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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**CONTEMPORARY TENDENCIES IN THE STUDY OF THE
ENGLISH LANGUAGE FROM A SOCIOLINGUISTIC
PERSPECTIVE**

Speciality: 5708.01 – German languages

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GENERAL CHARACTERISTICS OF THE RESEARCH

Actuality of the topic and the degree of research. Modern trends in the development of English as a global language in paper and electronic media, as well as in social networks, and even in teaching and learning of this language, expand the sociolinguistic aspects of the study of this language. For this reason, the dissertation focuses on the study of English from a sociolinguistic perspective in the most developed and changing areas of modern times.

The widespread use of digital technologies in modern times accelerates the information processes that lead to radical changes in society. These changes do not go unnoticed without affecting the language. Thus, the information revolution opens a new path for the study of English in particular. One of the reasons for the globalization and spread of this language is the development of modern technology. The development of digital technology has led to an increase in the number of language choices, the use of a wide range of languages, and the rapid change in language status by expanding the development of the English language.

Thus, the impact of advanced technology on language and the fact that as a global language, English has been recognized as the most widely used language in social networks and has aroused greater interest, determines *the topicality of the theme*.

The object and subject of the research. Traditional and modern media texts in English are the main research object of the dissertation.

The subject-matter of the research is to summarize and systematize the results obtained from the study of the traditional and new media texts.

The goal and objectives of the research work. The main goal of the research is to study the current trends in the sociolinguistic approach to the study of English, to analyze the language changes in various areas where English is used, and to identify existing theories and ideas in the field of sociolinguistics. To achieve it the study must fulfill the following objectives:

- to analyse the ideas and theories related to the functions of language in society;
- to determine the role of advanced technologies in the acquisition of English as a second language;
- to study the development of the English language in social networks;
- to analyse the implementation of language policy on globalized English in Azerbaijan and other countries;
- to study the impact of digital technologies on the development of contemporary English;
- to reveal the violations of language norms in electronic and paper based media;
- to study the impact of the Internet on the English language skills of the younger generation and to analyze the information obtained interpreting the final result.

The research methods. The methods used in this study have been chosen in close connection with the topic. The correct choice of methods provides an objective result of the conducted study. Language facts include traditional and new Mass Media texts from the US and UK media outlets, as well as the materials obtained from the surveys conducted among language speakers. Since the subject of our research is the study of modern trends in the sociolinguistic approach to the study of English, in this study we used the following methods, which are mainly accepted in modern linguistics:

1. Survey;
2. Interview;
3. Observation;
4. Linguistic analysis.

The main provisions for defense are:

- to study the current state of sociolinguistics;
- to determine the importance of the development of anglisizms in the paper based media;
- the analysis of language policy implemented towards the English Language in various countries;
- the analysis of theories and views on the language functions;
- the impact of social networks on English language skills;

- to determine the role of modern technologies in teaching English as a second language;
- the study of the English language in the sociolinguistic approach at the present time.

Scientific novelty of the research. As it is known, a number of research works have been conducted to study the English language from a sociolinguistic approach. The extensive coverage of the analysis of sociolinguistic features that emerged during the use of English in electronic and paper media, television, and social networks, based on modern trends, have made this work more relevant. The identification and investigation of the modern trends in the study of the English language in this research work, based on English language materials, can be considered as scientific novelty of the dissertation. Furthermore, linguistic changes in the use of English in social networks in Azerbaijan, the code switching between Azerbaijani and English, the linguistic analysis and research of numerous shortenings texted by users have not been conducted till now. This factor can also be considered as a scientific novelty of the work.

Theoretical and practical significance of the research. In modern period, sociolinguistic research is of special importance both theoretically and practically. The theoretical significance of this study is that the theories and provisions put forward, as well as the views and opinions expressed on various aspects of language and society, have been extensively tested and analyzed. They can be used in the production and studies of the relevant works and considered as helpful source in teaching of the field related courses.

As for the practical significance of the research, it should be noted that the results obtained in the dissertation can be widely used in the teaching of sociolinguistics. The results of the study may help the next generation to conduct similar research works more extensively, to study the use of the English language in other areas.

Approbation and application. The results of the present dissertation have been discussed at the Department of English Language and Literature of Khazar University.

The main provisions of the dissertation have been published in scientific journals of the local and international conferences, as well as in collections published in Canada, Ukrain, Russia, Georgia and Bulgaria.

Name of the organization where the dissertation is performed. The work was performed at Department of English Language and Literature of Khazar University.

The structure of the dissertation with a sign including a separate volume of the structural units of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, and references. Introduction – 4 pages, 7065 characters; Chapter I – 28 pages, 53873 characters; Chapter II – 23 pages, 36903 characters; Chapter III – 63 pages, 104715 characters; Conclusion – 2 pages, 3818 characters. The dissertation consists of 206374 characters excluding the list of used literature.

THE CONTENT OF RESEARCH

The **Introduction** of the dissertation substantiates the actuality of the topic, conveys information on its object and subject, aims and objectives, materials and the involved methodologies, working hypothesis, scientific novelty, theoretical and practical importance, provisions introduced to discussion, approbation and structure.

The first chapter of the dissertation “**The English Language and the Discourse of Globalization**” consists of three sub-chapters.

In the first paragraph entitled “*Language and Modern Society*”, discusses the problems of sociolinguistics. Some interesting points as language and society, history and definition of sociolinguistics were touched in this sub-chapter.

The main problem of sociolinguistics is "human and society". There is no generally accepted definition of sociolinguistic term. The existence of different views and opinions in linguistics on the concept of sociolinguistics also shows that there is a difference of opinion in defining this concept. The definition of this field is usually given as follows: "*Sociolinguistics is a field of study that arises from the combination of sociology and linguistics, which studies the*

impact of all different social factors on language and language in society."¹

N.B.Vaxtin gives the definition of sociolinguistics stressed by R.Hudson as follows: *"Sociolinguistics is a field of science that studies the relationship of language to society. Sociology of language is a field of science that studies the attitude of society to language. If the problem of the former is to reveal some linguistic facts, the problem of the latter is, on the contrary, to obtain information about society through language."*²

W.Labov puts forward a narrower definition of the science stressing that sociolinguistics is a field of science that studies the structure of language and changes in language on the basis of the results obtained from the study of everyday use of language.³

In the preface to the collection *"The Sociology of Language"*, J.A.Fishman gives the definition of sociolinguistics as follows: *"The study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another within a speech community."*⁴

Although the concepts put forward by the sociolinguists are different, they all come to the same conclusion that this field carries a broad notion and covers all issues related to language and society.

