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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**GLOBALIZATION BY MEANS OF ENGLISH
LANGUAGE IN EDUCATIONAL DISCOURSES**

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GENERAL CHARACTERISTICS OF THE RESEARCH

The relevance of the topic and the extent of its previous studies. The relevance of this dissertation can be rationalized by the fact that the global language processes lead to serious changes in the discursive landscape of the sphere of education, which urges a compelling need for comprehensive sociolinguistic studies. By global language processes, we refer to the expansion of the English language in all spheres of life, including that of education. In this regard, the study of linguistic and sociolinguistic aspects of English-medium educational discourses (as one of the varieties of institutional discourses), emerges as one of the most prevalent research agendas.

Educational discourse studied in this research constitutes different kinds of oral and written communications, including but not limited to university rules and regulations, curricula and syllabi, student handbooks, journals and catalogues, official speeches in special educational events, etc.

Despite the availability of extensive literature, the issue of the spread of English as a global language has been overlooked by linguists. Thus, the issue of the role of the English language in the process of internationalization of the educational discourses emerges as a special focus of this study.

International linguistic communities call for research in languages at the level of separate countries that will provide adequate information based on theoretical and empirical analysis. Thus, within the framework of the English as a Medium of Instruction (EMI) project conducted at Oxford University, the scientists call for worldwide research that will measure the complex processes involved in EMI and its possible implications.

The need for a linguistic analysis of the English-language educational discourse further enhances when the issue of internationalization and globalization of education in Azerbaijan arises.

Under the influence of the globalization process, the linguistic model of education in most countries of the world is undergoing not

only structural but also conceptual changes, where English is also used in parallel with the local language/languages. Conceptual changes involve the process of borrowing the curriculum and other related materials from the United States and Great Britain, which requires a comprehensive analysis of those discursive contents. It is the awareness of the specifics of the above-mentioned concepts that may help to ensure a balanced implementation of both national and global values into local educational discourses.

Educational discourse, which has been developing for centuries, has not yet received sufficient coverage in linguistic literature.

The study of the process of linguistic transformation of educational discourse in the era of globalization can give impetus to the complex perception of intercultural communication in this area and socially communicative practices in general.

The need for this kind of research is also determined by the significant role of the educational process in a constantly developing social life, which is clearly reflected in the educational discourse. Under the influence of social changes, the linguistic landscape of modern society acquires new multicultural values yet, endeavors to preserve the local ones.

It should also be noted that the current research is structured according to micro and macro levels.

At the macro-level, we explore the role of English as a global language and as a language of globalization in Azerbaijan. The paper examines both current developments of English as a global language, especially in the field of education and its perspective challenges.

At the micro-level, on the other hand, we investigate the morphological, syntactical, semantical, pragmatic, and cognitive aspects of the use of English in educational discourse and how these linguistic features reflect cultural values and ideological stances in two leading English-speaking countries – the USA and UK.

As the main sphere for the dissemination of intercultural values, discourse analysis in education can make an invaluable contribution to the teaching of general and social linguistics, multiculturalism, and to education in general.

On the other hand, the significance of the study lies in the fact that it examines the cases of the use of modal verbs, linguistic metaphors, and periphrastic expressions in educational discourse, thereby revealing the new and specific features of those linguistic patterns.

The object and the subject of the research. The object of research is educational discourses - oral and written communication resources of universities (with English as a medium of instruction) in the USA, Great Britain, and Azerbaijan.

The subject of the research is the role and function of the English language in the globalization of educational discourse, as well as the specific features of the use of modal verbs, linguistic metaphors, and periphrastic expressions that reveal interpersonal relationships between participants.

The goal and the objectives of the research. The study aims to investigate the role and use of English in the educational discourses of the USA, UK, and Azerbaijan, which are transforming under the influence of globalization. In other words, the work intends to reveal the linguistic means of implementing the strategies of the globalization process, and how it affects the preservation of nationalization in the country's educational system.

The core agenda of this study is the realization of the following tasks:

- to evaluate the role of English as a language of globalization, its changes under the influence of the world Englishes, and the prospects for its spread.
- to reveal the underlying purposes of the spread of English as a medium of instruction (EMI);
- describe educational discourses as the core-constituent of social and ideological goals of the country;
- analyze and systematize linguistic markers of power relations revealed in the discourses of institutional documentation and oral communications;
- to confirm the role of metaphors as a tool of cognitive influence;

- to analyze the socio-cultural factors that influence the differences in the use of certain linguistic patterns, including modal verbs and periphrastic expressions in British and American educational discourses.

Research methods. To achieve the goals and objectives that require experimental solutions, we employed the methods of discursive coding based on inductive analysis or the so-called Grounded Theory. The questions, in turn, were formulated on the basis of Krippendorff's theory. The TextSTAT software was used to count words. In the surveys, five-points Likert questions were also used.

The material used as data of the work was the documentation of the higher educational institutions of the USA, Great Britain, and Azerbaijan (rules and regulations, curricula and syllabi, handbooks for students, official speeches at special university events and meetings, university journals, and catalogs, etc.). Transcriptions of the recordings from the interviews with the participants of the study were also used as research material.

The main propositions put forward for defense:

1. Globalization is directly reflected in educational discourse, which in turn, reflects certain socio-cultural values and ideologies by means of certain linguistic patterns;

2. Educational discourse is a set of purely national and multicultural values that are realized through certain linguistic markers;

3. Modal verbs and periphrastic expressions are effective means for disseminating (as well as interpreting) power relations in institutional discourses;

4. American educational discourse is a clear manifestation of constructivism, while British discourse reveals a very country-specific conservatism;

5. The theory of cognitive metaphors is well-founded and clearly expressed in educational discourse;

6. Linguistic metaphors and educational discourses are influenced by external social, economic, and political factors, and thereby, undergo constant changes and updates;

7. Educational discourses of the USA and Great Britain reveal serious differences both in linguistic and socio-cultural features, which in turn, has an apparent effect on the discourses of the receiving countries (the countries that borrow those discourses).

