users in tasks or learning processes, e.g. games like *Influent* or *Immersia* place players in virtual

environments where they interact with objects and characters in a target language, practicing vocabulary, grammar, and cultural nuances.

Unlike games and serious games, gamification does not create a complete game. Instead, it enhances an existing system by applying game-like features. As demonstrated by the definitions of gamification, it involves integrating game design features, such as points, badges, leaderboards, and rewards into non-gaming environments to inspire and engage users, to motivate learners to consistently practice a language, turning a learning activity into an engaging process.

Aspect	Games	Serious Games	Gamification
Primary Purpose	Entertainment	Education, training, or awareness	Motivation and engagement
Design	Complete games with rules/goals	Games designed for learning	Non-game systems with game elements
Examples	Scrabble, Wordle	Influent, Immersia	Duolingo's streaks and badges
Focus	Fun and immersion	Educational outcomes	Engagement through rewards

Figure 1 Comparison of Concepts

As shown in the chart, the concepts of **games**, **serious games**, and **gamification** each serve distinct but complementary roles in enhancing learning experiences; and understanding their differences is essential for effectively applying them in educational contexts.

To sum up, **games** offer incidental learning through entertainment, where educational benefits arise naturally from interaction and immersion within the game. However, education is not the primary goal. **Serious games** are intentionally designed to teach and achieve specific learning outcomes, blending fun with purposeful learning. They focus on solving real-world problems through game-based environments. **Gamification** enhances non-game activities by applying game-like elements, aiming to increase motivation and engagement without fully transforming the activity into a game. The focus here is on making the learning process more engaging, often in contexts like classrooms or online platforms.

In an EFL (English as a Foreign Language) classroom, gamification can be particularly effective in creating a fun, interactive, and rewarding learning environment. Below, we will explore the core strategies of gamification and discuss how they can be implemented to improve student engagement and learning in the EFL context.

By integrating such **gamification strategies** as point systems; levels and progression; badges and leaderboards; and quests or challenges — teachers can

create an engaging and motivating EFL classroom that fosters both extrinsic (Motivation driven by external rewards or pressures) and intrinsic motivation (motivation that comes from within, driven by personal satisfaction or enjoyment of the activity itself).

Kapp (2012) emphasizes the importance of **points** in gamification, as well as notes that **badges** and **leaderboards** help tap into students' desire for extrinsic motivation, providing clear external rewards for effort and achievement. Kapp claims that rewards can motivate learners to perform better and keep them engaged in the learning process. Point systems are one of the most common and fundamental gamification elements. In a point system, students earn points for completing tasks, answering questions correctly, or achieving specific learning goals. Points act as rewards for performance and provide immediate feedback, encouraging students to stay engaged and motivated. Badges and leaderboards, on the other hand, are common game elements used to acknowledge achievements and encourage friendly competition. Badges are awarded when students perform specific tasks, while leaderboards display student rankings based on their achievements. For example, students can earn badges for achievements such as:

- ✓ Completing a certain number of vocabulary quizzes.
- ✓ Speaking in English for a set amount of time during class activities.
- ✓ Correctly using a target grammar structure in conversation.

Rank	Student's name	Points	Achievements (Special badges)
1	Sarah Johnson	950	Master Problem Solver <input type="checkbox"/>
2	Alex Simson	870	Quiz Champion <input type="checkbox"/>

Figure 2 A leaderboard chart that could be used in a gamified classroom.

The format of this leaderboard can be adapted for various contexts (like adding more columns for specific tasks or progress metrics). It is important to note that leaderboards like this are motivational for some but should be designed carefully to avoid discouraging lower-ranked participants.

Werbach and Hunter (2012) state that **progression** can enhance engagement, as learners feel more invested in reaching the next level, mirroring the experience of progressing through a game. They also suggest that other strategies such as **challenges** in gamification offer students clear objectives, much like the quests in games, motivating them to engage deeply with the material.

Thus, **Levels and Progression** (tracking student development) strategy allows students to see their advancement in a task or subject over time. Each level typically builds on the previous one, presenting new challenges and requiring

students to demonstrate mastery of skills to move forward. Teachers can create a “leveling system” where students must complete certain tasks or achieve a specific score to “level up” to the next stage. For instance:

- Level 1: Basic vocabulary recognition (e.g., flashcards, simple word matching).
- Level 2: Use vocabulary in sentences (e.g., sentence construction tasks).
- Level 3: Use vocabulary in conversations (e.g., role-play or discussions).

Quests or Challenges (task-based gamified activities): these are task-oriented gamified activities designed to engage students in achieving specific learning goals. These can range from simple tasks to more complex, long-term assignments.

In EFL classroom, for example, a teacher might design a quest where students need to complete a series of tasks, such as:

- ✓ Learning and using 10 new vocabulary words in conversation.
- ✓ Watching a video in English and answering comprehension questions.
- ✓ Writing a short story using target grammar structures.

These could be individual or group challenges, like:

- ✓ A “Grammar Challenge” where students compete to complete grammar exercises in the shortest time.
- ✓ A “Conversation Challenge” where pairs of students engage in a role-play or discussion, and the best performances receive rewards.

Overall, points encourage students to participate in activities, knowing they will earn rewards for their contributions. In other words, points can serve as an ongoing visual representation of student progress. Badges serve as tangible symbols of success, motivating students to complete tasks, whereas leaderboards can encourage students to improve their performance to outpace peers, fostering both motivation and engagement, i.e. students must master one set of skills before advancing to more difficult tasks, reinforcing their learning. Moving to higher levels offers students a sense of accomplishment and motivates them to continue progressing. Quests provide students with specific tasks to accomplish, which enhances focus and motivation. Some quests can be designed for teams, encouraging students to work together, fostering collaboration and peer learning.

In addition to the strategies for incorporating gamification into English as a Foreign Language (EFL) classrooms, we would like to introduce several digital tools that facilitate this integration by providing interactive and game-like experiences. Below are some notable platforms:

- ✓ **Kahoot!** or **Quizizz**: teachers can create quizzes that test students on new vocabulary words, providing immediate feedback and reinforcing learning.

Kahoot! is a widely used platform that allows educators to create interactive quizzes and surveys. The competitive nature of Kahoot! motivates students to participate actively, and the immediate feedback helps reinforce learning.

Similar to Kahoot!, Quizizz enables teachers to create quizzes that students can complete at their own pace. This asynchronous format is particularly beneficial for homework assignments. This tool offers features like memes and leaderboards, adding a fun element to assessments. Studies have shown that Quizizz and Kahoot enhance student motivation and provide valuable insights into individual and class-wide performance.

Platforms like **Classcraft** can be utilized to set up quests (or challenges) where students complete exercises to earn points, making the learning process more engaging. Teachers can set up quests related to language learning objectives, such as vocabulary challenges or grammar missions. This tool is used to transform the classroom into a role-playing game where students earn points for positive behaviors and academic achievements. This approach fosters collaboration and a sense of community among students. Classcraft's game mechanics encourage students to engage with the material and each other in meaningful ways.

Another tool, such as **Padlet** is a versatile platform that allows students to collaborate on digital boards. In EFL settings, Padlet can be used for group projects, brainstorming sessions. It can serve as a space for students to post summaries or reflections on reading assignments. The interactive nature of Padlet encourages students to contribute ideas, comment on peers' posts, and engage in discussions, thereby enhancing language skills in a collaborative environment.

By integrating these tools into EFL classrooms, educators can create a dynamic and interactive learning environment that motivates students and enhances their language proficiency.

To better grasp the main purpose and strategies of gamification, let us consider the following scenario of a serious game and observe how it can be transformed from a game into a gamification, investigate the main differences of those two phenomena on a concrete example.

Here is the scenario role played by 3rd year students on the topic: “The Impact of Norman Conquest on the English Language and Culture”.

Scenario: The Norman Conquest – Innovators vs Critics

The year is 1087, a year after the Domesday Survey, and tensions remain high in England following the Norman Conquest. A debate has been organized in the court of King William I to evaluate the impact of Norman rule.

The audience consists of nobles, scholars, clergy, and common folk representatives.

Two teams, Innovators and Critics, will present their cases to argue whether the Norman Conquest has been beneficial or detrimental to England.

Roles and responsibilities moderator:

- Role: Neutral party responsible for introducing the debate, ensuring the rules are followed, and guiding the flow of the discussion.
- Responsibilities:
 - Introduce the topic, participants, and format.
 - Transition between speakers and sections.
 - Conclude the debate with a summary of key points.

Team 1: The Norman Innovators (proponents of the Norman Conquest)

Each team member will take on a specific persona that highlights a positive aspect of Norman rule.

1. Norman Chronicler (Student 1):

- Topic: The Battle of Hastings
- Role: Historical narrator explaining the strategic brilliance and significance of William's victory.

2. Feudal Scholar (Student 2):

- Topic: Introduction of Feudalism
- Role: Advocate for the stability and organization brought by the feudal system.

3. Domesday Expert (Student 3):

- Topic: The Domesday Book
- Role: Proponent of the administrative and economic benefits of the Domesday Survey.

4. Norman Architect (Student 4):

- Topic: Norman Castles
- Role: Promoter of the castles as symbols of strength, security, and administrative control.

5. Norman Architect (Student 5):

- Topic: Norman Religious Architecture
- Role: Supporter of the architectural advancements seen in cathedrals and churches.

6. Norman Legal Scholar (Student 6):

- Topic: Legal Reforms
- Role: Advocate for the legal changes that established order and justice.

7. Norman Linguist (Student 7):
 - Topic: Norman French and the Elite
 - Role: Discusses the cultural refinement and influence brought by Norman French.
8. Norman Linguist (Student 8):
 - Topic: Development of Middle English
 - Role: Celebrates the enrichment of the English language through Norman influence.

Team 2: The Norman Critics (opponents of the Norman Conquest)

Each team member will highlight the negative consequences of Norman rule from their perspective.

1. Anglo-Saxon Chronicler (Student 9):
 - Topic: Critique of the Battle of Hastings
 - Role: Highlights the destruction and suffering caused by the Norman invasion.
2. Feudal System Critic (Student 10):
 - Topic: Feudalism Issues
 - Role: Argues against the social inequalities imposed by the feudal system.
3. Domesday Critic (Student 11):
 - Topic: Negative Impact of the Domesday Book
 - Role: Criticizes the Domesday Survey as a tool for control and exploitation.
4. Cultural Displacement Critic (Student 12):
 - Topic: Norman Castles
 - Role: Argues that castles were symbols of oppression rather than protection.
5. Cultural Preservationist (Student 13):
 - Topic: Norman Religious Architecture
 - Role: Opposes the erasure of Anglo-Saxon culture through Norman church designs.
6. Legal Critic (Student 14):
 - Topic: Critique of Legal Reforms
 - Role: Argues that the new laws benefited Normans at the expense of native English people.
7. Linguistic Critic (Student 15):
 - Topic: Linguistic Divide

- Role: Discusses the cultural alienation caused by the linguistic gap between Normans and English.

8. Linguistic Preservationist (Student 16):

- Topic: Negative Linguistic Changes
- Role: Highlights the loss of traditional English expressions due to Norman influence.