At present, the study of sociolinguistics and the sociology of language are divided into two major parts - microsociolinguistics and macrosociolinguistics. Microsociolinguistics is a branch of linguistics that deals with the ways of achieving the required results in speech interaction: what methods to use to attract and capture the listener's attention; how to start and end the conversation in a

¹ Вахтин, Н.Б. Социоллингвистика и социология языка / Н.Б.Вахтин, Е.В.Головко. – Санкт Петербург: Издательский центр: Гуманитарная академия, Европейский университет в Санкт-Петербурге, – 2004. – с. 16.

² *ibid.*, p.17

³ Labov, W. The Social Stratification of the English in New York City / W.Labov 2nd edition. – Oxford University Press, – 2006. – p. 12

⁴ Fishman, J.A. The Sociology of Language / J.A.Fishman. – Newbury House, – 1972. – p.137

particular situation and condition; acquisition and change of communication skills like the ability of effectively receiving signals in the communication process and the rules of communication; selection of languages and language variants in different situations. In contrary, macrosociolinguistics investigates the study of language, language contacts, language conflicts, language development that happens due to the changes in society.

From the perspectives mentioned above, we come to the conclusion that microsociolinguistics studies the speech of individuals in relation to society, while macrosociolinguistics studies the speech of groups and their relation to society.

Another main issue related to language in the modern period is the problem of language policy. The impact of the global language, the fate of the minority languages, the use of foreign languages and the acquisition of rules related to the mother tongue, or rather, the implementation of language policy in various ways are serious problems today. These related issues are always under strict control. It is treated as a kind of "we take care of our language."

Y.D.Desheriyev explains the term language policy as follows: *"Language policy is a combination of ideological principles and practical measures aimed at solving problems related to language in society and the state."*⁵ Language policy is also a direction that aims which language to use in official, vernacular, national level or some other related purposes. Language policy is mainly reflected in government agencies, institutions, education and the media.

Firstly, it should be stressed that the influence of the global language on other languages is of great importance. Nowadays, anyone who wants to be cultured, to communicate quickly and easily with representatives of other nations, prefers to speak English. In fact, the number of young people who say, "I will learn English perfectly, master it and go abroad to study" is gradually increasing. Almost all the intelligent parents with wide world vision want their children speak English fluently and learn this global language.

⁵ Дешериев, Ю.Д. Языковая политика. Лингвистический политический словарь / Ю.Д.Дешериев. – М.: Наука, – 1990. – с.49

These types of new trends are widely spread in the society. The English language is always preferable one for having it as a Lingua Franca at world forums, international conferences, symposiums and large-scale events. Sometimes the language of the host country is also accepted as a working language of the event. However, it does not work effectively. As in order to bring any new idea to the world scale, it is inevitable to use English, which is known by majority as one of the most used languages.⁶

Alongside the positive aspects of the globalization of the English language, there are also negative ones. Not every nation is in favor of making English the leading language of their country. It should be noted that the globalization of the English language speeds the power and the dominance of the Great Britain and the USA as the motherlands of this language. The fast development of these two countries' economy, policy and military forces lead to the adoption of the English language all over the world which can also be considered as a fatal blow to the languages and cultures of other nations.

Globalization of the English language is being spoken continuously nowadays. If in the past the language situation and language policy were decided upon the changes taking place within the state, in the current period majority of the countries raise these processes to the international level and link them to the problems of globalization⁷. The influence of world languages, especially English, is growing. Thus, globalization does not meet the need for identification for many people. It can lead to conflicts and question the positive impact of globalization in general.

For this reason, many advanced countries, fearing the globalization of the English language, impose various bans to prevent the transfer of their state languages to the background, for the maintenance of their state languages, or for the sake of purely political, nationalist ideas. Touching upon this issue, F.Y.Veysalli writes about the rule in France: *“There is such a rule in France. A*

⁶ Veysəlli, F.Y. Dilçiliyin əsasları / F.Y.Veysəlli. –Bakı: Mütərcim, – 2013. – s. 23.

⁷ Алпатов, В.М. Языковая политика в современном мире. Научный диалог. // Филология, – 2013. № 5(17), – с.8-28

*person who uses a foreign word instead of French is officially fined. In the past, the Canadian province of Quebec had special language inspectors that fined those who did not speak French. The imposition of such language fines lasted only until the following elections. Newly elected party repealed this law.”*⁸

It is observed that the language policy is very diverse in the countries where the official language is English. Many third world countries even struggle to accept the English language as their official language. On the other hand, the developed countries try to limit the usage of this Global language. However, the language situation differs according to some certain situations. For instance, the English language has a special reputation in Singapore. The language became the fourth official language of Singapore according to the Anglo-Dutch Treaty signed between Dr. John Crawfurd and Sultan Hussein on August 2, 1824, after its being declared as an official British colony⁹.

The language policy in favor of English is conducted in Africa too. English is the official language in nineteen African continents, French in thirty-three, Arabic in ten, and Portuguese in five countries¹⁰. The main purpose of such a language policy is, first of all, integration into the world community (as well as the world market) and maintaining relations with former metropolises. World languages are more effective. They make it easier to achieve economic, industrial, scientific and cultural progress.

During recent decades, some developed countries have performed language policy in relatively different way. It is mainly observed as a transition from an industrial society to a post-industrial society. Certainly, development of the country always causes changes in all the spheres. However, these changes must ensure the protection of the mother tongue in each country and avoid the serious

⁸ Veysəlli, F.Y. Dilçiliyin əsasları / F.Y.Veysəlli. – Bakı: Mütərcim, – 2013. – s.16.