The scientific novelty of the research. The scientific novelty of the study lies in the fact that it investigates the globalization of the educational discourse in Azerbaijan through the English language.

For the first time, attempts are made to describe lingua cultural aspects of educational discourse within the framework of educating a global citizen. The study proves that the differences between British and American English are related to the ideological and cultural values of these two countries.

A list of modal verbs reflecting power relations has been developed. Nonstandard application of the modal verb 'may' have been discovered. The study of educational discourse reveals metaphors reformed under the influence of globalization and new ideological values.

The study proves that educational discourse is an integral part of political, economic, social, and cultural changes in society and discursively reflects the values of each particular state. Also, for the first time, and within the framework of studying the language of globalization, the process of introducing English as a medium of instruction in Azerbaijan with all the entailing consequences and possible prospects has been studied.

Theoretical and practical significance of the research. From the theoretical point of view, we proclaim a preliminary theory regarding the effectiveness of modal verbs in identifying power relations in discourse. The contribution of this work to the development of lingua cultural studies is that it draws parallels between varieties of the English language, in particular, between British and American English. The work reveals a close relationship between the use of certain modal verbs and periphrastic expressions and the factors of British conservatism and American constructivism.

The *practical significance* of the work lies primarily in the fact that the identified non-standard applications of modal verbs contribute to the study of syntaxes and computational linguistics. In

addition, the discursive data revealed in the process of the study offers explicit prospects for officials involved in educational policymaking. Thus, based on the results of this work, it is possible not only to determine at what level and under what circumstances English can be integrated into the language system of the country, but also how to accurately articulate rules and regulations in institutional documents. The results of this work help to determine which modal verbs, periphrastic expressions, or metaphors can be used in educational documentation so that those linguistic patterns are aligned with the country's ideological and political strategies.

Approbation and application. The dissertation study was carried out at the Department of Linguacultural studies of the Azerbaijan University of Languages. Scientific articles and abstracts on the main propositions and results of the work were published in ten (10) leading local and international peer-reviewed scientific journals, included in the Web of Science and Scopus databases, and recommended by the Higher Attestation Commission of the Azerbaijan Republic. Also, the main findings from the dissertation were presented at national and international conferences and seminars.

Name of the organization where the dissertation work was performed. The study was carried out at the Department of Linguoculturology of the Azerbaijan University of Languages.

The structure and volume of the dissertation (number of characters) including the volume of each section. This dissertation consists of an introduction, two chapters, a conclusion, and a bibliography. The introduction consists of 8 pages, 11856 characters, chapter I 55 pages, 90765 characters, chapter II 64 pages, 100525 characters, the conclusion consists of 3 pages, 3820 characters. The total number of characters in this dissertation work is 206 966.

MAIN CONTENT OF THE DISSERTATION

The **Introduction** of the dissertation emphasizes the high importance of the topic and its relevance to the modern realities of sociolinguistics. It also provides a summary of the theories and

research methods and the corresponding database and hypotheses proposed for defense. Critical questions of the research, as well as its goals and objectives, are also provided in the introduction part.

The main content of the work is organized in two coherent and cohesive chapters. While the first chapter deals mainly with the study of linguistic problems and theories, in the second chapter we provide complete analytical information based on the empirical studies carried out during the research.

The first chapter of the dissertation is called “**Theoretical problems of globalization and English language in educational discourse**”. This chapter is comprised of four sub-chapters.

The first sub-chapter of the first chapter is called “*Discourse as one of the main spheres in sociolinguistics.*” Here we consider the problems of discourse analysis both over the past decades and at the initial stage of its inception in the 50-60s. In general, the works of such scientists as M.Foucault, T. van Dijk, R.Wodak, N.Fairclough, A.Mammadov, F. Veysalli¹ served as a framework of the study of discourse theories and methods, as well as institutional discourses. In studying the role of the English language in a global society, we referred to the works of such scientists as E.Blommaert, R.Phillipson, A.Pennycook, D.Crystal, N.Chomsky.²

¹ Foucault, M. Power and knowledge: Selected interviews and other writings, 1972-1977. / M.Foucault. – New York: Vintage, – 1980. – 288 p.; Van Dijk, T.A. Critical discourse analysis. / In D. Schiffrin, D. Tannen, and H. E. Hamilton, The handbook of discourse analysis./ T.A.Van Dijk. –Malden: Blackwell – 2001 – p. 352-371.; Wodak, R. Critical linguistics and critical discourse analysis. // Discursive pragmatics, – 2011. – p.50-69.; Fairclough, N. Critical discourse analysis: The critical study of language. / N.Fairclough. – New York: Routledge, – 2013. – 608 p. Mammadov, A. Studies in Text and Discourse. / A.Mammadov. – Cambridge Scholars Publishing, – 2018. – 146 p.; Veysalli, F.Y. Diskurs təhlilinə giriş. / F.Y.Veysalli. – Bakı: Təhsil NPM, – 2010. – 155 p.

² Blommaert, J. The sociolinguistics of globalization. / J.Blommaert. – Cambridge University Press, – 2010. – 231 p.; Phillipson, R. Linguistic imperialism continued. / R.Phillipson. – London and New York: Routledge, – 2009. – 298 p.; Pennycook, A. The cultural politics of English as an international language. / A.Pennycook. – London and New York: Routledge, – 2017. – 376 p.; Crystal, D. English as a Global Language. / D.Crystal. – Cambridge University Press 2007.– 229 p.; Chomsky, N. Language and Politics – Oakland (CA), AK press, – 2004. – 850 p.