Flow of the Debate

1. Introduction by Moderator: Sets the stage, introduces the topic, and explains the debate format. 2. Team 1 Presentations (Innovators): Each speaker presents their topic, supported by slides and visuals.

3. Team 2 Presentations (Critics): Each speaker responds with a critique of the corresponding topic. 4. Conclusion by Moderator: Summarizes key arguments and thanks participants.

This scenario is best categorized as a **Serious Game (SG)**. The characteristics of Serious Game (SG) in the Scenario are as follows:

- The primary goal is education — students learn about the Norman Conquest, its consequences, and the complexities of historical analysis through role-playing and debate. Students take on specific characters (e.g., Norman Chronicler, Feudal Scholar) with defined roles and responsibilities that tie directly to the learning objectives.
- The structured debate engages students in critical thinking, research, and collaboration. They actively explore both positive and negative aspects of the Norman Conquest. Beyond learning history, the activity fosters soft skills like public speaking, argumentation, teamwork, and perspective-taking.
- The debate simulates a historical event (a court discussion during King William I's time), making it interactive and engaging, while still serving an educational purpose.

Though the competition and awards introduce elements of gamification, the core structure and purpose of the activity are still more aligned with a **serious game**. Let us explain why: despite the gamification layer, the primary mechanism of the activity is the role-playing debate where students learn through gameplay. This makes it fundamentally a **serious game** because the scenario involves gameplay elements like adopting personas, engaging in a narrative-driven activity, and simulating historical events. These are the hallmarks of serious games. Though the competitive framework and rewards are peculiar to gamification (**GF**), this scenario is primarily a **serious game (SG)**. It is not uncommon to see such hybrid

approaches where serious games use gamification techniques to further motivate participants.

To transform this **serious game scenario** into a **gamification scenario**, we would remove some role-playing game mechanics and focus on integrating **gamified elements** into the learning process.

The objectives of the gamified scenario are:

- understand the impact of the Norman Conquest,
- explore historical, cultural, social, and economic perspectives,
- foster debate and critical thinking.

Students participate in a competitive, point-based system to explore and learn about the Norman Conquest. Instead of role-playing characters, the focus is on completing tasks, answering questions, and solving challenges, like Bonus activities (e.g., solving puzzles or creating infographics) that allow students to earn extra points.

Each role is turned into an avatar or character with unique abilities, “skills,” and “resources” that can influence the debate. For example, the *Norman Chronicler* might have a “Persuasion Boost” skill to sway audience opinions.

Each team works as a faction competing to win the King’s favor through the debate. Players are encouraged to collaborate. Players start as “Novice Debaters” and can level up to “Master Historians” based on their performance and accumulated points. Medieval-themed visuals, animations, and sound effects can be used to immerse players in the Norman court setting, e.g. students can earn points with a “scroll” unrolling animation or hear applause when a strong argument is made.

To gamify the debate scenario effectively, rewards must be introduced alongside the points system. Both individual and team scores should be visible throughout the debate, creating an ongoing sense of engagement. Students accumulate points based on their participation and performance in various activities within each module, such as quizzes, debates, and creative projects. Points can be awarded individually, recognizing personal achievements, or assigned to teams to promote collaboration and collective problem-solving.

By rewarding contributions and performance with points, the system fosters a sense of ownership over the learning process, prompting students to apply themselves more fully to their tasks. In addition to individual motivation, the system cultivates friendly competition among students, pushing them to strive for excellence and setting clear benchmarks for success. This competitive element not only keeps students invested but also enhances their critical thinking, as they seek

to outdo one another in making compelling arguments and demonstrating mastery of the content.

In the context of the gamified *Norman Conquest debate scenario*, a **leaderboard** would track and highlight individual performance. Students earn points through specific actions and contributions during the debate. Each criterion is directly tied to the player's performance, ensuring that the system is transparent and reflective of their engagement. Examples of criteria for awarding points could include:

Presentation Performance:

- Delivering a well-researched, impactful argument: **+10 points**
- Creativity and role-play during presentation: **+5 points**
- Using historical references effectively: **+5 points**

Effectiveness of Counterarguments:

- Successfully countering an opponent's argument: **+10 points**
- Introducing an unexpected but valid historical fact: **+5 points**
- Using persuasive delivery in the rebuttal: **+5 points**

Audience Engagement (Voting Results):

- Winning audience votes for their argument: **+10 points**
- Partial audience approval (e.g., impressing one group like the nobles or commoners): **+5 points**

Team Collaboration and Strategy:

- Collaborating effectively within the team (e.g., passing “Wild Cards” or assisting a teammate): **+5 points**.

To keep players engaged, graphics can be used to highlight top performers, for example:

Rank	Name	Total Score (All Rankings Combined)	Final Title
1	Ruzanna	32 (12+10+10)	Debate Champion <input type="checkbox"/>
2	Martha	31 (11+10+10)	Consistency Queen <input type="checkbox"/>
3	Ann	30 (9+11+10)	King's Advisor <input type="checkbox"/>

To heighten the sense of competition and recognition, individual and team rankings should be prominently displayed on leaderboards throughout the debate. These leaderboards can serve as both a visual and motivational tool, offering students immediate feedback on their progress and performance. The rankings should be broken down into key components that highlight both personal achievements and team efforts, allowing students to see how their individual

contributions are impacting their overall position, while also reflecting the collective success of their teams.

To keep the momentum going and sustain excitement throughout the debate, the leaderboards should be updated in real time. As points are awarded for different actions, such as delivering strong arguments, countering rebuttals effectively, or engaging with the audience, students can see their rankings change instantly, providing them with an immediate sense of progress or areas for improvement. This dynamic approach to tracking success helps to maintain a competitive atmosphere and fosters continuous motivation, as students are able to compare their standings with others in real time, sparking further efforts to improve.

In this way, the point-based system, coupled with real-time updates on individual and team rankings, creates a vibrant, interactive environment that drives both personal achievement and teamwork. It ensures that students remain motivated, engaged, and constantly striving to elevate their performance throughout the course of the debate, making the entire learning experience more engaging and rewarding.

It is worth mentioning that **badges** add more excitement to the process of gamification. Students earn themed badges for excelling in specific topics, for example:

- “Master Strategist” (for effective debate strategies).
- “Charismatic Speaker” (for exceptional delivery).
- “Historical Expert” (for deep historical knowledge).

However, it is important to acknowledge certain drawbacks of gamification. While competition can be a powerful motivator, it can also lead to unintended negative outcomes. Some students may become overly focused on outperforming their peers, resulting in a high-pressure environment that could harm self-esteem and hinder collaboration. This competitive nature could discourage risk-taking or limit participation, particularly for students who are less confident or unfamiliar with gamified dynamics, thereby impacting their overall learning experience.

Additionally, if not carefully implemented, gamification can introduce unnecessary complexity into the learning process. Points, leaderboards, and rewards should always align with the learning objectives to avoid distraction from the core educational goals. Otherwise, gamification risks turning the educational experience into a game-like experience that may detract from meaningful learning.

Finally, the long-term effectiveness of gamification as an educational strategy remains an open question. While it may be effective in engaging students in the short term, gamification might not sustain student interest in the long run. Without

consistent motivation and the right balance of rewards and learning strategies the aim of gamification will not be fulfilled.

Conclusion

In conclusion, a nuanced understanding of the distinctions between games, serious games, and gamification is essential for educators and instructional designers in selecting the most suitable approach to meet their educational objectives. Whether utilizing games for incidental learning, employing serious games for targeted educational purposes, or integrating gamification strategies to boost student engagement and motivation, these methodologies can significantly contribute to the creation of more dynamic, interactive, and effective learning environments. However, it is crucial for educators to exercise caution in their implementation. The overuse or inappropriate application of these approaches may lead to potential drawbacks, such as diminishing the intrinsic value of the learning experience, distracting from core educational goals, or fostering unhealthy competition. Therefore, a balanced and thoughtful integration of these strategies, with careful alignment to specific learning outcomes, is key to ensuring that gamification and related techniques remain beneficial, sustainable, and conducive to long-term academic success.

Ultimately, gamification in educational settings, particularly through structured debates, provides an opportunity to transform traditional learning environments. It shifts the focus from passive learning to active participation, making education more interactive, motivating, and rewarding. This not only enhances student engagement but also delivers a richer, more immersive educational experience. As this method continues to evolve, it holds the potential to revolutionize how students approach historical content, debate, and other subjects, turning learning into a fun and effective journey.

References

Almeida, C., Kalinowski, M., Uchôa, A., & Feijó, B. (2023). Negative effects of gamification in education software: systematic mapping and practitioner perceptions. *Information and Software Technology*, 156, 107142. <https://doi.org/10.1016/j.infsof.2022.107142>

Connolly, T. M., Stansfield, M. H., & Hainey, T. (2007). An application of games-based learning within software engineering. *British Journal of Educational Technology*, 38(3), 416–427.

De Freitas, S., & Oliver, M. (2006). How can exploratory learning with games and simulations within the curriculum be most effectively evaluated? *Computers & Education*, 46(3), 249–264. DOI:[10.1016/j.compedu.2005.11.007](https://doi.org/10.1016/j.compedu.2005.11.007)

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: defining “gamification.” *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9–15). DOI:[10.1145/2181037.2181040](https://doi.org/10.1145/2181037.2181040)gbl.uzh.ch

Huotari, K., & Hamari, J. (2012). Defining gamification: a service marketing perspective. *Proceeding of the 16th International Academic MindTrek Conference* (pp. 17–22). DOI:[10.1145/2393132.2393137](https://doi.org/10.1145/2393132.2393137)

Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.

Michael, D., & Chen, S. (2006). *Serious Games: Games that Educate, Train, and Inform*. Retrieved 12.01.2025 from: https://www.researchgate.net/publication/234812017_Serious_Games_Games_That_Educate_Train_and_Inform

McGonigal, J. (2011). *Reality is broken: why games make us better and how they can change the world*. Penguin Press.

Salen, K., & Zimmerman, E. (2004). *Rules of play: game design fundamentals*. MIT Press.

Werbach, K., & Hunter, D. (2012). *For the win: How game thinking can revolutionize your business*. Philadelphia: Wharton Digital Press.

Whitton, N. (2014). *Digital games and learning: research and theory*. Taylor & Francis.

Whitton, N. (2007). Motivation and computer-game based learning. *Journal of Research in Post-Compulsory Education*, 12(2), 197–210. DOI:[10.1080/13596740701387437](https://doi.org/10.1080/13596740701387437)

Zichermann, G., & Cunningham, C. (2011). *Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps*. O'Reilly Media, Inc.

Zvereva, G., Xi, N., Hamari, J., Pirkkalainen, H., (2023). *Gamification in Ethics Education: A Literature Review*. Retrieved 1.02.2025 from: (PDF) Gamification in Ethics Education: A Literature Review.