⁹ Kevin, Y.T. International law, history and policy: Singapore in the early years. Center for international law. / Y.T. Kevin. Monograph №1. – National University of Singapore, – 2011. – p.67.

¹⁰ Засорина, Л.Н. Введение в структурную лингвистику / Л.Н.Засорина. – М.: Высшая школа, – 1974. – с. 114.

consequences of globalization. When drafting the law, it is necessary to avoid possible blows to the mother tongue and to take into account the demands of society, as the correct conduct of language policy is a determining factor in the strength, future and present of the country.

The second sub-chapter entitled *“Functions of the English Language in Contemporary Society”* deals with the functions of language. While talking about the functions of language, we take into consideration the purpose for which language is used. The views of various scholars on the functions of language, and their subdivisions based primarily on R.O.Jacobson's six language functions, are reflected in this sub-chapter.

R.O.Jacobson shows six basic functions of language based on factors such as sender, receiver, context, code, contact and information: 1) emotional function (function expressing the speaker's feelings and will), 2) connotative function (vocative-imperative or modal function), 3) referent function (function of showing objects of the external world), 4) metalinguistic function (conditioning the ability to speak about language through language), 5) phatic function (function of making contact), 6) poetic function¹¹. According to Jacobson, there is always a dominant function in the text and it always determines the context of the text.

In addition to the above mentioned language functions, F.Y.Veysalli states that there are two more language functions. They are information transmission function and recognition function. Language has the function of storing, preserving, and restoring or transmitting information as needed. As an example, he emphasizes that the epic poem "The Book of Dede Korkut" was written thirteen centuries ago and is still talked about, and it is normal for its various interpretations and variants to appear¹².

Another additional function is the recognition function. F.Y.Veysalli made a very interesting comment on the disclosure of this function. *“From the first sentence of my interlocutor, I can determine his or her identity, where he/she is from, his/her age, and*

¹¹ Jakobson, R.O. Linguistics and poetics. Style in language / R.O.Jakobson. – Cambridge: MIT press, – 1960. – p.350-377

¹² Veysalli, F.Y. Dilçiliyin əsasları /F.Y.Veysalli. –Bakı: Mütərcim, – 2013. – s.37.

even his/her field of work. If I've talked to someone on the phone once and face to face, the second time when I talk to that person on the phone, I can pinpoint their identity from the first sentence according to the timbre of their voice. On the other hand, anyone with linguistic background can identify the language of a person they have never seen or known before or the language family they belong to when they meet for the first time in person."¹³

Furthermore, this sub-chapter also deals with A.Akhundov's, K.Halliday's, and other scholars' views on language functions.

The third sub-chapter of the first chapter is named as **“English as a Global language”**. Nowadays, Global language and its impact on society is one of the most widely studied topics in sociolinguistics. The global status of the English language and its impact on other societies, especially the influence on the monotonization of relations and intercultural differences are quite relevant and discussed issues of the current period.

As soon as language acquires a global status, the study of its local and global intercultural role also becomes of great interest.¹⁴ Since language directly affects culture, there is no doubt that with the globalization of the English language, the culture of English-speaking peoples will also dominate the world. Thus, the English language is globalizing alongside its culture. J.Blommaert considers cultural globalization as a global monoculture. Calling English as a killer language, he claims that the English language will soon transfer other languages into dead ones.¹⁵

J.Blommaert raises the issue of the existence of its own codes of cultural globalization. For example, according to A.A.Mammadov, huge companies like Hollywood, McDonald's, CNN, Apple, which are very popular all over the world, play an

¹³ Veysəlli, F.Y. Dilçiliyin əsasları /F.Y.Veysəlli. –Bakı: Mütərcim, – 2013. – s.37.

¹⁴ Manfred, G. A dictionary of European Anglicisms / G.Manfred. – Oxford University Press, – 2001. – 384 p.

¹⁵ Bossa, M., Stevens, V., & Tawel, A. Ayat Al-Tawel and Maria Bossa discuss their students' collaborations between Egypt and Argentina Learning2gether podcast: [Electronic resources] (2012). URL: <http://learning2gether.net/2011/06/12/ayat-altawel-and-mariabossa-discuss-their-s/>

important role in conveying the English language and American culture to a global audience and promoting the world towards becoming monocultural.¹⁶ According to J.B.Mikanovsky, it has been observed for more than a century that English has become the leading language as a result of the oppression of other languages and American nationalism. He cites T.F.Roosevelt's 1919 address to the American Defense Society. In his speech, the former US president stressed that only English should be spoken in America and that he wanted to see his citizens as Americans who spoke the same language¹⁷. It is obvious that the language policy justified itself, and if a century ago there was a fear in America that other languages would suppress English, today the whole world is enslaved to the global English language.

Chapter II of the dissertation entitled **“Modern English and information-communication-technologies”** consists of two sub-chapters.

The first sub-chapter *“The Role of Modern Educational Technologies in English Language Acquisition”* discusses the role of digital technologies both in language learning and teaching in modern period.

Over the last decade, with the introduction of high technology into the teaching process, the methods of teaching English have changed significantly. D.Graddol notes that technology is one of the important driving forces of the globalization process as it has a tremendous impact on education, employment, and culture¹⁸. He describes the use of English as a language of social, political, business, science, industry, media, library, cross-border communication, and education, which has increased rapidly since the 1960s.

It is also well acknowledged that the use of high technology

¹⁶ Mammadov, A. & Mammadova A. English in Azerbaijan: Developments and Perspectives // English Today, Published online by Cambridge University Press, – 2021. – p.4.

¹⁷ Mikanowski, J. Behemoth, bully, thief: how the English language is taking over the planet: [Electronic resource] / – Guardian, – August, 2018. URL: www.theguardian.com/news/2018/jul/27/english-language-global-dominance.

¹⁸ Graddol, D. The Future of English / D.Graddol. – British Council, – 2000. –p.25.

plays an important role in both the learning and teaching of English in many countries. The results of research works conducted in various places throughout the world attest to this. Most studies show that advanced technology aids in the study of English as a foreign language. For example, a study conducted by teachers in Iran found that the use of technology in language teaching has only a positive effect on language teaching through computer-oriented training¹⁹.