From the perspective of studying linguistic aspects such as metaphors, modal verbs, periphrastic expressions, the scientific works of M.Halliday, O.Musayev, J.Lakoff, F.Jahangirov, P.Westney,³ and other scientists played an important role.

Through the analysis of various definitions of discourse in existing literature, we resolved that we would refer to discourse as a linguistic structure of language that occurs in oral and written communication and study it as a phenomenon of the relationship between language and society, as well as between language and mind.

While definitions of discourse vary greatly depending on various factors such as temporal, spatial, etc., its study is based mainly on four approaches:

- a) syntactic – the study of the structure of language;
- b) stylistic – the study of linguistic style and language features;
- c) functional linguistics – the study of the communicative aspects of the language;
- d) pragmatics – the study of the social aspects of language.

Having analyzed the literature related to sociolinguistics, we once again reclaim that the most appropriate and effective study of institutional approaches and ideologies can be done through discourse analysis.

A thorough analysis of the theory of text and discourse is also provided in the first part of the chapter. The main principle that differentiates discourse from text is primarily the fact that text is a type of utterance that goes beyond one sentence and sometimes even

³ Halliday, M. An introduction to functional grammar. / M.Halliday, C.Matthiessen. – New York: Routledge, – 2014. – 808 p.; Musayev, O.I. The Grammar of the English Language. / O.I.Musayev. – Baku: Gismet, – 2009. – 587 p.; Lakoff, G. Metaphors we live by. / G.Lakoff, M.Johnson. – University of Chicago press, – 2008. – 240 p.; Cahangirov, F.F. İngilis və Azərbaycan dillərində modallığın struktur semantik tədqiqi (müqayisəli-tipoloji tədqiqat): /filologiya elmləri doktoru dis. avtoreferat/ – Bakı, 2007. – 34 s.; Westney, P. Modals and periphrastics in English: An investigation into the semantic correspondence between certain English modal verbs and their periphrastic equivalents. / P.Westney. – Walter de Gruyter, – Vol. 339. – 2013. – 233 p.

lacks interactive functions, while discourse embodies all types of communication including spoken, written, auditory, and visual.

Another factor that reveals the difference of discourse from text is the importance of actors - the speaker and the listener. Moreover, unlike text, discourse can be influenced by context and other non-linguistic factors.

While syntax and semantics are concerned with the study of text, discourse analyzes typical for the poststructuralism period are necessarily carried out through pragmatics and/or semiotics.

The main theories of text and discourse to which we refer to are those of F. de Saussure, Z.Harris, M.Foucault, M.Bakhtin, I.Galperin, T. van Dijk, K.Abdullayev, F.Veysalli, A.Mamedov, and others.

One of the sub-chapters of this dissertation presents the main theories that deal with discourse studies. So, the work provides a detailed description of the following theories: F. de Saussure's Theory of Semiology about the formation of meaning using signs and symbols; Systemic Functional Linguistics (SFL); Theory of Rhetorical Structure (TRS); Critical Discourse Analysis (CDA).

According to F. de Saussure, the only suitable method for learning a language is its segmentation and classification. With the application of syntagmatic and paradigmatic analysis, linguists define patterns in the language system (the logical consequence of signs in the system) and the relationship between these patterns.

While F. de Saussure calls for building all linguistic studies around the system and structure of language,⁴ M.Halliday's SFL argues that language research is unattainable without a focus on meaning⁵. To state differently, *“the content of the text is determined by how the participants in the communication understand and interpret it.”*⁶

⁴ De Saussure, F. Course in general linguistics. / F.De Saussure. – Columbia University Press, – 2011. – 306 p.

⁵ Halliday, M. An introduction to functional grammar. / M.Halliday, C.Matthiessen. – New York: Routledge, – 2014. – 808 p.

⁶ Azərbaycan dilində mürəkkəb sintaktik bütövlər. Dərs vəsaiti / K.M.Abdullayev [və b.]; elmi red. K.M.Abdullayev, M.M.Musayev, Ş.Q.Hüseynov; rəyçilər T.İ.Hacıyev [və b.]; Azərb. Resp. Təhsil Nazirliyi, Bakı Slavyan Universiteti. – Bakı: Mütərcim, – 2012. – 606 s.

TRS, in its turn, is engaged in the study of 1) the comprehensive structure of the text – the genres of the text (eg. formal/informal); 2) structure of correlation – clarity of presentation of thoughts; 3) and syntactic structure – the use of certain linguistic particles (eg. functional expressions).

Speaking about CDA, the crucial role of this theory in conducting discursive research, especially in the study of social and power relations, should be pointed out. As revealed in the course of the literature review, functional and rhetorical analyzes are widely used in the study of the structure and meaning of language, while studies in sociolinguistics regarding social inequality, ideologies, hierarchical relations, and manipulation rely on CDA, which is carried out by reconciling social theories with linguistic ones.⁷

One of the significant changes that discourse analysis has undergone since the 1950s of the 20th century is the transformation from structuralism to poststructuralism or the so-called Foucaultian period. This transformation has undoubtedly reflected the relevant theories and influenced changes in discursive studies from how speech or text is formulated to which linguistic particles are used in speech, and why this particular language is used in this particular context.

Since the chapter deals with the sociological aspects of linguistics (globalization and education), the third section also presents the main problems studied through discourse in the framework of sociolinguistics.