Ա. Գալստյան – Խաղացվածքային մոտեցումը բարձրագույն կրթության ոլորտում. Կրթության իրանումը խաղային ռազմավարության միջոցով. –Վերջին տարիներին խաղացվածքը (gamification) ներդրվել է կրթական բոլոր փուլերում՝ համարվելով ժամանակակից ուսուցման ռազմավարություններից մեկը: Չնայած որոշ գիտնականների բացասական կարծիքներին, այս մեթոդը հաջողությամբ կիրառվում է ուսուցիչների կողմից՝ որպես սովորողներին

ներգրավելու, մոտիվացնելու, և դասապրոցեսը հետաքրքիր դարձնելու միջոց: Սույն հողվածում քննարկվում է գիտնականների կողմից առաջարկվող տարրեր սահմանումներ՝ ընդգծելով խաղացվածքի տարբերությունը խաղերից և լուրջ խաղերից: Խաղերի մեխանիզմների՝ միավորների, տարբերանշանների, առաջադիմության աղյուսակների և պարզեցների ներմուծումը խաղից դուրս համատեքստերում, այսինքն դասապրոցեսում, նպատակ ունի խթանելու սովորողների ներգրավվածությանը ուսումնական գործընթացին և բարելավելու ուսուցման արդյունքները:

Հոդվածն անդրադառնում է նաև բարձրագույն ուսումնական հաստատություններում խաղացվածքի արդյունավետության կարևոր կողմերին՝ ներառյալ ուսանողների մոտիվացիայի բարձրացումը, համագործակցությունը և քննադատական մտածողության զարգացումը: Ավելին, այն ներկայացնում է նաև այն խնդիրները, որոնք կարող են առաջանալ այս մեթոդի ոչ ճիշտ կիրառման դեպքում: Եզրակացությունն այն է, որ խաղացվածքը կարող է դառնալ արդյունավետ ուսուցման գործիք միայն ճիշտ ռազմավարության դեպքում:

Բանալի բառեր. խաղացվածք, խաղ, լուրջ խաղ, խաղացվածքային ուսուցում, խաղային ռազմավարություն

А. Галстян – Геймификация в высшем образовании: повышение эффективности обучения с помощью игровых стратегий. – В последние годы геймификация привлекает значительное внимание как стратегия повышения качества преподавания и обучения на всех уровнях образования. Хотя некоторые учёные выражают обеспокоенность её этическими последствиями и возможными недостатками, большинство исследователей подчёркивают её способность создавать увлекательный, мотивирующий и приятный учебный опыт. В данной работе рассматривается понятие геймификации, её происхождение и различные определения, предложенные учёными, с акцентом на отличие геймификации от игр и серьёзных (serious) игр. Путём интеграции игровых механик – таких как очки, значки, таблицы лидеров и награды – в неигровые контексты геймификация стремится повысить вовлечённость пользователей и учебные результаты. Исследование также анализирует ключевые факторы, влияющие на эффективность геймификации в высшем образовании, включая мотивацию обучающихся, сотрудничество и отношение к геймифицированному опыту.

Кроме того, работа затрагивает проблемы, такие как когнитивная манипуляция, этические соображения и потенциальное снижение учебных результатов. Так, например, Алмеида и соавторы (2023) провели систематическое картографическое исследование, показавшее, что некоторые элементы игрового дизайна, такие как значки и таблицы лидеров, могут приводить к негативным эффектам – снижению мотивации и успеваемости в образовательном программном обеспечении. Они также

отметили этические дилеммы, включая возможность списывания и манипулирования системой.

Сопоставительный анализ теоретических работ Детердинга и соавторов (2011), Вербаха и Хантера (2012), Хуотари и Хамари (2012) даёт представление о различных подходах к геймификации. В заключение подчёркивается важность тщательного проектирования и внедрения, чтобы геймификация служила эффективным инструментом обучения, а не поверхностной или манипулятивной стратегией.

Ключевые слова: *геймифицированное обучение, игра, серьёзная игра, геймификация, элементы игрового дизайна*

ARMENIAN AND AMERICAN VALUE SYSTEMS

Mariam Karapetyan*

<https://orcid.org/0009-0007-9549-1189>

High School N 94 after Gurgen Margaryan

Abstract: This study investigates and compares the core cultural values of Armenians and Americans, aiming to enhance cross-cultural understanding within the Armenian EFL educational context. Using a mixed-method approach – including Likert-scale surveys and semi-structured interviews – data was collected from Peace Corps Armenia volunteers and FLEX Armenia alumni. The results confirm the research hypothesis: Armenian values, traditions, and interpersonal relationships are deeply rooted in community, while American values emphasize individual rights and social diversity. Specifically, Armenians place strong importance on hospitality (83%), family (67%), and unity (50%), whereas Americans prioritize diversity (80%), individualism (58%), and liberty (50%). Notably, kindness and hospitality are more significant to Armenians (83% vs. 40%), and strong family values also differ greatly (67% for Armenians vs. 8% for Americans). Despite these contrasts, both cultures value hard work and perseverance. In Armenia, these traits support community cohesion and tradition, while in the United States, they reflect the pursuit of personal success and innovation. By filling a gap in Armenian EFL scholarship, this research foregrounds the pedagogical relevance of intercultural exploration.

Keywords: cultural values, Armenian and American culture, EFL education, cross-cultural comparison, identity, intercultural understanding

Introduction

Cultural value is defined as normative, interpretive, and collectively recognized and is based on shared norms, beliefs, and practices that influence how people live; it results from a communicative process in which individuals interpret what is important to them according to both collective norms and personal objectives; and it requires collective approval, achieved through mutual understanding and agreement rather than objective proof. In essence, cultural value is formed through the process of meaning-making (Kazynska, 2024).

* m.karapetyan@yahoo.com



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 12/11/2025
Revised: 30/11/2025
Accepted: 15/12/2025

© The Author(s) 2025

L. Dyczewski (2016) states that cultural values are shaped by a community, not by individuals alone. Members of a community encounter these values and may develop personal perspectives toward them. The process of discovering and engaging with these values is a key aspect of being a free, thoughtful, and active individual. Every society has shared values that are broadly accepted, forming the foundation of its identity. These values guide the actions of social institutions and individuals, create a motivating environment, and help unify society. They bridge divisions and elevate what is personal and temporary into something universal. Such values are referred to as central or native values. They define the quality of a society and its cultural uniqueness. In any culture, individuals strive for self-fulfillment, but this always occurs within a social framework. Since culture is both social and individual, a group upholds and simultaneously evolves its culture. Each new generation inherits the values of the past while adding new elements, always respecting the foundational values. While material goods and behaviors constantly change, many of them fade away, the underlying values that gave rise to them endure, continuing to inspire new actions. This demonstrates that culture is both a social message and a creation, demanding human effort to preserve what has been valuable to both individuals and society, while simultaneously fostering new developments that connect closely to the existing cultural heritage.

Cultural values offer a structure for understanding one's identity and role within society. These values impact behavior and decision-making, acting as a moral guide. They steer students in their interactions and decisions, helping to create norms and set expectations within a community. Exploring various cultures encourages students to think critically and question stereotypes, biases, and prejudices. It expands their understanding of the world, promotes open-mindedness, and enhances their ability to adopt different perspectives and develop cultural sensitivity. Investigating their own culture and the culture of the foreign language (English in this case) they study values, traditions, and customs that are important to their community. This can foster a sense of belonging and cultural appreciation. As no significant research has been conducted in this field in the Armenian EFL settings, it seems reasonable to conduct such a study to respond to this lack. Hence, this study will examine the following research questions:

1. What are the main American Values?
2. What are the main Armenian values?
3. What are the similarities and differences between American cultural values and Armenian cultural values and their significance in the EFL settings?

Methodology and Investigation

A mixed-methods research design has been employed to investigate the American and Armenian value systems, focusing on their similarities and differences through both quantitative surveys and qualitative interviews. In order to seek answers to the questions guiding this study, *Survey research methodology* has been used. Particularly, a bipolar scaling method called *Likert scaling* is used to assess participants' opinions, attitudes and behaviors quantitatively.

Participants: Participants of the study (N=46) were from two different sources. In order to identify the Armenian values, we distributed the survey among Peace Corps Armenia volunteers, since the latter living two years in Armenia contribute to such impactful projects as TEFL and Youth in Development and learn about Armenian society and values. Correspondingly to identify the American values, we distributed the analogue survey among FLEX alumni, since they usually spend an academic year in the United States, living with a volunteer host family and learn about American society and values.

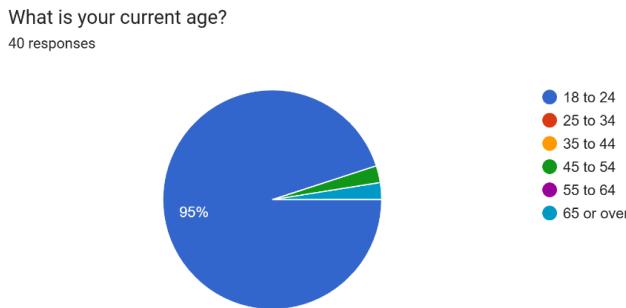
Instrumentation: The instruments that were used to collect the data consisted of an online Likert scale questionnaire, which included anonymous and unstructured open-ended interview questions. All the instruments were conducted and administered in English. The modified version of *2013 Web Survey of the FLEX 2007-2008 Cohort* by E. J. Peachey (2017) was used to find out Armenian and American values. The questionnaire consisted of two sections; the first section included questions asking for background information while the second one covered questions on cultural values. The questionnaire consisted of 15 close-ended statements, where response options were coded to 5-point Likert scale from *Strongly disagree* to *Strongly agree*. The FLEX Armenia alumni from the 2023-24 cohort as well as 2023-25 Peace Corps Armenia volunteers were recruited for participation in this research study. The FLEX Armenia Alumni Coordinator sent announcements and invitations to all 2023-2024 FLEX participants through their email lists to join the survey. Once they accepted the invitation, they first received a page containing information about the study and their rights and responsibilities as participants. To proceed to the survey itself, alumni had to click on a *Yes* dial at the beginning of the document, thereby providing proof that they read and gave their consent to participate in the study.

Interview: In order to check cultural awareness of the American volunteers, interviews were conducted based on Nunan's (1992) suggestion of three types of interviews: unstructured, semi-structured and structured. Unstructured interviews are conducted with no control at all. In contrast to the unstructured interview, in semi-structured interviews, the researcher asks all the participants the same

questions in order to make comparisons across them and to summarize the results. In contrast to the structured interview where the researcher controls the participants' answers, in the semi-structured interviews the researcher controls the content of the interview, directs the participants without controlling their ideas. Richards (2003) calls on the researchers to be attentive listeners and go deeper in their interviews in order to pursue a full understanding of an issue in all its complex forms. Particularly, the researcher suggests that the interviewer focus on events, offer supportive feedback, respond to emotions, let the interviewee discover things as well as monitor the responses, in order to give the interviewee a proper space. Nunan (1992, p.149) believes that the type of interview one chooses will be determined by the nature of the research and the degree of control the interviewer wishes to exert. In our study, **the semi-structured interview technique** was used because it would provide more information about the participants' feelings, beliefs and attitudes, revealing their individual perceptions and experiences. Before the interview, we explained the purpose of the interview to the participants and asked for permission to record the interview, promising the confidentiality of their answers.