Despite the fact that we live in the digital age, we are still unable to fully integrate the use of English as a foreign language in the classroom environment with the use of modern technologies. As we said earlier, lots of research studies have been carried out on this topic. However, the role of technology in learning and teaching of foreign languages in Azerbaijani educational institutions has not yet been explored. For this reason, in our study, based on the experience of teachers who teach English as a foreign language, the following questions were put forward to investigate the impact of digital technologies on language teaching:

1. How does the use of digital technology by teachers support the teachers in second language teaching?
2. What are the advantages and disadvantages of applying modern technologies during teaching?

The study is driven by the qualitative paradigm of research as it endeavors to understand the phenomenon by dint of individual perceptions that are involved. As researchers, we have taken a deep interest in how teachers perceive the impacts of technological innovations on teaching strategies and to what extent they apply new tools as modern methods of teaching during “ESL” classes. Accordingly, interpretive approach has been applied to underpin this academic study by putting a huge reliance on the subjective experiences of participants. In respect with the interpretive paradigm, only interviewing as a meaning-oriented method of research is chosen to answer aforementioned research questions as it is

¹⁹ Mollaei, F., & Riasati, M. J. Teachers perceptions of using technology in teaching EFL: [Electronic resource] // International Journal of Applied Linguistics & English Literature, – 2013. No2(1), – p.13-22. URL: <http://dx.doi.org/10.7575/ijalel.v.2n.1p.13>

considered to be the most relevant instrument in terms of “beliefs and meanings”. Interviews have been conducted to pursue the particular issues of concern in semi-structured model with a set of pre-planned core questions being mostly open-ended, as well as a limited amount of close-ended follow-up questions that were asked spontaneously to encourage the participants to interpret their opinions in details at some points. Only one semi-structured email interview has been taken from the oldest participant of the research by sending the questions in one single email as she was not able to participate in a face-to face interview due to her health problems. Rest of the in-depth interviews were held face-to-face within the university environment and recorded by means of cell phone’s audio-recording program. The whole process was conducted only in English language.

The conducted research revealed that the advantages of digital technologies outweigh the disadvantages, and their proper use in the teaching of foreign languages also facilitates the acquisition and use of language. In this case, it is possible to bring together the older generation and even language teachers who are unfamiliar with the possibilities of digital technologies, and hold seminars on how to use digital technologies in teaching and learning a foreign language. One can even demonstrate the usefulness of technology by demonstrating a few lessons visually. Afterward, for teachers who are aware of the benefits, the working principle of the equipment that needs to be used in the classroom can be instilled.

“The English Language and Digital Technologies” is the second sub-chapter of the current chapter.

The technology has the power to change the society. Thus, technology has influenced the evolution of the English language along with other fields for centuries. The most obvious example of this is the printing press invented by the German artist Johann Gutenberg. This invention, which took place in the 15th century, laid the foundation for the standard spelling of English words. A new form of punctuation was invented to make printed texts easier to read. It was the first time that people from different regions had the same views on the grammar of the English language.

New words have been created to name new technologies. The

media presenters created a new way of talking²⁰. The emergence of new words or their revival by giving new expressions to obsolete words has also been reflected in the development of technology. Some linguists point out that in addition to enriching the vocabulary, technology also has a special effect on the spoken language. *“Technology has not only enriched our vocabulary, but also changed the way we use our language, express ourselves and speak. The younger generation is currently experiencing a period of language revolution”*²¹.

Thus, young people often make spelling and grammatical errors in their textings on social networks. M.McCrindle says: *“Of course, where there is technological and social change, there is always criticism. However, not all criticism is justified”*²². Well-known British journalist J.Humphrys tries to convince others that in today's world of technology, young people spend their time texting on social networks and that this will not end well: *“It is the relentless onward march of the texters, the SMS (Short Message Service) vandals who are doing to our language what Genghis Khan did to his neighbours eight hundred years ago. They are destroying it: pillaging our punctuation; savaging our sentences; raping our vocabulary. And they must be stopped.”*²³

Many linguists are concerned about the deterioration of the literary language with the vast use of acronyms and abbreviations. They are against giving more importance to the use of shortenings while texting in social networks. In 2003, an essay written in English by a 13-year-old schoolgirl in Scotland contained abbreviations that her teacher could not decipher. The students were assigned to write an essay entitled "How I spent my summer vacation." The schoolgirl just wrote the abbreviation "CWOT" in the first line, which meant "Complete Waste of Time"²⁴.

²⁰ www.factsanddetails.com/southeast-asia/Singapore

²¹ Mark, McCrindle. *Word up: A lexicon and Guide to Communication in the 21st century* / McCrindle Mark. – Halstead Press, – 2007. – 208 p.

²² *ibid.*, p.23

²³ *ibid.*, p.23

²⁴ *ibid.*, p.23

D. Crystal evaluated this situation as normal and talked to hundreds of language teachers. As a result, no teacher reported encountering the language of the Internet in students' essays. He even asked, "*Would you like to use abbreviations and Internet language in your exam papers?*" Almost all the students answered "no" to this question. The reason was that they could get less grade for their writing²⁵.

As the technology developed, written communication became more preferred to oral communication. The majority of young and old people who communicate on social networks do not follow grammatical rules in their daily writings and do not pay attention to the correct spelling of words. They use a wide variety of abbreviations. In order to convey information quickly while texting in social networks, vowels are omitted, letters and whole syllables are replaced by numbers or sounds (phonetic substitution), and punctuation marks are placed where there is no need²⁶. A special sample table with decoded forms of shortenings is given in the dissertation.

In fact, we see that the impact of each new technology on language is different. Nowadays, the modern trend is to give greater importance on the use of various shortenings (abbreviations, logograms, numeronyms, etc.) by the younger generation both in written and oral speech. People see the use of abbreviations in speech as an easy, quick, and understandable way to express themselves. Considering the views of many scholars on this issue and the fact that language is corrupted in this way, it can be concluded that linguists have a responsibility to call young people to minimize the use of Internet language in academic writing and environment.