Thus, the following problems are widely studied and identified in sociolinguistics through discourse: the communicative structure of oral and written texts; language as the cause of social strife and conflicts; Gumperz's paralinguistic symbols – intonation, pauses, etc.;⁸ code-switching; the background relationship between speech actors (Example: you are a truly unique person – can be sarcasm or a

⁷ Fairclough, N. *Critical discourse analysis: The critical study of language.* / N. Fairclough. – New York: Routledge, – 2013. – 608 p.

⁸ Gumperz, J.J. *Interactional Sociolinguistics: A Personal Perspective.*// In D. Schiffrin, D. Tannen, and H. E. Hamilton, *The handbook of discourse analysis,* – Malden: Blackwell – 2001. – p. 215 -228.

sincere compliment); media discourse and how it reflects the multicultural aspects of society (national identity, cultural relations, etc.); political discourse, namely, how the speeches of politicians reflect the ideological concept of the West, their moral values, their position, power relations and how all these concepts develop from one period to another; discourse of narratives, where, along with structure, the text is studied as a representation of cultures, a means of communication and a control and pressure mechanism.

Since the theory of critical discourse analysis (CDA) constitutes the basis of this study, a separate section of this article is devoted to a review of some previous research based on CDA.

The second sub-chapter of the first chapter is called "***An Overview of Methods in Discourse Studies.***"

This section provides detailed information on the main methods used in discourse analysis. Thus, a thorough review of literature laid a path for further development of a detailed plan for this work, with posing the research questions and developing methods for implementation of the study. In general, the studies of G.Gee, K.Krippendorff, B.Thomson, L.Wood, and R.Kroger, B.Glaser and A.Straus, and other scientists constitute the methodological basis of this dissertation.

The following main methods for conducting discourse research were identified and employed for the current study: deductive and inductive methods of discourse analysis, grounded theory, methods of performing discourse tasks, coding method, K.Krippendorff's questions in the coding process, as well as an overview of G.Gee's discursive tools. Even though the questions proposed by K.Krippendorff are supplementary to the main/critical research questions arising from assumptions and hypotheses, they play an important role in a more specific definition of objects and subjects of the research.⁹

Whatever methods we use to collect data, we always need to ask questions to analyze that data. In his book, *Introduction to Discourse Analyzes: Theory and Method*, Gee argues that when we

⁹ Krippendorff, K. *Content analysis: An introduction to its methodology.* / K.Krippendorff. – Thousand Oaks: Sage publications, – 2018. – 472 p.

Speak or write we always create seven things or seven constituent realities, or the so-called “seven constructive tools” of language. Referring to this theory, Gee suggests asking questions in seven main categories, or so-called "constructive tools", indicated below: importance; practice/action; personality relationships; politics; communication and compliance; system of signs.¹⁰

Let's try to consider this method using a specific example from educational discourse.

Global citizenship education (GCED) is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature.

What language is used to convey the *importance*? Where is the discursive marker for attitudes and feelings? - ***active / global problems.***

What expresses *action/practice* - How is institutionally, socially, and culturally encouraged initiative presented? - ***project-calls; student participates.***

Which personality type is promoted by this excerpt - (*global citizen*). How do we envision the personality of the speaker himself - ***official, responsible, patriotic?***

What expression reveals the speaker's *relationship with the addressee*? - ***administrator vs. student.***

The third sub-chapter of the first chapter is called ***“Educational discourse from linguistic research perspectives”***. Here we examine the concepts of educational discourse in linguistic research using five specific examples. We also look at these examples to identify the role of the CDA.

One of such examples is M.Arnott and J.Ozga, who investigated how the ideas of nationalism are integrated into the discursive resources of state laws on education and the norms of

¹⁰ Gee, J.P. An introduction to discourse analysis: Theory and method. / J.P.Gee. New York: Routledge, – 2014. – 249 p.

higher educational institutions¹¹. The authors identified significant use of expressions related to so-called "modernized nationalism", where the concept of nation is used in the context of equality and justice. They were able to determine how the Scottish state discursively creates an image of competent government for itself.

The role of CDA: this work confirms that discourse can be a tool for the implementation of government strategies. M.Arnott and J.Ozga perceive normative attitudes as discourse constructed and rendered through speech into text and other discursive resources. Scholars in their study refer to N. Fairclough's three-dimensional discourse theory of D-as-text; D-as a discursive practice; D-as-social practice¹².

The second discourse analysis in the field of education, which attracted our attention, turned out to be the work of J. Donaldson and B.Townsend, where scholars argue that "adult" bachelor students (as opposed to a bachelor of the standard age group) are reflected in educational discourse as others / other groups, in need of adaptation¹³. The subjects of their research were articles on education from American journals.

J.Donaldson and B.Townsend conclude that the concept of "student of the standard age group" prevails in educational discourse. Adult undergraduate students are marginalized and receive little attention.

The role of CDA: these scholars also refer to CDA as the main method of discourse analysis. They apply M. Bastedo et al.'s theory that "the language used in higher education statements is very important as it not only reflects our thinking but also contributes to

¹¹ Arnott, M., & Ozga, J.. Education and nationalism: The discourse of education policy in Scotland. // *Discourse: Studies in the cultural politics of education*, – 2010. No 31(3), – p.335-350.

¹² Fairclough, N. *Critical discourse analysis: The critical study of language*. / N.Fairclough. – New York: Routledge, – 2013. – 608 p.

¹³ Donaldson, J.F., Townsend, B.K. Higher education journals' discourse about adult undergraduate students. // *The Journal of Higher Education*, – 2007. No 78(1), – p.27-50

the way we construct realities."¹⁴ Also, in the process of research, the coding of texts is carried out to determine different perspectives, reflecting the attitude towards the concept of adult bachelor students.

Thus, in the examples, two main categories of educational discourse can be distinguished - institutional and classroom. In both cases, we can observe how multifunctional the use of CDA is and how it can be reformed and adapted from various aspects.