Results and Discussion

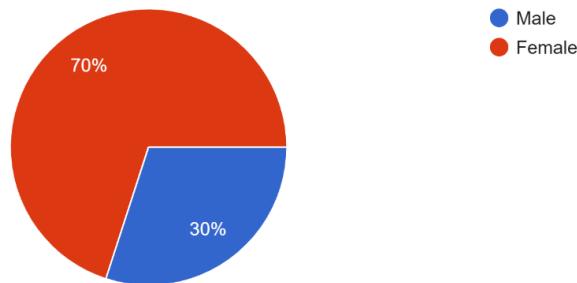
The survey results of **FLEX ALUMNI Students** (95% of the participants belong to 18-24 years age group, 70 % of them are female) are as follows:



Infographic 1

What is your gender?

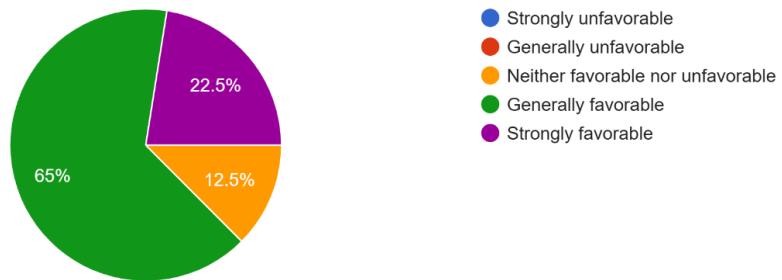
40 responses



Infographic 2

In general, how favorably do you view the American people? 1. What is your view of the American people?

40 responses

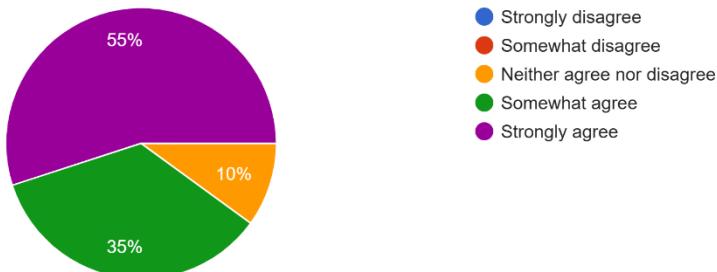


Infographic 3

For the first two questions from the second part of the Likert scale options *Generally agree* and *Strongly agree* have the highest bar, which shows that nearly 90 % think the American people are favorable and friendly.

Please indicate how strongly you agree or disagree with the following statements about America and Americans. 2. Americans are friendly and open.

40 responses

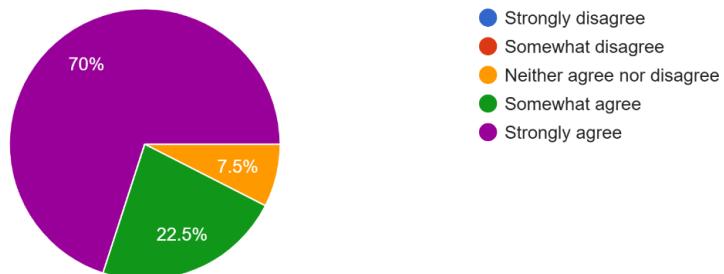


Infographic 4

The US is a diverse society consisting of various groups with differing political, social, religious, and ethnic backgrounds, along with numerous interest groups. Despite this diversity, certain core values are shared by most Americans.

6. In America men and women equally share family responsibilities.

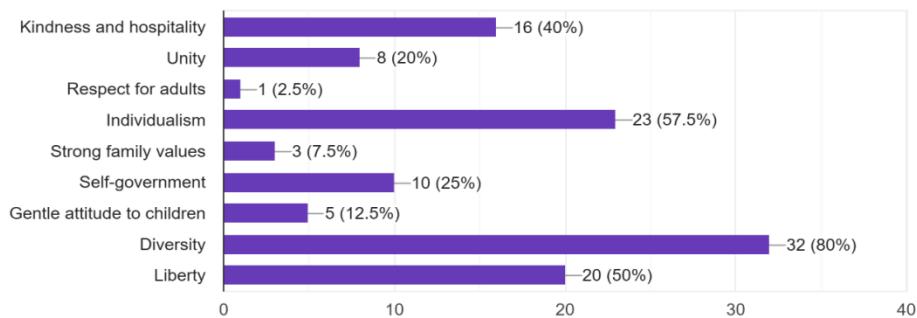
40 responses



Infographic 5

15. Please identify the three (3) most important American values.

40 responses



Infographic 6

The chart above shows the answers to a survey about the most important question, thus forming top three American values: Diversity - 80%, Individualism - 57 %, Liberty - 50%. These results coincide with what sociologist Robin Williams (1970) first identified as ten American values.

1. **Individualism:** Americans have long valued personal success driven by individual effort and initiative. They hold the belief that anyone can rise from poverty to success, often blaming individuals for failing to advance rather than examining societal barriers.

2. **Achievement and Success.** Success is highly prized, especially surpassing others in work, school, and wealth, power, and prestige.

3. **Activity and Work.** Americans expect people to work hard and be constantly busy, even outside of work.

4. **Efficiency and Practicality:** Efficiency is highly valued, with an emphasis on doing things quickly and constantly finding ways to increase efficiency.

5. **Science and Technology:** Americans are passionate about applied science and technology, aiming to control nature, such as harnessing wind power or developing new gadgets like motorized scooters and talking computers.

6. **Progress:** There is a belief in constant technological progress, with the expectation that society will continue to improve through new inventions and innovations.

7. **Material Comfort:** Americans expect a high level of comfort, which includes not only basic needs like food and healthcare but also luxuries such as new cars and recreational items.

8. **Humanitarianism:** Americans value helping others, through kindness, aid during disasters, and organized philanthropy.

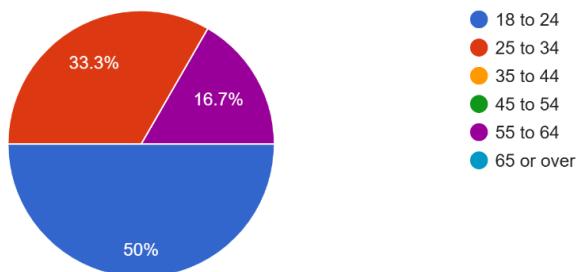
9. **Freedom:** The value of personal freedom is deeply ingrained, with a strong historical connection to the American Revolution.

10. **Democracy:** This core value encompasses majority rule, the right for everyone to voice their opinion, and the system of representative government.

The Survey results of **Peace Corps Volunteers** are as follows:

What is your current age?

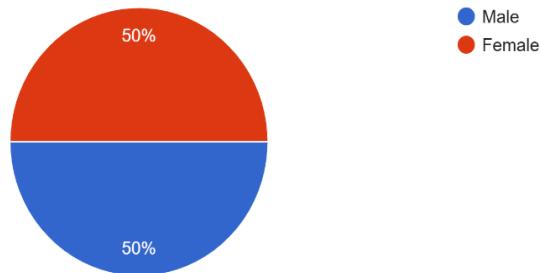
6 responses



Infographic 7

What is your gender?

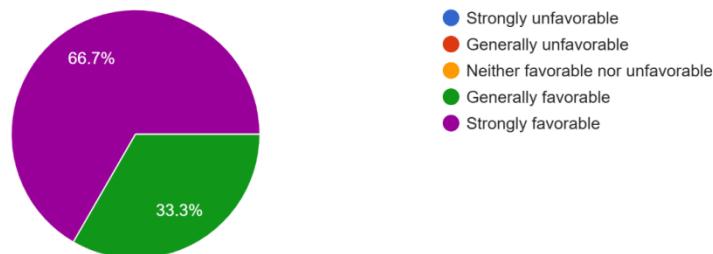
6 responses



Infographic 8

In general, how favorably do you view the Armenian people 1. What is your view of the Armenian people?

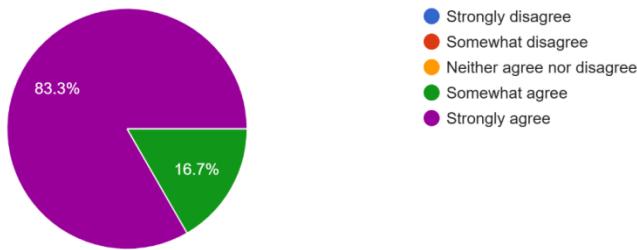
6 responses



Infographic 9

Please indicate how strongly you agree or disagree with the following statements about Armenia and Armenians. 2. Armenians are friendly and open.

6 responses



Infographic 10

The demographic data collected from six respondents revealed that 50% were between the ages of 18 and 24, 33.3% were aged 25 to 34, and 16.7% were aged 55 to 64. This indicates that the majority of participants were young adults, suggesting that the findings may primarily reflect the views of individuals with more recent or active intercultural experiences.

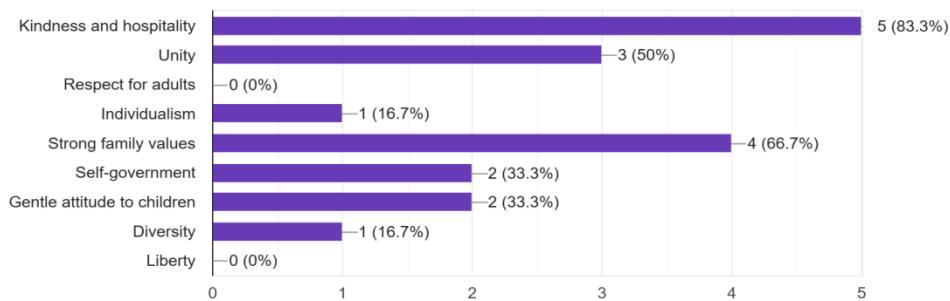
In terms of gender distribution, the responses were evenly split, with 50% identifying as male and 50% as female. This balanced representation allows for a more equitable comparison of perspectives across genders.

Regarding perceptions of the Armenian people, all participants expressed a favorable view. Specifically, 66.7% reported a strongly favorable opinion, while the remaining 33.3% indicated a generally favorable opinion. None of the respondents selected neutral or unfavorable options. This unanimous positivity

suggests that Armenian cultural values – such as hospitality, unity, and community – are well recognized and appreciated by outsiders, especially those with direct exposure through programs like the Peace Corps or FLEX.

15. Please identify the three (3) most important Armenians values.

6 responses



Infographic 11

Although hard work, diligence, and endurance are often associated with American values (Valesyan, 1999), these qualities are also deeply woven into Armenian culture. However, they are expressed differently. Armenians have long been defined by their resilience, shaped by centuries of historical challenges, wars, and displacement. From an American perspective, hard work is often about personal ambition and individual success. But in Armenia, it carries a deeper meaning – it is about family, community, and national identity. “An American Peace Corps volunteer currently living in Armenia, who wished to remain anonymous, expressed it this way:” “You take great pride in your communities, your friends, your families, and the connections you make. That makes you very strong as a people.”