The third chapter is called "**Modern trends in English language use in new and traditional media**". This chapter consists of four sub-chapters. The first sub-chapter is "*The use of English language in traditional media*".

²⁵ Crystal, D. How language works / D. Crystal. –Popular Penguins, –2008. –p.203.

²⁶ Mark, McCrindle. Word up: A lexicon and Guide to Communication in the 21th century / McCrindle Mark. – Halstead Press, – 2007. – p. 25.

The other area of development of modern English is related to media communication. There are numerous research works related to this topic both in linguistics and mass media. Recently, media texts have been cited as a valuable source for implementing linguistic analysis. 40% of articles in leading scientific journals in the field of linguistics are research papers based on media texts. In this sub-chapter, newspaper articles in the British and American media have been studied, analyzed and commented in details.

Code-switching, diglossia, abbreviations, repetitions, neologisms, stylistic language devices and other issues related to linguistics have been studied through the media texts. Code switching can be widely observed in Mass Media of multicultural and multilingual countries. In the Philippine press, English-language newspaper articles are more likely to mix codes, especially on topics related to entertainment (34.5%) and cuisine (27.57%).²⁷

Grammatical devices, such as deictic elements²⁸ and repetitions²⁹ in media texts have also been explored. These studies focus on the role of stylistic devices (metaphor and metonymy) in media texts³⁰. Majority of the studies have been conducted comparatively.

According to the research conducted with the aim to compare the frequency of the use of abbreviations and acronyms in Indian and Iranian newspaper titles and articles, the Indian newspaper embodied much more shortenings than Iranian. Similarly, in 602 (89.99%) cases acronyms, initialisms and shortened forms were used without any prior or post full form in studied newspapers published in

²⁷ Erwin-Billones, C. Code-switching in Filipino newspapers: expansion of language, culture and identity: [Electronic resource] / Master thesis/, – Colorado University, 2012. – 94 p. URL: <http://hdl.handle.net/10217/65335>

²⁸ Mammadov, A.Y. Deictic representatins of person in media discourse // – Berlin: De Gruyter, Lodz Papers in Pragmatics, – 2014. – Vol.10. – Issue 2. – p.245-259

²⁹ Mammadov, A.Y. Repetition in discourse / A.Y.Mammadov, M.Mammadov, J.Rasulova. – Munchen: Lincom Europa, – 2019. – 90 p.

³⁰ Burgars, C. Metaphor, hyperbole, and irony in written discourse: Uses in isolation and in combination / C.Burgars, Y.Kiki, L.Renardel // Journal of Pragmatics: – 2018. Vol. 127, – p.71-83

September of 2015³¹. This result is due to the fact that that India had been a British colony for nearly two centuries and at present, English is one of the official languages of India which still keeps its wide spread and use.

Although, newspaper materials are not considered to be scientific texts, they are used in conducting studies and are regarded as good sources for research works. While reading media texts, people come across neologisms, archaisms, idioms, and abbreviations that have recently become a trend in both traditional and modern media. Unlike social media posts, newspaper articles are written in a more particular and literary style. Thus, the shortenings used in these newspaper materials differ from the ones used in social networks (OK – okey, BTW – by the way, IDK – I do not know, etc.) according to their styles. In most cases, they are given as abbreviated forms of the words we use in spoken language (Bday – birthday, 2morrow – tomorrow) and in some cases as whole sentences (CU2morrow – See you tomorrow; IDC – I do not care). In newspaper materials, the names of organizations, individual words, idioms, units of measurement can be found in the form of abbreviations or acronyms. It is obvious that many elements of the lexical structure of the English language are widely used in modern media, and these include abbreviations in particular. Thus, the use of abbreviations in traditional media, written in a special style, differs significantly from the use of social media, and this sub-chapter describes the stylistic devices encountered in the use of English on social networks and newspaper articles.

The second sub-chapter of the third chapter is entitled as “*The use of the English language in the Social Networks*”.

The development of modern technologies has allowed the widespread use of the Internet. The increase in the speed of the Internet, in turn, expands the tendency and opportunities to use social networks. Not every new technology used for communication is

³¹ Falahati, Q.F. Acronyms and Abbreviations Application in News Articles: A Comparative Study of Iranian and Indian Newspapers // International Journal of English Language and Translation studies, – 2016. – Vol.4 (3). – p.81-90

effective. The use of the Internet and social networks has been affecting the English language for more than two decades.

In fact, people's anxiety is not without reason, as advanced technology and the Internet in general have led to a fast linguistic change in the English language. Nowadays, words and expressions are adopted more easily from one language to another than in previous periods and modify by adapting to the grammatical, phonetic and lexical features of the language. This happens due to the fact that an immense number of people communicate via social networks mainly in the Global English language.

Certain gaps are observed with the influence of modern technologies on language and the development of English on social networks from the sociolinguistic approach to the study of English language. Taking the mentioned issue into consideration, a survey was conducted among the respondents to study the problem scientifically. The main purpose of the study was to study the use of English in social networks by different social groups, to detect the changes in the language, to define those social groups that violate the language rules the most, and to identify the positive and negative impact of social networks on language skills. The purpose of the survey is to depict the correct use of English on social networks and violations of language norms.