The fourth sub-chapter of the first chapter is called "*Metaphors as a tool of cognitive influence in social linguistics.*" Before embarking on the study of metaphors in educational discourse, we review the linguistics research in metaphors in general, as well as in the theory of cognitive and conceptual metaphors.

Conceptual Metaphor Theory (J. Lakoff, 2008 CMT), as one of the main branches of cognitive linguistics, not only argues for the direct relationship between linguistic metaphors and the human mind but also considers the metaphor as a true image of the corresponding culture¹⁵. Lakoff also argues the fact that for the adequate perception of the meaning of metaphors having common cultural and ethnographic prerequisites is pertinent. Using the metaphor "bachelor" as an example, he proves that depending on attitudes towards the concept of marriage in society, different cultures can use and interpret this phrase in different ways.

Metaphors are widely used in educational discourse and, as such, they are constantly in the focus of linguists' attention. For example, K. Singh researches the awareness of school principals of their role as leaders of educational institutions.¹⁶ So, for example, the school is associated by directors with an *erupting volcano or river*, and the role of the directors themselves are associated with the *steering wheel, shepherd, orchestra conductor*, etc.

¹⁴ Bastedo, M.N. American higher education in the twenty-first century: Social, political, and economic challenges. / M.N.Bastedo, P.G.Altbach, P.J.Gumport (Eds.). – JHU Press, – 2016. – 576 p.

¹⁵ Lakoff, G. Conceptual metaphor. / In D. Geeraerts, Cognitive linguistics: Basic readings / G.Lakoff. – Berlin: De Gruyter Mouton, –2008. – p.185-238.

¹⁶ Singh, K. Metaphor as a tool in educational leadership classrooms. // Management in Education, – 2010. No 24(3), – p.127-131.

Another study by U.Reitzug et al., described how metaphors in educational discourse have evolved over the years to reflect changes in the educational system.¹⁷ For example, they conclude that, based on an increased degree of responsibility, leaders of educational institutions transform from a leader who “promotes the development of teachers” into a leader – “inspector”.

A similar reformulation of the concepts of education taking place under the influence of social change is observed in the following terms: teacher-instructor; trainer –coach; teacher-centered – students-centered.

These examples once again confirm the essential role of metaphors in social discourse. Educational discourse, like any other social discourse, is formed on the basis of concepts that reflect different worldviews.

The second chapter of the dissertation is called **“English as a tool of manipulative influence on human mind in educational discourses”**. This chapter is comprised of four sub-chapters.

The core of the second chapter constitutes the empirical work carried out to research the goals and hypothesis set in this study.

Sub-chapter one of the second chapter is called ***“The role of English language in the process of internationalization of education in Azerbaijan”***. The section explains how globalization provokes the internationalization of higher education and how this internationalization is being implemented in Azerbaijan.

Given the manipulative role of language, the spread of English in Azerbaijan is perceived by this study as an opportunity to introduce multicultural values, rather than as linguistic imperialism. The study of the role of English as the language of globalization should primarily be based on the study of the role of language in society.

Discussing the role of language in society, linguists of the last century F.Boas, E.Sapir, B.Wharf, and other successors of the

¹⁷ Reitzug, U.C. Conceptualizing instructional leadership: The voices of principals. / U.C.Reitzug, D.L.West, R.Angel. // Education and Urban Society, – 2008. No 40(6), – p.694-714.

linguistic school of W.Humboldt put forward the theory of linguistic relativity¹⁸.

Contemporary linguistics, on the other hand, advocates the propositions about the role of languages in society as linguistic imperialism, or as a socio-cultural diversification.¹⁹

Although the concepts of globalization and internationalization are often taken interchangeably, scientific literature draws a clear distinction between them. Globalization is seen as “*the context of economic and academic trends that are the realities of the twenty-first century,*” internationalization establishes tools, such as attitudes and methods of action, by which these realities are implemented into social life²⁰. From the linguistic point of view, this kind of tool can be considered the English language which itself undergoes radical changes under the influence of non-native English language users.

The proliferation of English in all countries with emerging economies, including Azerbaijan, is perceived not only from a positive perspective but also as an alarming phenomenon that poses a threat to local languages and negatively affects social and economic equality in favor of perfect English-speaking groups.

Taking into account the above-mentioned facts, we conduct a chronological analysis of the spread of the English language in Azerbaijan and affirm its importance as a means of social and multicultural identification.

¹⁸ Thomas, M. Fifty Key Thinkers on Language and Linguistics. / M.Thomas. – USA: London and New York, – 2011. – 306 p.

¹⁹ Blommaert, J. The sociolinguistics of globalization. / J.Blommaert. – Cambridge University Press, – 2010. – 231 p.; Pennycook, A. The cultural politics of English as an international language. / A.Pennycook. – London and New York: Routledge, – 2017. – 376 p.; Crystal, D. English as a Global Language. / D.Crystal. – Cambridge University Press 2007.– 229 p.; Pennycook, A. The cultural politics of English as an international language. / A.Pennycook. – London and New York: Routledge, – 2017. – 376 p.; Mammadov, A. Studies in Text and Discourse. / A.Mammadov. – Cambridge Scholars Publishing, – 2018. – 146 p.; Veysəlli, F.Y. Diskurs təhlilinə giriş. / F.Y.Veysəlli. – Bakı: Təhsil NPM, – 2010. – 155 p.

²⁰ Altbach, P.G., & Knight, J. The internationalization of higher education: Motivations and realities. // Journal of studies in international education, –2007. No11(3-4), – p.290-305.

The important findings documented in this section shed light on the controversies surrounding the role of English as the language of globalization and suggest actions to address the negative consequences of this process.