Diligence, too, plays a central role. Armenians approach their work with patience and commitment, be it in education, craftsmanship, or the arts. In the American perspective the strong sense of community can sometimes limit individual ambition. The anonymous interview participant went on to elaborate as “Because there is such an emphasis on the group, many people struggle to see the assets within themselves. Some don’t push themselves as far as they could because they know the group will always be there for them.” The insight offers an interesting contrast: while Americans often emphasize self-reliance, Armenians find strength in collective resilience. Another interviewee described how his perception of Armenia completely changed within the first few months of living in

Armenia: “I thought I would be an outsider, that I wouldn’t be accepted because I’m American, my thoughts and beliefs are different. But then, in my first three months, I was living in a tiny Armenian town, and my host family welcomed me with open arms. Even though I spoke almost zero Armenian at the time, they accepted me. We laughed, ate, shared traditions – it was the most powerful gesture. My thoughts of Armenians after that were completely different.”

This experience highlights a key aspect of Armenian endurance – it is not just about surviving hardships but about rebuilding, welcoming others, and holding on to traditions with pride. While hard work, diligence, and endurance are universal values, the way they manifest in Armenia is distinct. For Armenians, they are not just personal virtues but the very foundation of what it means to be Armenian.

Culture represents the essence of a nation, and what stands out most about Armenia is its deeply rooted commitment to hard work. As the first interviewee noted, “Armenians exhibit remarkable diligence. Life here is challenging, yet people persevere with great resilience. Their efforts extend beyond personal gain; they work for their families, communities, and the country. This collective dedication is what sustains Armenia.” Armenians labor not only to fulfill their own needs but also to honor their families and contribute to their communities’ welfare.

The significance of family ties and communal support was a recurring theme in the discussion. The volunteer explained that, coming from a culture focused on individualism, adapting to Armenia’s community-centered approach was initially difficult. However, she has grown to value this collective way of living. She elaborated: “Because the group is emphasized so much, many individuals have trouble recognizing their own strengths. Some don’t push themselves to their full potential, knowing the community will always provide support.” Despite these early challenges, she admires the mutual reliance among Armenians and views this shared spirit as a crucial factor in the country’s resilience through long-standing adversity. She added: “Though it was hard to adjust at first, I realized how this sense of solidarity empowers Armenians. It has helped the nation survive centuries of struggle. People care for one another in a way that is both moving and powerful.”

One particular experience that left a strong impression on her was witnessing the New Year’s festivities in Armenia. She described it as a profound demonstration of the nation’s ability to pause and celebrate despite everyday hardships. Reflecting on the event, she said, “Seeing the entire country come together to celebrate was impactful. Armenians work tirelessly, and life is often difficult, but they know when to stop, enjoy the moment, and share happiness. It’s a very healthy cultural practice.”

This harmony between relentless effort and joyful celebration is something she deeply respects about Armenian culture. For her, working hard in Armenia is not just about meeting basic needs – it's about preserving customs, supporting others, and drawing strength from community bonds. She concluded: "I used to view hard work as an individual pursuit. Here, I've learned it involves family, carrying traditions forward, and enduring hardships together. That's what makes Armenian culture distinctive."

The reflections offered by the American Peace Corps volunteer provide a compelling insight into the fundamental values shaping Armenian society – values centered on industriousness, community cohesion, and perseverance. Her viewpoint highlights that in Armenia, work goes beyond survival; it is a means of honoring family, uplifting the community, and fostering a purposeful life. While this collective outlook posed a challenge to someone from an individualistic background, it ultimately represents a vital foundation of Armenia's lasting strength.

The equilibrium between dedicated labor and the capacity to pause, celebrate, and share joy – especially during events like the New Year's celebrations – illustrates the balance between hardship and happiness that Armenians have nurtured through generations of difficulty. Through the volunteer's experiences, it is evident that hard work in Armenia transcends the personal realm – it is about contributing to a shared good, maintaining traditions, and discovering unity amid adversity. Her time in Armenia transformed her understanding of effort, revealing how resilience and joy coexist, crafting a culture that is both inspiring and unique. This stands as a testament to a community that labors not solely for individual benefit but for the enduring spirit of the entire nation.

Conclusion

The study confirmed the research hypothesis by demonstrating clear cultural distinctions between Armenian and American value systems, shaped by their historical experiences and societal structures. Quantitative data revealed that Armenians highly prioritize family (67%), hospitality (83%), and unity (50%), while Americans place stronger emphasis on diversity (80%), individualism (58%), and liberty (50%). These differences reflect deeper cultural orientations: kindness and hospitality are significantly more valued by Armenians (83% vs. 40%), and strong family ties hold greater importance (67% vs. 8%). Conversely, diversity and individualism are dominant among Americans (80% and 58% in America vs. 17% and 17% in Armenia), and liberty stands as a core American value (50%), unlike in Armenia (0%).

Qualitative insights, particularly from Peace Corps volunteers living in Armenia, brought further depth to these findings. While Americans tend to equate hard work with personal ambition and self-fulfillment, Armenians interpret diligence as a communal virtue – rooted in family responsibility, cultural continuity, and collective well-being. The accounts of volunteers highlight Armenia's strong sense of community, the enduring importance of tradition, and a unique balance between resilience and celebration. The Armenian way of life, though initially unfamiliar to individuals from more individualistic societies, was ultimately described as powerful and transformative.

In essence, although both nations value hard work and perseverance, these values are expressed in culturally specific ways. For Americans, they are linked to personal success and autonomy; for Armenians, they are embedded in community, heritage, and interdependence. This study not only illustrates contrasting national values but also underscores the importance of intercultural empathy and understanding in an increasingly interconnected world.

Future research could expand on this comparative framework by including a broader demographic sample across different regions and age groups or by examining how globalization and migration are influencing cultural values over time. Longitudinal studies might also explore how these values shift within diaspora communities or across generations, offering deeper insight into the dynamic nature of cultural identity.

Acknowledgments

I would like to express my gratitude to all those whose goodwill and enthusiasm contributed to the completion of this project, and to the participants who kindly agreed to take part in the research.

References

Dyczewski, L. (2016). Values – the core of culture. *Politeja*, 13(44), 143–169. <https://doi.org/10.12797/Politeja.13.2016.44.10>

Kazynska, P. (2024). Cultural values as meaning-making. *Cultural Trends*, 34(4), 463–477. <https://doi.org/10.1080/09548963.2024.2381767>

Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.

Peachey, E. (2017). *State sponsored political socialization and public diplomacy exchange program outcomes: The case of the Future Leaders Exchange*

(FLEX) program [Doctoral dissertation, University of Michigan]. <https://deepblue.lib.umich.edu/handle/2027.42/138593>

Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan.

Valesyan, L. (1999). *Armenian geography textbook for the 7th grade*. Luys.

Williams, R. M., Jr. (1970). *American values: Some core value orientations in United States American life*. U.S. Government Printing Office. <https://www.scribd.com/document/420546681/robin-williams-american-values1-docx>

Ս. Կարապետյան – Հայկական և ամերիկյան արժեքային համակարգեր. – Այս ուսումնասիրությունը հետազոտում և համեմատում է հայերի և ամերիկացիների հիմնական մշակութային արժեքները՝ նպատակ ունենալով խորացնել միջմշակութային փոխըմբռնումը Հայաստանի օտար լեզվի (EFL) ուսուցման համատեքստում: Օգտագործելով խառը հետազոտական մոտեցում՝ որը ներառում է Լիկերտի սանդղակի հարցաթերթիկներ և կիսակառուցվածքային հարցազրույցներ, տվյալները հավաքվել են «Peace Corps Armenia» (Խաղաղության կորպուս)-ի կամավորներից և «FLEX Armenia» ծրագրի շրջանավարտներից: Արդյունքները հաստատում են հետազոտական հիպոթեզը. հայկական արժեքները, ավանդույթներն ու միջանձնային հարաբերությունները խորը արմատավորված են համայնքային գիտակցության մեջ, մինչդեռ ամերիկյան արժեքներն ընդգծում են անհատի իրավունքներն ու սոցիալական բազմազանությունը: Մասնավորապես, հայերը մեծ կարևորություն են տալիս հյուրընկալությանը (83%), ընտանիքին (67%) և միասնությանը (50%), մինչդեռ ամերիկացիները առաջնահերթություն են տալիս բազմազանությանը (80%), անհատականությանը (58%) և ազատությանը (50%): Նշանակալի է, որ բարությունը և հյուրընկալությունը հայերի համար ավելի բարձր արժեքներ են (83% ընդդեմ 40%), իսկ ընտանեկան ամուր արժեքների տարբերությունը նույնական մեծ է (67%՝ հայերի մոտ, ընդդեմ 8%՝ ամերիկացիների մոտ): Չնայած այս հակառակություններին՝ երկու մշակույթներն ել կարևորում են աշխատասիրությունը և տոկունությունը: Հայաստանում այս որակները նպաստում են համայնքային համախմբմանը և ավանդույթների պահպանմանը, մինչդեռ Միացյալ Նահանգներում դրանք արտացոլում են անհատական հաշողության և նորարարության ձգտումը: Անզիերենը որպես օտար լեզու դասավանդելու ոլորտում հայկական հետազոտություններին նպաստելով՝ այս ուսումնասիրությունը ընդգծում է միջմշակութային հետազոտությունների մանկավարժական նշանակությունը:

Բանալի բառեր. Աշակութային արժեքներ, հայկական և ամերիկյան մշակույթ, օտար լեզվի ուսուցում, միջազգակութային համեմատություն, ինքնություն, միջազգակութային փոխըմբռնում

М. Карапетян – Армянские и американские системы ценностей. – Данное исследование направлено на изучение и сравнение основных культурных ценностей армян и американцев с целью углубления межкультурного понимания в контексте преподавания английского языка как иностранного (EFL) в Армении. Используя смешанный метод исследования, включающий опросы по шкале Лайкерта и полуструктурированные интервью, данные были собраны среди волонтеров «Peace Corps Armenia» и выпускников программы «FLEX Armenia». Результаты подтверждают выдвинутую гипотезу: армянские ценности, традиции и межличностные отношения глубоко укоренены в общем сознании, тогда как американские ценности акцентируют внимание на правах личности и социальной разнообразности. В частности, армяне придают большое значение гостеприимству (83%), семье (67%) и единству (50%), в то время как американцы в первую очередь ценят разнообразие (80%), индивидуализм (58%) и свободу (50%). Следует отметить, что доброта и гостеприимство более значимы для армян (83% против 40%), сильные семейные ценности также существенно различаются (67% у армян против 8% у американцев). Несмотря на контрасты, обе культуры высоко ценят трудолюбие и настойчивость. В Армении эти качества способствуют сплоченности сообщества и сохранению традиций, а в США отражают стремление к личному успеху и инновациям. Внося вклад в армянские исследования по преподаванию английского как иностранного языка, данное исследование подчеркивает педагогическую значимость межкультурного изучения.