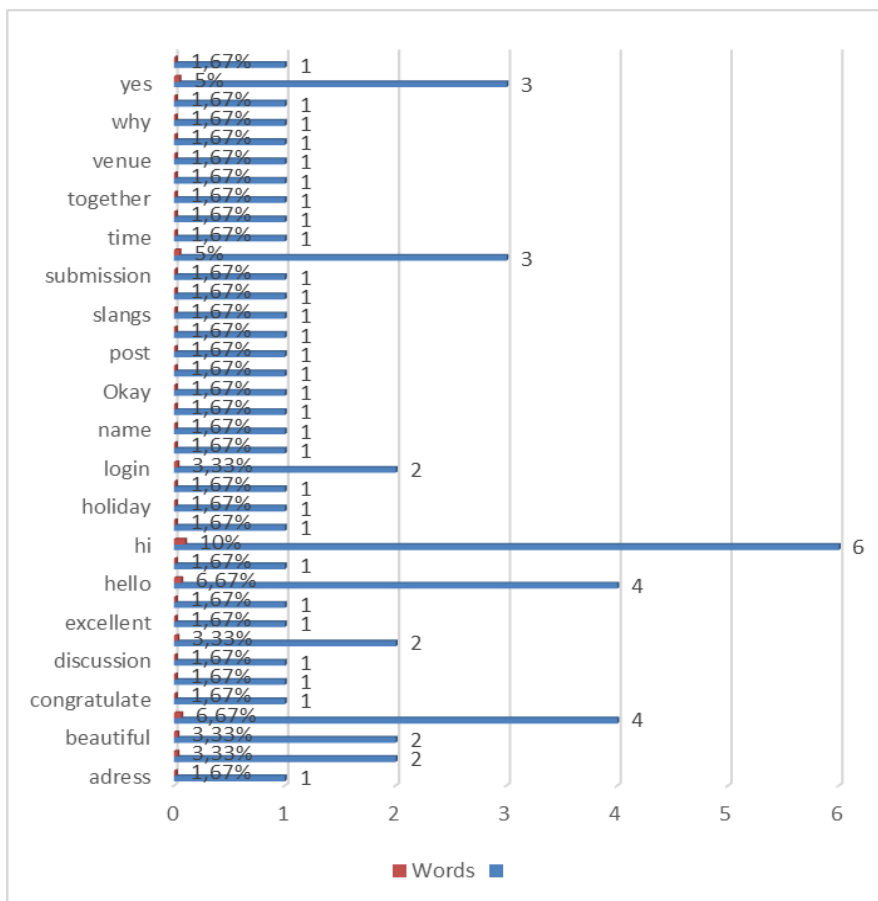
The third sub-chapter of Chapter III is entitled “***Conditions for the implementation of the experiment***”. This part deals with the details of the study and its results.

The survey was conducted among 60 respondents at Khazar University during the fall semester of 2016 (September-December). As a result of the survey, 60 informants were divided into 6 groups of 10 people each. These groups are named as follows:

1. Undergraduate students;
2. Master students;
3. Foreign students that study English as a foreign language;
4. Administrative staff;
5. Teachers whose mother tongue is Azerbaijani;
6. Native English speakers.

The questionnaire contained general questions, personal questions and open-ended questions. Informant's specialty, age, gender, high school graduation place, age at which he/she started learning English, parents' educational background, approximate daily use of social networks (hours), use of English-language sites, Internet connection, expressions used in English while texting in social networks, shortenings (abbreviations, acronyms).

The last sub-chapter of Chapter III of the research is *“Linguistic Interpretation of the Results”*. This sub-chapter describes the linguistic analysis of the research results.



In total, informants mentioned 38 acronyms and abbreviations. According to the survey, the shortenings are mainly used by undergraduates and however, foreign students studying English use the least number of shortenings. Undergraduate students are mostly young people who have just graduated from school, and considering the demographic factors of social network users, these young people spend most of their time on social media. As can be seen from the diagram, the most common abbreviation is / OK /. 25% of informants use this abbreviation in their texting when using a social network.

/ OKEY / [oukeɪ] is a word used to express consent. During his presidency, M.V.Buren, the eighth president of the United States, mistakenly noted the spelling of the word "all correct" in English as "all correct", which later became a joke among the people and was remembered as the acronym "OK".³²

Although the word / okay / began to spread in America in the mid-nineteenth century, some sources link the origin of the word to different languages. For example, the word translated as "good" is used in Scottish Gaelic as / och aye /, in Greek / ola kala /, and in the language of the Choktau Indians living in the Mississippi River basin like / oke / or / okeh / (Just the same!)³³. Its abbreviated version / OK / [okeɪ] can be found almost in all the kids' speeches. This abbreviation quickly became a multi-lingual word and the best-understood international word in the world³⁴.

The classification of acronyms and abbreviations mentioned by informants in questionnaires can be carried out as follows:

- 1) Morphological units;
- 2) Syntactic units;

After analyzing the abbreviations and acronyms used by the informants in social networks, it is concluded that the shortenings are not only used in written form. Gradual activation of using shortenings is observed in oral communication too. This activation has even led to the emergence of synonyms and homonyms among

³² Crystal, D. Txtng the Gr8 deb8 / D.Crystal. – Oxford University Press, – 2008. – p.14.

³³ www.englishproject.org/resources/first-kings-english-alfred-language-maker

³⁴ www.lixiophiles.com/english/the-most

abbreviations. In other words, there are some shortenings with similar meaning but different form (eg CU and SU = "see you") and with same form but different meaning (eg AD = Anna Domini + advertisement + Alzheimer's disease).

Synonymous abbreviations:
CU/SU = "See you" IG/Insta = "Instagram" TBH/2beh/2bh= "To be honest" SMTH/Someth/Smthg = "Something" Bday/BD/b`day/B-day = "Birthday".

Homonym abbreviations:
AD= Anna Domini+ advertisement+ Alzheimer`s disease FYI= for your information+ for your interest BAC= by any chance+ back at computer+ back MOTD= make-up of the day+ motto of the day+ model of the day+ music of the day LOL= Lots of Love+ Laughing out Loud BF= best friends+ boyfriend UR= you are+ your

Words used in social networks were classified according to the communication purpose and parts of speech.

Classification according to the communication purpose:

- Expressions of greeting and farewell: hi [hɑi] (salam), hello [hə`ləu] (salam). "hey" [hei] (salam), bye [baɪ] (sağ ol).
- Words denoting gratitude and congratulations: "thanks" [θæŋks] (təşəkkürlər), "to congratulate" [kən`gratjələɪt] (təbrik etmək).
- Words widely used due to advanced technology: "address" [ə`drɛs] (ünvan), to log in [lɒg ɪn] (daxil olmaq), "password" [`pɑ:swə:d] (parol), "download" [ˌdaʊn`ləʊd] (yükləmək), "to post" [pəʊst] (poçtla göndərmək), "to upload" [ˌʌp`ləʊd] (yükləmək), "submission" [səb`mɪʃ(ə)n] (təqdim etmə).