Sub-chapter two of the second chapter is called *"Modal verbs and periphrastic expressions as a means of emancipation or manipulation in educational discourse"*.

The section provides the results of the analysis, in which linguistic markers of power relations, identified in the discourse of institutional documentation and class communication, were analyzed and systematized. In this paper, we investigate a specific language (linguistic particles) used in oral and written communication of universities.

X.Shi-xu and J.Blommaert argue that multicultural diversification of institutional discourse has not been sufficiently studied by linguists²¹. Thus, X.Shi-xu calls for reconstructing the institutional discourses that he believes to be too hegemonic and manipulative and reforming them into a discourse that promotes harmony and peaceful coexistence.

The sociolinguistic basis of this study constitutes the works of M.Foucault in power relations, while the identified modal verbs and periphrastic expressions are studied through syntaxes, semantics, and pragmatics²².

So, returning to the critical issues we previously formulated, one of our goals was to identify a specific language (modal verbs and language models) used by university administrations in articulating their academic and general rules and regulations to their stakeholders. The study concluded that when articulating their own rules and guidelines, universities make extensive use of modal verbs and periphrastic expressions.

²¹ Shi-xu. Cultural discourse studies through the journal of multicultural discourses: 10 years on. // Journal of Multicultural Discourses, – 2016. – Vol.11 No 1, – p. 1-8.

²² Foucault, M. Power and knowledge: Selected interviews and other writings, 1972-1977. / M.Foucault. – New York: Vintage, – 1980. – 288 p.

Through detailed discursive analysis of the educational documentation, we conclude that UK universities favor the simpler, but descending and hierarchical, epistemic modal verbs such as 'shall', 'must', or periphrastic expression 'to be required to'.

US universities, on the other hand, favor the root modal verbs 'must', 'may', 'should', and/or periphrastic expressions 'to be expected to', revealing thereby, a more balanced power relationship.

The main findings of the discursive coding are presented below in Figures 1 and 2.

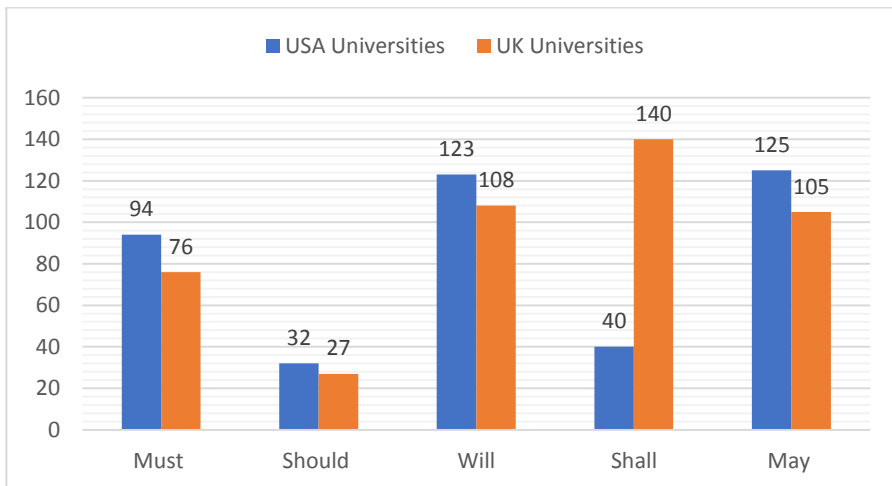


Figure 1. Frequency of use of modal verbs in university discourses in the US and Great Britain.

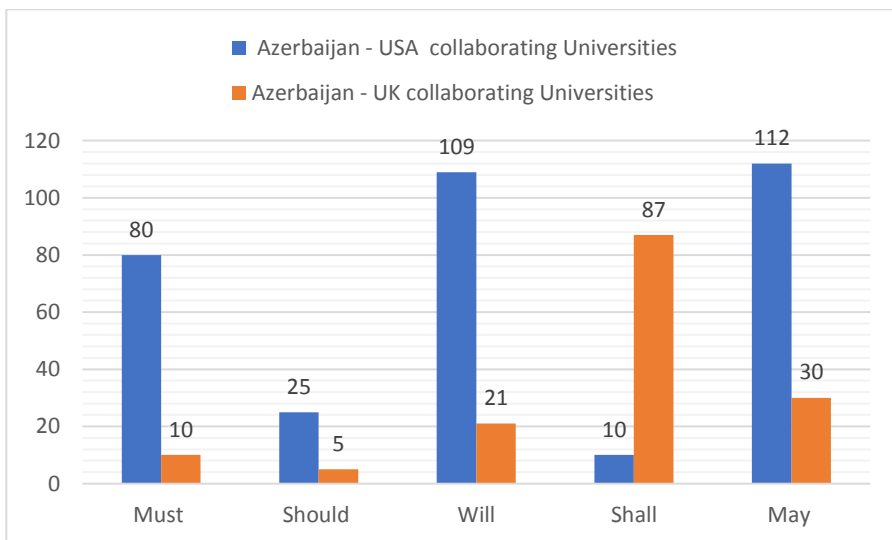


Figure 2. Frequency of application of modal verbs in the universities of Azerbaijan collaborating with the universities of the USA and Great Britain.

A significant correlation between cultural background and the choice of modal verbs (eg, epistemic ‘must’ associated with traditionalism, and root ‘must’ associate with constructivism) has been disclosed in the current study, which once again proves the effectiveness of linguistic patterns in interpreting cultural differences in institutional settings.