Ключевые слова: культурные ценности, армянская и американская культура, преподавание английского языка как иностранного, межкультурное сравнение, идентичность, межкультурное понимание

THE IMPACT OF AI TOOLS ON EFL LEARNERS' LANGUAGE ACQUISITION

(on the example of YSU Faculty of International Relations)

Armenuhi Martirosyan*

<https://orcid.org/0009-0000-8238-1967>

Marine Mkrtchyan**

<https://orcid.org/0009-0009-1367-0621>

Ruzanna Arustamyan***

<https://orcid.org/0009-0004-2752-9171>

Yerevan State University

Abstract: *The use of artificial intelligence (AI) in language education has the potential to revolutionize how EFL (English as a Foreign Language) learners develop language skills. This study examines the effect of AI-driven tools on the language achievements of EFL learners, specifically within content-based classrooms. Tools like ChatGPT, Google Translate, Canva and others offer instant, tailored feedback across different language subskills such as vocabulary, grammar, and writing. The research employs a mixed-methods approach, comprising qualitative insights to assess how these tools influence language proficiency, self-regulated learning behaviors, and learner motivation. The results are anticipated to show how AI tools can lead to significant improvements in language proficiency, strengthen specific language skills, and promote self-regulation by providing actionable feedback that encourages independent learning. The study also aims to add empirical evidence to the expanding research on AI's role in education, particularly in content-based language learning, and highlight the potential of AI tools to offer personalized learning experiences, boost learner engagement, and address gaps in language acquisition.*

Keywords: *artificial intelligence, language proficiency, AI tools, mixed-methods research, EFL (English as a Foreign Language), EFL learners*

* arm.martirosyan@ysu.am

** m.mkrtchyan@ysu.am

*** ruzanna.arustamyan@ysu.am



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Received: 08.07//2025

Revised: 12/09/2025

Accepted: 17/11/2025

© The Author(s) 2025

Introduction

The rise and rapid progress of artificial intelligence (AI) has significantly influenced a number of aspects of human life and has led to transformative shifts in multiple domains, particularly the field of education and language learning (Balyen and Peto, 2019; Chen et al., 2020; Spiro et al., 2017). The integration of technology in education modifies learning practices and knowledge acquisition. In computer programs, AI, as a branch of computer science, is developed to render and respond to inquiries, functioning as a platform based on human intelligence to deliver relevant information (Devi et al., 2022; Nemorin et al., 2023). Incorporation of AI into education has raised substantial attention from scholars and researchers, educators and policymakers alike. Among the IT programs, AI is considered a promising tool used in language learning to improve learners' language performance (Haristiani, 2019; Pikhart, 2020). AI has created new opportunities to enhance educational practices and student achievements through its ability to process large volumes of data, identify intricate patterns, and provide personalized insights (Roll and Wyle, 2016). The integration of AI-driven language learning tools into education has demonstrated considerable benefits and has helped learners in improving their language skills (Tafazoli et al., 2019).

By providing convenient access AI-powered language learning tools allow students to easily engage in language tasks, and improve their overall language proficiency. AI-enabled tools are intended to assess the language materials and offer feedback on many aspects of the language, such as grammar, vocabulary, syntax, content, and structure (Hosseini et al., 2023; Strobl et al., 2019). The assessment of the material, feedback on the language and the analysis of the language in general help learners improve and refine their language skills. A wide variety of AI tools applications, which assist the learners in text-translation, text summarization, text rewriting, text analysis, and spelling, provide suggestions for modifying and improving texts within seconds. For instance, ChatGPT, an AI-powered tool which interacts naturally with users in a responsive way, can provide language learners with the essential information and comments across various language skills, thus contributing to their language proficiency development. The use of this tool by language learners can possess benefits in terms of enhancing not only their core language skills but also specific subskills (Hong, 2023). It helps learners generate new ideas, refines sentence structures to improve their writing quality by identifying and correcting language errors, whether grammatical or lexical, thus contributing to their language learning success (Yan, 2023). It is also able to suggest grammatically correct and coherent sentences helping learners construct orderly texts and provides the optimal answers. Furthermore, it can

function as a writing assistant, improving learners' vocabulary and grammar in their writing outputs, as well as assisting with drafting revisions.

A wide array of research studies has investigated how of AI-powered language learning tools influence language learners' general language achievements along with specific language skills and subskills, revealing their positive contribution to learners' achievement (Zheng et al., 2021). The aim of a study by Hsu et al. (2023) was to find out how AI-powered tools influence learners' vocabulary, and the findings demonstrated that learners using AI tools showed vocabulary gains and outperformance in vocabulary knowledge. Furthermore, the application of AI tools was found not only to enhance the learners' vocabulary acquisition, but also to help reduce their language learning anxiety. Similarly, Schmidt-Fajlik (2023) found that ChatGPT effectively detected and enhanced English grammar. Focusing on writing skills, Yan (2023) found that AI-assisted tools significantly improved EFL learners' writing performance and considerably facilitated the completion of their written tasks. Moreover, AI tools proved to help the students' academic research writing by offering alternative sentences and phrase options, crucial suggestions, immediate feedback and comments (Utami et al., 2023). They are efficient in detecting linguistic errors, inspiring new ideas, summarizing information, facilitating translation, improving readability, identifying plagiarism, and increasing motivation. This body of research demonstrates that AI-assisted tools have a considerable impact on various language skills and highlights their effectiveness in improving vocabulary, grammar, and writing performance.

The Aim of the Study

The developments in artificial intelligence (AI) have dramatically altered the field of education, particularly in language learning. A key area of research is exploring how AI-powered tools can improve the language learning outcomes of learners studying English as a Foreign Language (EFL). Despite the potential of AI in educational contexts, there remains a gap in understanding its impact on EFL learners, particularly within content-based classrooms (Balyen & Peto, 2019). This article aims to address this gap by emphasizing the significance of investigating AI-assisted language learning tools and their influence on the language development and self-regulated learning of EFL learners.

AI-powered tools offer a distinct opportunity to tackle the challenges faced by EFL learners. AI-powered tools offer language learners immediate feedback in areas such as vocabulary and grammar, helping learners improve their language skills effectively (Hosseini et al., 2023; Tafazoli et al., 2019). Investigating the

impact of AI in these areas, particularly within content-based classrooms, is essential for evaluating their effectiveness as educational tools. The goal of this research is to provide empirical evidence to the growing body of literature on AI in education, with a particular focus on EFL learners. By studying how AI tools influence language learning outcomes, we can gain a deeper understanding of how these technologies can enhance language proficiency and foster self-regulated learning behaviors in students.

AI tools can be particularly effective in content-based classrooms by delivering subject-specific content alongside language learning, helping students improve both language proficiency and subject matter knowledge (Strobl et al., 2019).

Language learning is a complex and labor-intensive process that involves multiple skills, including reading, writing, speaking, and listening. For EFL learners, acquiring language skills can be especially difficult, often requiring customized teaching methods that cater to the unique needs of each student. Content-based instruction (CBI), which combines language learning with subject-specific content, is a highly effective teaching strategy in many classrooms. However, conventional teaching methods may be insufficient in addressing the diverse proficiency levels, motivations, and learning strategies of different learners.

The primary aim of this paper is to study the specific effects of AI-assisted language learning tools on EFL learners' achievements in content-based classrooms. This investigation is essential for a number of reasons:

1. *Empirical Evidence.* Although there is a wealth of scientific research on AI in general education and language learning, there is a distinct lack of studies that specifically focus on EFL learners using AI tools in content-based classrooms (Haristiani, 2019; Hosseini et al., 2023; Pikhart, 2020; Roll & Wylie, 2016). This study aims to fill this gap by providing empirical data on the effectiveness of AI tools for improving language proficiency in this context.

2. *Focused Scope on EFL Learners.* EFL learners face unique challenges, such as limited exposure to the target language, cultural barriers, and differing levels of motivation (Chen et al., 2020; Haristiani, 2019). By narrowing the study to this specific group, the research can provide insights into how AI tools can address these challenges in a way that aligns with EFL learners' needs (Pikhart, 2020; Tafazoli et al., 2019). This targeted approach ensures that the findings are relevant and applicable to educators working with EFL students.

3. *Focus on Language Development and Self-Regulated Learning.* A key aspect of the study is its focus on two important areas: language development and self-regulated learning. AI tools are particularly well-suited to support self-

regulation, as they provide learners with immediate feedback and encourage autonomous learning. Self-regulated learning refers to the ability of learners to plan, monitor, and evaluate their own learning process, a crucial skill for language acquisition. By investigating how AI tools foster self-regulation, the study can offer valuable insights into the long-term benefits of AI-assisted learning in language development (Devi et al., 2022; Haristiani, 2019; Pikhart, 2020; Roll & Wylie, 2016).

Methodology

The current study seeks to explore the influence of AI-powered tools on the language achievement of EFL learners in content-based classrooms with the aim of revealing their perceptions and practices in using AI tools to improve their language skills. The research employs a mixed-methods approach, particularly qualitative data (e.g., questionnaires, learner interviews, open-ended survey responses) to gain a deeper understanding of how AI tools impact language proficiency, how learners interact with AI tools, their perceptions of these tools, and the specific ways in which AI affects their learning behaviors. Data from interviews, surveys, and observations provide insights into learners' perceptions and experiences with AI tools, their motivation and attitudes toward language learning.

The study was conducted at Yerevan State University, the Faculty of International Relations, involving a group of EFL learners, all enrolled in content-based classrooms where English is taught alongside subject-specific content. Students at the Faculty of International Relations study English for Specific Purposes, and they use such AI tools and platforms as ChatGPT, Promova, Google Translate, Canva, Grammarly, Gemini, Duolingo, etc. to assist them in specific vocabulary acquisition, professional text translation, text summary, as well as in refining sentence structures and grammar. The number of participants in the current study were 77 students enrolled in their second, third and fourth year of studies.

Limitations. While the study aims to provide comprehensive insights into the effectiveness of AI tools for EFL learners, certain limitations must be acknowledged. First, the study is conducted in a specific context, which may not be generalizable to all language learning environments. Future research could explore the impact of AI tools in different educational settings or with different learner populations to assess the broader applicability of the findings. Additionally, the study focuses on the short-term effects of AI tools, and further research could investigate the long-term impact on language acquisition and learners' retention of skills. Finally, future studies could explore the effectiveness of different types of

AI tools (e.g., chatbots, grammar checkers, language platforms) and compare their efficacy in improving specific language skills.

Results and Discussion

This section discusses the outcomes of the participants' responses to a 3-point and 4-point Likert questionnaire, as well as open-ended questions.

The results of a 4-point Likert questionnaire reveal that the vast majority (more than 90%) of the respondents find the use of AI beneficial for their studies. However, when it comes to writing assignments, the responses are split, with about 45% of students not using AI for their tasks. 57% of respondents indicated that Artificial Intelligence tools help correct grammar mistakes in their writing assignments. Additionally, AI supports vocabulary acquisition of about 70% of the students and is an aid in the creative process as nearly 90% of the respondents claim that AI helps them generate ideas for writing tasks. Surprisingly, despite the positive feedback regarding the enhancement of writing assignments, 61% of the students believe that AI has not significantly improved their writing skills in English (see Table 1).

Table 1.