- Words that imitate sounds and noises: “hmmm”.
- Words of affirmation and negation: “yup” [jʌp] (hə), “yes” [jes] (bəli), “no”[nəʊ] (xeyr), okey [oki].

Classification according to the speech parts:

- The most commonly used adjectives on social networks: “pretty” [ˈprɪti] (qəʃəŋg), “beautiful” [ˈbju:tɪfʊl] (gözəl), “awesome” [ˈɔ:s(ə)m] (əla, zəhimli), “dear” [dɪə] (əziz), “wonderful” [ˈwʌndəfʊl] (heyranedici), “free” [fri:] (azad), “excellent” [ˈɛks(ə)l(ə)nt] (əla), “together” [təˈgeðə] (birgə).

- The most commonly used verbs on social networks: “to smile” [smʌɪl] (gülümsəmək), “to like” [ˈlaɪk] (xoşlamaq).

- The most commonly used nouns on social networks: "venue" [ˈvenju:] (görüş yeri), "time" [ˈtaɪm] (vaxt/zaman), topic [ˈtɒpɪk] (mövzu), slang [slɑŋ] (jarqon), name [ˈneɪm] (ad), meeting [ˈmi:tɪŋ] (görüş), discussion [dɪˈskʌʃ(ə)n] (müzakirə), holiday [ˈhɒlɪdeɪ] (tətıl).

- The most commonly used pronouns on social networks: why [waɪ] (nə üçün), whatever [wɒtˈevə] (hər nə).

In total, the informants stressed 18 sentences and 18 phrases that they use the most while texting on social networks. All the samples were mentioned only once, with the exception of "What's up" (5.56%) and "How are you" (5.56%).

Semantic division of sentences and phrases used by informants in social networks:

1. Greetings and farewells: “Good day” [gʊd deɪ] (Gün aydın), “Good morning” [gʊdˈmɔ:nɪŋ] (Sabahınız xeyir), “Good evening” [gʊd ˈi:v(ə)nɪŋ] (Axşamınız xeyir), “Good afternoon” [gʊd ɑ:ftəˈnu:n] (Günortanız xeyir), “Good bye” [gʊd baɪ] (Sağ olun), “See you later” [ˈsi: ju leɪtə] (Bir az sonra görüşərik), Nice to meet you [naɪs tə mi:t ju] (Sizi görməyimə şadam/Tanış olmağımıza şadam), See you [ˈsi: ju] (Görüşənədək).

“Greeting is the most important part of the conversation”³⁵.

Although greetings and farewells are often used by social network users in the form of shortenings like abbreviations, acronyms, and

³⁵ Jucker, A.H. Speech acts in the history of English / A.H.Jucker. John Benjamins publishing house, – 2008. – p. 165.

logograms, there are also those who prefer whole expressions. In informal conversations in the Azerbaijani language, speakers sometimes say “sabahın xeyir” on issues that are sometimes surprising. Using greeting expression in this kind of situation replaces the informal phrases as “hələ xəbərini yoxdur?” or “indi ayılmışın?” In the sample below Facebook user mixing the codes stresses the greeting phrase in English in the meaning given above.

“Clinton 209-Trump 244. Anan ölsün, bəzi. Good morning, xəbəriniz var?” *Facebook user 9 noyabr, 2016*. As the context shows, the user announces the results of the presidential election in the United States, saying that Donald Trump won the election. The user writes “good morning” to find out whether his Facebook friends are aware of the news or not. It turns out that in informal conversation, there are those who try to convey their ideas by applying the features of one language to another.

2. Words denoting praise and applause: Awsome, you are brilliant [ˈɔːs(ə)m ju aː ˈbrɪlj(ə)nt] (Möhtəşəmsən/Dərrakəsən); This is marvelous [ðɪs ɪz ˈmɑːvələs] (Bu ecaz kardır.); thumbs up [θʌmz ʌp] (Əla), good job [gʊd dʒɒb] (Əhsən!), you rock [ju rɒk] (Əlasan!).

/ Thumbs up / this phrase which literally means "to up the thumb", actually is translated as "excellent" or "liked". On the social network Facebook, right next to the button "like", there is a pictogram with the thumb pointing up. Excluding Iraq, in all other countries of the world, this sign is used in the meaning of "excellent" or "liked".

3. Conjunctive adverbs: in fact [ɪn fækt] (əslində), that is why [ðæt ɪz waɪ] (bu səbəbdən də), by the way [baɪ ðiːˈweɪ] (yeri gəlmişkən).

Complex sentences are usually made up with the help of conjunctive adverbs. The social media users place a photo or a picture replacing the main clause and using conjunctive adverbs they complete their so called text messages.

“That is why, I love you Europe.” (Bax, buna görə səni sevirəm Avropa) *Facebook user, 14 February, 2017*. In this example, a social network user expressed the main part of the sentence and the idea with the image he shared.

4. Denoting a question: What's up? ['wɒts ʌp] (Vəziyyət necədir?/Nə xəbər var?), How are you? ['haʊ a: ju] (Necəsən?), How is life? ['haʊ ɪz laɪf] (Həyatın necə keçir?), How are you doing? ['haʊ a: ju 'du:ɪŋ] (İşlər necə gedir?), What r u doing at the moment? ['wɒt a: ju 'du:ɪŋ æt ði: 'məʊm(ə)nt] (Hal-hazırda nə edirsən?), Where r u? [wɛ: a: ju] (Haradasan?)

5. Orders and requests: Please let me know [pli:z let mi: nəʊ] (Zəhmət olmasa, mənə xəbər verərsən), Hang on a second [hæŋ ɒn ə 'sekənd] (Bu dəqiqə).

6. Expressing consent, confidence and consolation: I liked it (Xoşuma gəldi); Do not worry, dear. (Əzizim, narahat olma), Rely on me. (Mənə qüvən.), May be it will be OK. (Bəlkə də, yaxşı olacaq.), Got it. (Anladım.), No problem. (Problem yoxdur.), Sure am I (Əlbəttə.).