Example 1: *In order to earn a J.D. degree, a student **must** successfully complete the following academic requirements.* (USA, Georgetown University)

Example 2: *If you are a full-time student, you **must** reside in Leicester or within easy commuting distance of the city for the duration of each semester.* (UK, Leicester University)

As we can see from the examples above: example 1- the root modal verb ‘*must*’ indicates constructivism and the objective attitude

of the speaker, example 2- epistemic ‘*must*’ indicates conservatism and the subjectivity and dominant attitude of the speaker.²³

One of the most significant scientific novelties of this study was the discovery of the extraordinary use of the modal verb ‘*May*’.

As can be seen from Figure 1, the frequency of use of ‘*May*’ in USA and UK universities is almost the same, and, at first glance, it corresponds with its definition proposed in the linguistic literature as ‘*may*’ – epistemic-subjective verb expressing permission and possibility. However, our detailed analysis of the application of ‘*May*’ in the American educational discourses reveals its role as an expression of futurism that expresses intention and definite actions- a characteristic semantically appropriate for ‘*shall*’ and ‘*will*’, rather than ‘*May*’.

Excerpt: *A student who fails to meet the conditions of probation **may** (shall) be dismissed.* (USA, Georgetown University)

Excerpt: *Students found responsible for violating the Code of Student Conduct (Code) **may** (shall) be assigned disciplinary sanctions.* (USA, Georgetown University)

Excerpt: *Any student **shall** be subject to disciplinary measures if they are found to have breached the disciplinary offenses as defined below ...* (UK, Bermingham University)

A similar paradigm was observed in the Azerbaijani Universities cooperating with US Universities, or with UK Universities respectively.

Excerpt: *Students who do not achieve these requirements **may** be subject to a warning, probation, or dismissal.* (Azerbaijan, ADA University)

Excerpt: *Student who has violated disciplinary rules not specified in the Procedures **shall** be subjected to the most similar disciplinary action of the ...* (Azerbaijan, Baku Higher Oil School)

Periphrastic expressions in the educational discourses were also identified as effective determinants of interpersonal relations:

Excerpt: *Students, faculty, and staff **are expected to** dress appropriately as they represent themselves, their academic*

²³ Palmer, F.R. Studies on English modality: in honour of Frank Palmer. / F.R.Palmer. – Peter Lang, – Vol. 111. – 2009. – 406 p.

institution, and their profession in the community. (USA, Mississippi University)

Excerpt: *All students registering for the first time for **are required to undertake an academic writing skills training session and satisfactorily complete a test of understanding within a defined initial period.** (UK, Bath University)*

Referring to the examples of modal verbs and periphrastic expressions 'must' (root form), 'may', 'is/are expected to', we argue that the American educational discourses prefer more lenient words and expressions, which emphasizes the democratic and constructive attitude of the used language.

British educational discourse, on the other hand, reveals more manipulation and oppression through the use of modal expressions 'must' (epistemic form), 'shall', and 'is/are required to'. However, this strategy can also be interpreted as a straightforward, unambiguous approach used as a control mechanism.

The third sub-chapter of the second chapter is called ***"Proliferation of the English language as a medium of instruction; implications, and potential challenges"***.

In this section, we examine the reasons for the expansion of the English language as a medium of instruction from the perspectives of the influence of the latter on the level of nationalism, multiculturalism, and multilingualism.

For this purpose, we study the perspectives of teachers, students, and school leaders regarding English as a Medium of Instruction (EMI), its impact on language and basic subject acquisition, and the ideologies that underlie that policy.

The discursive studies of the missions of the universities help us to reveal the concept of 'global personality' and 'global citizen' as those mainly associated with the idea behind the implementation of EMI.

Based on the responses of the survey participants (see examples below), we resolve that in the future interest in learning English as the language of globalization will grow, but this phenomenon will not, in any way, affect the role of the official-Azerbaijani language or the language of education in the country.

- 57% - the widespread of the English language will not have any negative consequences for the Azerbaijani language
- 72% - strongly disagree/ disagree – English will become one of the official languages in the country.

The role of the English language in certain industries such as science, education, tourism, business, economics, etc., is increasing.

According to 86% of respondents, the political processes, such as Brexit and American isolationism, taking place in the world will not affect the role of English as the dominant language in the world.

74.29% of respondents prefer American English to British English for the following reasons (students' answers have not been edited):

- *American English sounds cool.*
- *The USA is getting stronger and will be more powerful than Great Britain.*

The importance of preserving national identity can be apparently traced in the discourses of university missions, where the need for the development of national universities that meet world-class standards is emphasized.

Excerpt: .. *the university is constantly striving to become a world-class educational institution, with excellence in innovative learning culture and the academic personnel with an honorary name of «müəllim and alim».*

In the process of the discourse analysis of the missions of universities, the concept of “global personality” and “global citizen” emerged as one of the main rationales of introducing EMI. Thus, educational institutions that have presented EMI at the university level or the level of individual programs have one common goal –the development of world leaders.

Sub-chapter four of the second chapter is called "***Globalization and its reflection in educational discourses - metaphors***". The section describes educational discourse as the basis of the constituent social and ideological goals of the country and confirms the role of metaphors as an instrument of cognitive influence.

Social realities are constantly changing, which leads to the formation of new metaphors. These metaphors are created by people

to offer the image and concept of the world around them. Social realities are, first of all, linguistic realities generating metaphors.

So, with the emergence of the term ‘globalization’ and its intrusion into various industries, such metaphors as *global problems*, *global citizens*, etc. have emerged. These metaphors have penetrated so deeply into the discourse of globalization that they seemed to be one of the main factors for the perception of the global world and the conditions arising from it.

So, trying to analyze university discourses through metaphors, we reveal the implicit perspectives of global politics, and in particular the policy of education.

For this very reason, the metaphors related to teaching and learning are the topics extensively researched in linguistics.