Question		Strongly agree	Agree	Disagree	Strongly disagree
The use of ChatGPT has been beneficial for my studies	F	19	52	5	1
	%	25	67.5	6.5	1.2
I do my writing assessments with the help of ChatGPT	F	4	38	30	5
	%	5	49	39	6.5
AI helps me correct grammar mistakes in my writing assignments	F	12	32	27	6
	%	15.5	41.5	35	8
AI helps me enhance my vocabulary acquisition	F	12	40	23	2
	%	15.5	52	30	2.5
AI helps me come up with ideas for my writing assignments	F	18	49	9	1
	%	23	63.5	11.5	1.2
I have enhanced my writing skills of English with the help of AI	F	3	27	42	5
	%	4	35	54.5	6.5

* The percentage is rounded up.

According to the 3-point Likert survey, over 90% of students report using AI applications at least occasionally when learning English. A significant number of students (around 75%) use AI tools for text translation. Around 60% use AI tools to refine sentence structures, and many students use AI to summarize texts, further demonstrating the versatility of AI in supporting learning (see Table 2).

Table 2.

Question		Always	Sometimes	Never
How often do you use AI applications when learning English?	F	4	68	5
	%	5	88.5	6.5
How often do you use AI tools for text translation?	F	5	52	20
	%	6.5	67.5	26
How often do you use AI tools to refine sentence structures?	F	1	44	32
	%	1.2	57	41.5
How often do you use AI tools to summarize texts?	F	14	44	19
	%	18	57	24.5

* The percentage is rounded up.

The results of the survey comprising open-ended questions revealed that the following platforms are among the most popular tools students use: ChatGPT (considered particularly useful by many), Promova, Google Translate, Canva, Grammarly, QuillBot, Noredink, Copilot, DeepL, Ewa, Tandem, Gemini, Yandex Translation, Elsa Speak, and Duolingo. Although these platforms are widely used, some respondents expressed skepticism or distrust toward AI tools.

When asked about specific skills that AI can help develop, responses varied. Some students use AI to improve reading comprehension and make summaries, simplified versions of texts, and translations. Others leverage AI for communication purposes, enhancing their speaking and listening skills through conversation simulations. Additionally, many students find AI-powered interactive exercises, such as listening activities, highly beneficial. AI is also valued for its ability to correct and explain grammar mistakes. The majority of interviewees indicated that their writing skills had improved with AI assistance, especially in terms of generating ideas for essays and identifying and correcting errors.

Several students noted that the learning process became more efficient and focused after the integration of AI tools. However, there was also some negative feedback regarding AI usage. Some students feel that AI makes them lazy and hinders their creative thinking.

While some students reported that AI tools helped to significantly lower their anxiety levels, making them feel more confident that their work was error-free, others expressed concerns about AI-generated content, believing that it hinders their ability to complete tasks independently, leading to stagnation in cognitive development. These respondents felt that depending on AI for writing assignments prevented them from using their problem-solving skills, which they felt were crucial for brain activity, intellectual growth, and overall learning.

Conclusion

This article explores the impact of artificial intelligence (AI) on language learning, particularly for English as a Foreign Language (EFL) learners within content-based classrooms. The study reveals how AI-powered tools are reshaping the educational landscape, offering students personalized, immediate feedback and assisting them with various language skills including grammar, vocabulary, and writing. Through a mixed-methods approach involving surveys, interviews, and observations, the study demonstrates that AI tools play a crucial role in enhancing language proficiency and fostering self-regulated learning behaviors among EFL learners.

The findings from the survey data indicate that over 90% of students acknowledge the benefits of AI in supporting their language learning. The majority of students use AI tools regularly, especially for text translation, refining sentence structures, and generating ideas for writing tasks. Notably, 70% of students reported that AI aids in vocabulary acquisition, and many students praised the tools for their ability to correct grammar and provide instant feedback. However, despite the overall positive feedback, students expressed mixed views regarding AI's influence on improving writing skills, with 61% believing AI had not significantly enhanced their writing proficiency. This suggests that while AI tools offer support, their role in advancing language skills, particularly writing, may require more targeted interventions or training to maximize effectiveness.

The article also highlights the role of AI in reducing language learning anxiety, with many students feeling more confident about their work after using AI tools. However, there is a noticeable concern among some students that over-reliance on AI could stifle creativity and critical thinking. These students believe AI may hinder their problem-solving abilities, potentially limiting cognitive development and independent learning. This dual perspective – acknowledging AI's assistance while questioning its impact on deeper learning – underscores the need for a balanced approach to integrating AI tools into language education.

In conclusion, AI-powered tools undeniably have significantly impacted the language learning process, providing both immediate and long-term benefits, particularly in grammar correction, vocabulary acquisition, and the development of language proficiency. They offer learners a personalized learning experience, encourage autonomous learning, and reduce anxiety. However, their use should be carefully monitored and integrated with traditional methods to ensure that learners are not overly reliant on technology at the expense of developing essential cognitive skills such as independent problem-solving, creativity, and critical thinking.

References

Balyen, L., and Peto, T. (2019). Promising artificial intelligence-machine learning-deep learning algorithms in ophthalmology. *Asia Pac. J. Ophthalmol* (Phila). 8, 264–272. DOI: 10.22608/APO.2018479

Chen, X., Xie, H., Zou, D., and Hwang, G.J. (2020). Application and theory gaps during the rise of artificial intelligence in education. *Comput. Educ. Artif. Intell.* 1:100002. DOI: 10.1016/j.caai.2020.100002

Devi, J.S., Sreedhar, M.B., Arulprakash, P., Kazi, K., and Radhakrishnan, R. (2022). A path toward child-centric artificial intelligence based education. *Int. J. Early Childhood* 14, 9915-9922. DOI: 10.9756/INT-JECSE/V14I3.1145

Haristiani, N. (2019). Artificial intelligence (AI) chatbot as language learning medium: an inquiry. *J. Phys.* 1387:012020. DOI: 10.1088/1742-6596/1387/1/012020

Hong, W.C.H. (2023). The impact of Chat GPT on foreign language teaching and learning: opportunities in education and research. *J. Educ. Technol. Innov.* 5, 37–45. DOI: [10.61414/jeti.v5i1.103](https://doi.org/10.61414/jeti.v5i1.103)

Hosseini, M., Rasmussen L.M., and Resnik, D.B. (2023). Using AI to write scholarly publications. *Accountability in Research*, 1-9. DOI: 10.1080/08989621.2023.2168535

Hsu, T.C., Chang, C., and Jen, T.H. (2023). Artificial intelligence image recognition using self-regulation learning strategies: effects on vocabulary acquisition, learning anxiety, and learning behaviours of English language learners. *Interact. Learn. Environ.* 1–19. DOI: [10.1080/10494820.2023.2165508](https://doi.org/10.1080/10494820.2023.2165508)

Huang, X., Zou, D., Cheng, G., and Xie, H., (2023). Trends, research issues and applications of artificial intelligence in language education. *Educ. Technol. Soc.* 26, 112–131.

Mushtoza, D.A., Syariatin, N., Tahalete, O., Telussa, S.I., Rasmita, R., and Mokodenseho, S. (2023). Analyzing the impact of Artificial Intelligence (AI) on the future of English language teaching and learning. *Journal of Education*, 6(1), 1549–1557.

Nemorin, S., Vlachidis, A., Ayerakwa, H.M., and Andriotis, P. (2023). AI hyped? A horizon scan of discourse on artificial intelligence in education (AIED) and development. *Learn. Media Technol.* 48, 38–51. DOI: 10.1080/174398884.2022.2095568

Pikhart, M. (2020). Intelligent information processing for language education: the use of artificial intelligence in language learning apps. *Proc. Comput. Sci.* 176, 1412-1419. DOI: 10.1016/j.procs.2020.09.151

Roll, I., and Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *Int. J. Artif. Intell. Educ.* 26, 582-599. DOI: 10.1007/s40593-016-0110-3

Schmidt-Fajlik, R., (2023). Chat GPT as a grammar checker for Japanese English learners: a comparison with Grammarly and pro writing aid. *Asia CALL Online J.* 14, 105–119. DOI: [10.54855/acoj.231417](https://doi.org/10.54855/acoj.231417)

Spiro, R.J., Bruce, B.C., and Brewer, W.F. (2017). Theoretical issues in reading comprehension: perspectives from cognitive psychology, linguistics, artificial intelligence and education. Hillsdale, NJ: Routledge.

Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., and Rapp, C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers and Education*, 131, 33-48. DOI: 10.1016/j.compedu.2018.12.005

Tafazoli, D., Maria, E.G., and Abril, C.A.H. (2019). Intelligent language tutoring system: integrating intelligent computer-assisted language learning into language education. *Int. J. Inform. Commun. Technol. Educ.* 15, 60–74. DOI: 10.4018/IJCTE.2019070105

Utami, S.P.T., Andayani, Winarni, R., and Sumarwati (2023). Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive? *Contemp. Educ. Technol.* 15(4) DOI: [10.30935/cedtech/13419](https://doi.org/10.30935/cedtech/13419)

Yan, D. (2023). Impact of Chat GPT on learners in a L2 writing practicum: an exploratory investigation. *Educ. Inf. Technol.* 28(11). DOI: [10.1007/s10639-023-11742-4](https://doi.org/10.1007/s10639-023-11742-4)

Zheng, L., Niu, J., Zhong, L., and Gyasi, J.F. (2021). The effectiveness of artificial intelligence on learning achievement and learning perception: a meta-analysis. *Interact. Learn. Environ.* 31(1). DOI: [10.1080/10494820.2021.2015693](https://doi.org/10.1080/10494820.2021.2015693)

Ա. Մարտիրոսյան, Ա. Մկրտչյան, Ռ. Առուստամյան – *Արհեստական ինտելեկտի գործիքների ազդեցությունը անզերենը որպես օտար լեզու սովորող ուսանողների լեզվի յուրացման գործում*. – Արհեստական բանականության կիրառումը լեզվական կրթության մեջ կարող է էական ազդեցություն ունենալ անզերենը որպես օտար լեզու սովորողների լեզվական հմտությունների զարգացման վրա: Սույն աշխատանքն ուսումնասիրում է արհեստական բանականության վրա հիմնված գործիքների ազդեցությունը, հատկապես բոլվանդակության վրա հիմնված դասընթացներում: ChatGPT-ի, Google Translate-ի, Promova-ի, Canva-ի և այլ նման գործիքների միջոցով սովորողները ստուգում են անմիջական հետադարձ կապ, որը նպաստում է բառապաշտի հարստացմանը, քերականական

գիտելիքների և գրավոր հմտությունների բարելավմանը: Հետազոտությունն իրականացվել է խառը մեթոդների մոտեցմամբ՝ հիմնականում որակական վերլուծության միջոցով, նպատակ ունենալով գնահատել այս գործիքների ազդեցությունը լեզվի իմացության, ինքնավերահսկվող ուսուցման և սովորողների մոտիվացիայի վրա: Արդյունքները ցույց են տալիս, որ արհեստական բանականության գործիքները կարող են զգալիորեն բարելավել լեզվի իմացությունը, ամրապնդել կոնկրետ հմտությունները և խթանել ինքնուրույն ուսուցումը: Ուսումնասիրությունը նպաստում է արհեստական բանականության դերի վերաբերյալ էմպիրիկ հետազոտություններին և ընդգծում է դրա ներուժը՝ բարձրացնելու սովորողների ներգրավվածությունը և նվազեցնելու լեզվի յուրացման բացերը:

Բանալի բառեր. արհեստական բանականություն, լեզվի իմացություն, արհեստական բանականության գործիքներ, խառը մեթոդներով հետազոտություն, անգլերենը որպես օլոր լեզու (EFL)

А. Мартиросян, М. Мкртчян, Р. Арутюнян – Влияние инструментов искусственного интеллекта на усвоение английского языка студентами (на примере факультета международных отношений ЕГУ). – Использование искусственного интеллекта (ИИ) в языковом образовании способно существенно трансформировать подходы к развитию языковых навыков у изучающих английский язык как иностранный (EFL). В настоящем исследовании рассматривается влияние инструментов, основанных на ИИ, на языковые достижения студентов, изучающих английский язык как иностранный, в особенности в рамках предметно-ориентированных курсов. Такие инструменты, как ChatGPT, Google Translate, Promova, Canva и другие, обеспечивают обучающихся оперативной обратной связью, способствующей расширению словарного запаса, совершенствованию грамматических знаний и развитию навыков письменной речи. Исследование выполнено с применением методологии смешанных методов, при этом основной акцент сделан на качественный анализ с целью оценки влияния данных инструментов на уровень владения языком, саморегулируемое обучение и мотивацию обучающихся. Полученные результаты свидетельствуют о том, что инструменты искусственного интеллекта способны значительно повысить уровень языковой компетенции, укрепить отдельные языковые навыки и стимулировать самостоятельное обучение. Кроме того, исследование направлено на расширение эмпирической базы по изучению роли ИИ в образовании, в частности в контексте предметно-ориентированного обучения языку, а также на выявление потенциала инструментов ИИ в персонализации обучения, повышении вовлечённости студентов и сокращении пробелов в усвоении языка.

Ключевые слова: *искусственный интеллект, языковая компетенция, инструменты искусственного интеллекта, исследование с использованием смешанных методов, английский как иностранный (EFL)*

SUBMISSION GUIDELINES

Foreign Languages in Higher Education (FLHE) accepts submissions of theoretical/empirical studies in linguistics, world literature, as well as in methods of foreign language teaching written in English, French, German, Russian and Armenian. Because of the better international visibility, we encourage the authors to send their articles in English.

The general principles of submission are as follows:

- FLHE publishes original manuscripts that have not been previously published, nor they are before another journal for consideration (or an explanation has been provided in Comments to the Editor).
- Papers should be submitted electronically in OpenOffice, Microsoft Word, or RTF document file format.
- FLHE has a zero-tolerance plagiarism policy. Plagiarism in all its forms is unacceptable. The authors should guarantee that the works they have submitted are original. If the authors have used any part of published papers, appropriate references are required. The similarity rate of each submission will be checked: all incoming papers will be subjected to screening for plagiarism using similarity check tools.
- Authors are responsible to obtain copyright permission for the material (figures, tables, texts, etc.) they include in their papers from other sources if required.

Author Guidelines

- The suggested length of the article should be 5000–8000 words, including references.
- An abstract (150-250 words) and up to 8 keywords should precede the article and be in the language in which the paper is written. The abstract should be written in italic with the font size 11.
- The whole text should be single-spaced. The preferable font is Times New Roman 12, for Armenian – Sylfaen 12.
- Use quotation marks consistently and as required by the norms of the language in which the paper is written. In most of cases those are double quotations marks (“... ”). Use single quotation marks ('m') only within quotations. Quotations longer than three lines of your typed paper should be inserted as a separate paragraph and separated by one empty line from the text.
- Bibliographical references used in the paper should follow the **APA style** and be carefully checked for accuracy and consistency. Please ensure that every source cited in the text is also present in the reference list. Where available, DOIs or URLs for the references should be provided.
- Author(s) should present a short bio (name, surname, title, position and affiliation, research interests, and e-mail address, a mobile telephone number, ORCID) in English, Armenian and Russian, in no more than 70 words, in a separate document.
- The Editorial Board reserves the right to make editorial changes to any manuscript accepted for publication to enhance clarity and style.

Organization of the Manuscript

The structure of the article should correspond to the general requirements of research papers. It should clearly present the research problem, the aim, novelty and relevance in the introduction, theoretical background and/or literature overview, research methods, results and discussion, conclusions, references. Subtitles should be separated by one empty line from the text preceding it. They should be written in bold letters.

Title

The title (no more than 14 words in length) should be a concise and informative description of the work that accurately reflects the main scope and content of the paper.

List of authors (including their affiliations and email addresses)

Abstract

Abstracts are required in the following 3 languages: English, Russian and Armenian. If the article is not in English, it has to have a longer summary in English. Abstract should state briefly the purpose of the research, methodology, the main results and major conclusions. Abstracts should not exceed 200 words. No citations should be included in the abstract.

Keywords

The author should provide appropriate and short keywords immediately after the abstract. The maximum number of the keywords is 8. Listing your keywords will help researchers find your work in databases.

Introduction

This section should be concise and define the background and significance of the research, its aim and tasks.

Literature Review

This section is dedicated to the significant literature resources that served as a theoretical basis for the research. The author should survey scholarly articles, books and other sources relevant to the area of research (particularly the most recent publications), providing a description, summary, and critical evaluation of the work. Please bear in mind that some readers will not be experts in your field of research.

Methodology

This section should contain detailed information about the procedures and steps followed in the study and cover the main methods used to obtain the desired results.

Results and Discussion

This section should address the stated objectives of the study and introduce the main findings of the work with a thorough and detailed description of the results obtained. The relevance of the findings in the context of existing literature or contemporary practice should be addressed as well.

Conclusion

The author should clearly define the main results of the research highlighting its significance and relevance. It may also outline some new approaches to the topic presented in the article.

References

References should be listed alphabetically by the last name of the first author of each work.

The reference list should include the author(s), date, title, and source.

Reference Example

Bühler, K. (1934). *Sprachtheorie: Die Darstellungsfunction der Sprache*. Fischer.

Comrie, B. (1985). *Tense*. Cambridge University Press.

Harris, K. R., Graham, S., & Urdan T. (Eds.). (2012). *APA educational psychology handbook* (Vols. 1–3). American Psychological Association.

Levinson, S., & Wilkins, D. (Eds.). (2006). *Grammars of space: Explorations in cognitive diversity*. Cambridge University Press.

Levinson, S. (2004). Deixis. *The handbook of pragmatics*, 97–121.

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Svendsen, S., & Løber, L. (2020). *The big picture/Academic writing: The one-hour guide* (3rd digital ed.). Hans Reitzel Forlag <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>

Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: Self-efficacy, resilience, and the impact on identity development* (Publication No. 27542827) [Doctoral dissertation, Pepperdine University]. PQDT Open. <https://pqdtopen.proquest.com/doc/2309521814.html?FMT=AI>

Oil painting. (2019, December 8). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Oil_painting&oldid=929802398

For materials in languages other than English:

Author(s) - last name, initial(s). (Year). Original Title – italicized [Title - English translation]. Publisher. DOI or Web address - if needed

Piaget, J. (1966). *La psychologie de l'enfant* [The psychology of the child]. Presses Universitaires de France.

Dictionary Entry References

Entry in an online dictionary

American Psychological Association. (n.d.). Just-world hypothesis. In *APA dictionary of psychology*. Retrieved January 18, 2020, from <https://dictionary.apa.org/just-world-hypothesis>

Entry in a print dictionary

Merriam-Webster. (2003). Litmus test. In *Merriam-Webster's collegiate dictionary* (11th ed., p. 727).

In-text Citations

APA Style uses the author–date citation system, in which a brief in-text citation directs readers to a full reference list entry. Both the author and the date, separated by a comma, appear in parentheses. e.g. (Fillmore, 1997). If other text appears with the parenthetical citation, use commas around the year, e.g. (see Fillmore, 1997, for more detail). For quotations of fewer than 40 words, add quotation marks around the words and incorporate the quote into your own text – there is no additional formatting needed. For quotations of more than 40 words, do not use quotation marks to enclose a block quotation.

Start a block quotation on a new line and indent the whole block 0.5 in. from the left margin. Double-space the entire block quotation.

Examples

- One author: (Bühler, 1934), (Danziger, 1997, p. 250), (Johnson, 2017, pp. 39–41)
- Two authors: (Harris & Cook, 2020)
- Three or more authors: (Ervin et al., 2018, p. 470)
- No author: Use the first few words of the title, or the complete title if short: (“Cambridge Advanced Learner’s Dictionary,” 1995)
- Secondary citations: (Rabbitt, 1982, as cited in Lyon et al., 2014).

For more information on Reference style refer to [APA6 Referencing Style Guide](#).

Peer Review Policy

- Papers sent to FLHE journal should not be submitted elsewhere for evaluation or publication.
- All papers undergo rigorous peer review to ensure quality and originality, based on initial editor screening (if the article does not comply with the subject-matter, topics and the interests of the journal and does not follow the **Author Guidelines**, it is excluded from revision, and the author is being notified about it).
- Papers are blind peer reviewed by at least two anonymous referees, experts in the field. The process of reviewing and approving papers takes from 1 to 2 months, after which they are published on a first-approved, first-published basis. If the blind peer-review is successful, the paper will be deposited in the repository, if it is unsuccessful it will be returned to the author with editorial comments.
- Final decision to include the paper in the journal is made by the editorial board members.

Submissions are evaluated along the following criteria:

- Relevance and importance to FLHE readers
- Adequacy of conceptual framework
- Appropriateness and competence of the method(s) of the analysis
- Reasonableness of interpretations and conclusions
- Links between theory and practice
- Originality of contribution
- Clarity of organization and vigour of style (The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines).

After reviewing the paper may be:

- rejected,
- returned to the author for revision,
- accepted for publication.

Article Processing Charges

There is no article processing charge for publishing an article in “Foreign Languages in Higher Education.”

About the Publishing House of Yerevan State University

The Publishing House of Yerevan State University works closely with the academic community to publish high quality academic journals, monographs and textbooks, and provides services to promote teaching and research. Our main mission is to internationalize, make open, accessible and transparent the scientific work of the Armenian scientific community.

Our publications include digital, print and open access content spanning the humanities and social sciences, natural sciences and technology. In cooperation with authors, we distribute the best academic materials in the region and in the world.

Publish your journal and book with The Publishing House of Yerevan State University and you will join the scientific community of distinguished authors whose published work has helped shape and influence learning in the region and around the world.

- If you need information on how to apply to publish a book, you can read our guide [here](#).
- For information on how to write for a scientific journal, please visit our journal author page [here](#).

Open research

As a university press and not-for-profit publisher, we are committed to the advancement of open research, exploring and innovating new models that will ensure sustainability and quality, while maximising the benefits that openness can offer.

Author Services

In order to continue to publish the best local, regional and international researchers, it is important that we support researchers preparing their research for publication in our journals. In order to help prospective authors to prepare for submission and to reach their publication goals, we offer a range of high-quality manuscript preparation services - including language editing and video abstract creation.

Director of the Publishing House of Yerevan State University is Dr. Karen Grigoryan.
E-mail: publishing@ysu.am