“Bəyənilməyən işə görə qadını daşqalaq etmək istəyirlər. İsa Məsih bu səhnəni görür. Deyir, daşqalaq eləyin, no problem, ancaq birinci daşı ən az günahkar kimdir o atsin.” *Facebook User 17 March 2017*. In the above mentioned sample sentence extracted from the social network, the users sentence is in Azeri. However, code-switching can also be observed. The user put the very frequently used English expression “no problem” in the second sentence.

7. Expressing gratitude: Thank you for everything. (Hər şeyə görə təşəkkürlər.), You are welcome. (Buyurun.), Thank you. (Çox sag ol/Təşəkkür edirəm).

8. Denoting affection: my angel (Mənim mələyim).

“Məryəmin iki yaşı tamam oldu:) Happy Birthday my angel!” *Facebook user, 11 February 2016* Although the social network user wrote the first sentence in Azerbaijani, the second sentence was given in English. The intrasentential codeswitching is observed in this part. In the second sentence, the expression "my angel" in the form of pampering is completed by the user sharing a picture of his child's birthday.

Through the survey conducted the main aim is to study the use of the English language by users of different ages in social networks. According to the results, the vast majority of informants (98.33%) use positive expressions while texting on social networks. Despite

the recent widespread use of shortenings, those belonging to the high social class and the older generation, even on social networks, minimizing the use of abbreviations they pay attention to the semantic and grammatical features of the sentences they compose. Analyzing the results of the survey, we found out that nowadays one of the most common linguistic phenomenon has become code-switching.

While conducting the research study on the Modern trends in the study of the English language from the sociolinguistic aspect, a large number of scientific and theoretical literature were observed and the views and opinions of pioneer scholars were considered. The research work was carried out using various methods. The summary of the research conclusions allow to come to the following results:

1. While information technology helps to automate and facilitate many processes, it also paves the way for the rapid spread and change of the globalized English language. It focuses on factors such as the use of shortenings in media texts, the wide spread of anglicisms, and the diverse use of the English language on social networks by various social classes.

2. The expansion of the global English language is affecting the languages and cultures of minorities. It gradually brings to their becoming endangered ones. However, economically strong countries are less affected. From the other side the collapse of an empire can put the ground to the raise of new languages. It should be stressed that the properly managed language policy and planning play a significant role for any country not depending on its economic status.

3. Advanced technologies, the use of the Internet, the tendency to watch TV channels in English, the translation of any information from English into foreign languages or the vice versa, have led to the widespread use of anglicisms and even more incentivizes their penetration into the Mass Media. While there is a similar expression which can be replaced with the same word in media texts, giving its English version has also become a trend nowadays.

4. A study of the articles given in popular English-language newspapers revealed that there are a lot of shortenings, omissions, repetitions, metonymy and metaphors. The main role of such stylistic

devices is to strengthen the influence of media texts, to arouse interest in the reader, to attract attention and, in many cases, to convince people.

5. Most company, country, institution, program and organization names are given in abbreviated form in newspaper materials. These abbreviations have been used for a long time and are recognized by everyone. On the other hand, due to the development of digital technology, the number of abbreviations that are emerging and understood by a wide audience is growing rapidly. The use of forbidden words in newspapers in various styles indicating different symbols can also be considered as a new trend.

6. The advantages of digital technologies outweigh the disadvantages, and their proper use in foreign language teaching, especially in delivering English classes, facilitates its acquisition and use.

7. The transformation of “information and communication” technologies into a global driving force has given rise to new words and expressions related to modern processes. It is important to emphasize the emergence of numerous abbreviations, compound words and blendings too. It often makes the language simpler. However, at the same time, new words and abbreviations can cause ambiguity, depending on its position in the sentence.

8. In modern period, people communicate more and more via different digital platforms. While texting mainly in social networks, they easily switch from one language into another.

9. It is also revealed that many acronyms are actively used in oral communication. This activation has even led to the emergence of synonyms and homonyms in abbreviations. English language teachers and students are more inclined to switch languages on social networks.

10. Unlike the older generation of teachers, the younger generation is more interested in using modern technologies, considering them as useful tools in teaching process. However, taking into consideration the requirements of modern period, it is observed that the older generation is gradually adapting to new types of technologies.

In conclusion, according to the results of the study laid out in the dissertation, modern tendencies in the study of the English language from the sociolinguistic approach results with the impact of digital technologies on language and the rapid development and linguistic changes that happen on English language. It is mainly reflected in traditional and electronic media.

The main provisions of dissertation have been reflected in the following works of the author:

1. English as a global language // XXI century cultural paradigm in multicultural aspect. Materials of Republican Scientific-Practical Conference, – Baku (Azerbaijan), – 2014, – p. 128-129
2. Language policy problem in Modern World // Scientific-Practical Journal, – Baku, – 2015. – p. 79-83
3. The impact of social networking on the students' English language in Azerbaijan // Procedure of the Conference Materials "The 3rd International Scientific Multidisciplinary Conference on "Social Sciences and Arts", – Albena (Bulgaria), – 2016, – p.1099-1106
4. Anglicism in Azerbaijan Mass Media // – Baku, Scientific journal "Foreign Languages in Azerbaijan", – 2016. №4 (34), – p. 43-46
5. Social networking and its influence on the students' English language // Proceeding's book of Republican-Practical Conference "Problems in Foreign Language Teaching" dedicated to the 80th anniversary of the establishment of Azerbaijan Language University. – Baki, – 2017, – p. 40-42
6. Language functions // – Volgograd, Russia, International scientific journal "Philology", – 2017. №6 (12), – p. 37-41
7. The Role of Digital Technology in English Language Teaching in Azerbaijan // – Canada, Toronto, Published by Canadian Center of Science and Education, International Journal of English Linguistics, – 2019. – Vol. 9, №2, – p. 364-372
8. Language of Social Media: An Investigation of the Changes that Soft Media has Imposed on Language Use // Proceedings book of the 9th International Research Conference on Education, Language

- and Literature; International Black Sea University (Tbilisi, Georgia). – Tbilisi, – 2019, – p. 309-314
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