So, what exactly does the perception of educating a global citizen imply? The basic concept of global citizenship, which was revealed in educational discourse, is concerned with the norms of morality and the suggestion of how our actions affect the world and how world powers shape our actions.

Metaphors that have appeared in the process of internationalization of education become structurally more complex and acquire new meanings and associations, which contributes to their successful functioning in educational discourse. However, we argue that in the field of education, the presentation of a phenomenon associated with the concept of *globalization* is manipulated and exaggerated to make a more impressive impact on the parties involved. The latter, in turn, complicates the task of teachers and academic personnel in implementing these concepts in the educational system more accurately and efficiently.

Example: UNESCO – educating global leaders (Global Citizenship Education GCED) is: “*a framing paradigm which encapsulates how education can develop the knowledge, skills, values, and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable.*”

One of the prevailing concepts associated with the term ‘*global citizen*’ turned out to be a *personality* in multiple manifestations such as *local personality, regional personality, national personality, and*

global personality. All these varieties of the concept of *personality* are concentrated under three main categories: personality in relation to humanity, personality in relation to nation, and personality in relation to other individuals.

The fundamental basis of the concept of *personality* in educational discourse turned out to be *nationalist- personality in relation to nation*.

Also, trying to draw a parallel between the concepts of patriot and cosmopolitan, the concept of a global citizen in educational discourse was compared with these two categories. As a result of this analysis, we again concluded that the inclination towards patriotism is superior to cosmopolitanism.

Following from the above discussions, when comparing the educational discourses of the United States and Great Britain with the studied Azerbaijani universities, we observe certain, yet, not significant, influences of the former discourses on the local ones. Moreover, the discourse of Azerbaijani universities revealed a significant shift towards empowering students and increasing their self-esteem, which might have been caused by the demands of the global society and the process of active internationalization and democratization in the country.

Summarizing the propositions, we want to once again point out that this thesis was carried out within the framework of critical discourse analysis and aimed at investigating conceptual linguistic changes in educational discourse that occur under the influence of the globalization process.

As a result of this research process, we come to the following **conclusions**:

1. English language is undergoing dramatic changes caused by the process of globalization and socio-cultural and ideological developments. All those linguistic transformations have a considerable impact on the institutional discourses, including the discourse of globalization.

2. Explicit differences between the British and American versions of English languages, can be rationalized not only by linguistic characteristics but also by the socio-cultural system

inherent in these countries. Thus, for example, a clear manifestation of constructivism is observed in the American educational discourses, while the British discourse reflects conservatism.

3. It is concluded that the educational discourse of the US universities is more constructive and guiding, and its power relations are moderately balanced between the administration and university teachers and students.

4. The discourses of British Universities, on the other hand, reveal a more straightforward and explicit approach, yet with some signs of hegemony and power.

5. This study once again affirms the effectiveness of critical discourse analysis in identifying interpersonal relationships in institutional discourses.

6. The lexical and grammatical means of power relationships, which are widely used in educational discourse, have been identified. Among these linguistic patterns, modal verbs and periphrastic expressions are significantly dominant and help to determine the pragmatic and cognitive features of these types of discourses.

7. Based on the research conducted, the dissertation puts forward a preliminary theory about the effectiveness of modal verbs as a means of deciphering educational rules and attitudes, especially in identifying the level of manipulation or emancipation inherent in these institutions.

8. The spread and development of the English language in Azerbaijan play an important role in social and political processes, and in this regard, we prove that the English language does not function as so-called linguistic imperialism but serves as a tool for socio-cultural diversification.

The main contents and scientific provisions of the Ph.D. thesis are reflected in the following publications:

1. On the linguistic challenge facing the discourse of globalization the challenging role of English in the contemporary world // 2nd Cultural Linguistics International Conference, 38th International LAUD Symposium, – Landau, Germany, – 23-26 July, – 2018, – p.78-80;

2. Power relationships through modal verbs in internationalized educational discourse // 2nd International Conference on Sociolinguistics, Budapest, – 4-6 September – 2018, – p.151-152;
3. Multicultural paradigms of student empowerment in educational discourses: Azerbaijan, UK, and USA as case studies // – UK, Oxfordshire: Routledge, Journal of Multicultural Discourses, Taylor and Francis, – 2019. 14(2), – p.152-166;
4. Метафоры глобализации в образовательном дискурсе // Elmlərarası İntegrasiya: Linqvodicə, Linqvokulturoloji və Psixolinqvistik Aspektlər Beynəlxalq Elmi Konfrans, (19-20 Dekabr 2019-cu il). – Sumqayıt, – 2019, – s.217-218;
5. Национализация в противовес глобализации: метафоры глобализации в образовательном дискурсе // – Bakı: Mütərcim, Humanitar elmlərin öyrənilməsinin aktual problemləri, – 2019. №5, – s.79-86;
6. Основные теории в социолингвистике, изучающие дискурс // – Bakı: ADU-nun Elmi xəbərləri, – 2020. №2, – s.38-45;
7. Обзор лингвистических исследований в образовательном дискурсе // – Bakı: AMEA, Filologiya məsələləri, – 2021. № 4, – s.97-105;
8. Дискурс анализ в социолингвистике: проблемы и результаты исследований // – Bakı: BDU, Dil və ədəbiyyat, Beynəlxalq elmi-nəzəri jurnal, – 2021. №1(115), – s.74-90
9. Методы и сбор базы данных в дискурсе исследованиях // Gənc tədqiqatçıların IV Respublika Elmi-praktik Konfransı, – Bakı: Azərbaycan, –2021, – s.149-151
10. English in Azerbaijan: Developments and Perspectives: English language education policy and practice in Azerbaijan from early 1990s to the present day // – UK, Cambridge: English Today, Cambridge Core, – 2021. – p.1-6.

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