

REPUBLIC OF AZERBAIJAN

On the rights of the manuscript

ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

LINGUISTIC FEATURES OF SOCIAL DIALECTS

Speciality: 5704.01 – “Language theory”

Field of science: Philology

Applicant: **Munavvar Teymurkhan Zeynalova**

Baku – 2026

The work was performed at the Department of General Linguistics of Azerbaijan University of Languages.

Scientific supervisor:

Doctor of Philological Sciences,
Professor

Azad Yahya Mammadov

Official opponents:

Doctor of Philological Sciences,
Professor

Zemfira Shahnezer Mammadova

Doctor of Philosophy in Philology,
Associate Professor

Sevinj Salim Mammadzade

Doctor of Philosophy in Philology
Nigar Vagif Seyidova

FD 2.12 Dissertation Council operating at the Azerbaijan University of Languages of the Higher Attestation Commission under the President of the Republic of Azerbaijan.

Deputy Chairman of the
Dissertation council

Doctor of Philological Sciences,
Associate Professor

Hamida Ahmad Aliyeva

Scientific secretary of the
Dissertation Council.

Doctor of Philological Sciences,
Associate Professor

Aysel Ilgar Mammadbeyli

Chairman of Scientific
Seminar

Doctor of Philological Sciences,
Associate Professor

Leyla Musa Khanbutayeva



GENERAL DESCRIPTION OF THE DISSERTATION

Relevance and degree of investigation of the research. The social nature of language plays a leading role in its essence, and language as a whole is a multifaceted and multifunctional phenomenon. As a socially oriented phenomenon, language is also influenced by biological, psychological, cultural, political, and geographical factors. The social aspects of language are closely related to the spheres in which it is used, while the development of the people who speak a particular language contributes to the development of that language as well.

Adding a social analysis to the linguistic analysis of language facts makes it possible to gain a deeper insight into the social nature of language. In this regard, sociolinguistics, an interdisciplinary field that emerged at the intersection of linguistics and sociology, entered an intensive stage of development in the 1960s and, particularly, at the beginning of the 21st century. W.Bright noted that during this period, sociolinguistics experienced a significant stage of development as an independent field of study.¹

The formation and development of sociolinguistics are closely associated with the works of American linguists D.Hymes² and W.Labov³. During this period, scholars who argued that traditional linguistics should be complemented by sociolinguistics based their views on the premise that society cannot exist independently of language. They emphasized that language essentially serves society as a whole and is capable of reflecting various aspects of social life.

¹ Bright, W.O. Sociolinguistic variation and language change / W.O.Bright, A.K.Ramanujan. // Proceedings of the 9th International Congress of Linguistics. – The Hague, – 1964. – p.1107-1113.

² Hymes, D. Models of the Interaction of Language and Social Life // In: J.J.Gumperz and H.Dell, Eds., Direction in Sociolinguistics: The Ethnography of Communication, Holt, Rinehart and Winston, – New York: – 1972. – p.35-71; Hymes, D. Foundations in Sociolinguistics: An Ethnographic Approach / D.Hymes. Philadelphia: University of Pennsylvania Press, – 1974. – 245 p.

³ Labov, W. The Social Stratification of English in New York City / W.Labov. – Washington, D.C.: Center for Applied Linguistics, – 1966. – 655 p; Labov, W. Dialect diversity in America / W.Labov. – University of Virginia Press, – 2012. – 188 p.

Language also reflects the social experiences and ways of life of its speakers. Taking into consideration the inseparable unity between language and society, A.A.Rajabli describes language as “*a distinctive barometer of the development of society*.”⁴

Sociolinguistics is closely associated with various fields of knowledge. Of particular interest is its close relationship with semiotics and its major aspects – syntax, semantics, and pragmatics. Among these aspects of semiotics, sociolinguistics is particularly closely related to pragmatics, which examines the relationship between interpreters and linguistic signs. Both sociolinguistics and pragmatics are concerned with people, society, and social groups. Pragmatics, which studies the relationship between linguistic signs and the people who use them, does not consider the individual explicitly as a member of society or of a particular speech and language community. The main difference between the two lies in the fact that the sociological dimension is not explicitly manifested in pragmatic analysis. Nevertheless, both disciplines are concerned with the study of speech activity, influence one another, and are closely interconnected.

Absolute uniformity is not characteristic of natural language, since alongside the factors that contribute to its unity, there are also factors that give rise to its diversity. Social interaction among members of a society preserves its integrity as a social group and constitutes a prerequisite for its linguocultural conceptualization. Language and the social structure of society are interdependent components of a unified social whole, and the reflection of social structure in language is one of the most evident manifestations of this relationship. The study of the social differentiation of language makes it possible to identify and interpret the social stratification of the society served by a particular language, as well as situational and stylistic factors and the status and role characteristics of language users involved in different speech acts. The study of the social differentiation of language, that is, its vertical stratification, makes it possible, on the one hand, to determine the static picture of its social stratification, regardless of the conditions and nature of its use in verbal communication and, on the other hand, to reveal the dynamics

⁴ Rəcəbli, Ə.Ə. Sosiolingvistika / Ə.Ə.Rəcəbli. – Bakı: Nurlan, – 2004. – s.4.

of the functioning of a language system undergoing social differentiation. These considerations may be regarded as evidence of the relevance of the research topic.

Degree of Investigation of the Research Topic. The ideas concerning the social differentiation of language were first advanced by such prominent linguists as I.A.Baudouin de Courtenay⁵, F. de Saussure⁶, A.Meillet⁷, and A.Martinet⁸, who are considered predecessors of the founders of modern sociolinguistics. Systematic scholarly research into social dialects began in the 20th century, when new methods and approaches to their study were developed. Among the linguists who have contributed to this field are W.Labov, R.T.Bell, L.L.Gurley, J.K.Chambers, P.Eckert, J.Holmes, D.Hymes, B.Bernstein, R.A.Hudson, P.Trudgill⁹, Y.D.Desheriyev, G.A.Bagana,

⁵ Бодуэн де Куртенэ, И.А. Избранные труды по общему языкознанию: [В 2 т.] / И.А.Бодуэн де Куртенэ. – Москва: Издательство Академии наук СССР, – 1963. – т.1. – 384 с.

⁶ Соссюр, Ф. Курс общей лингвистики / Ф. де Соссюр. – Екатеринбург: Изд-во Уральского университета, – 1999. – 432 с.

⁷ Мейе, А. Сравнительный метод в историческом языкознании / А.Мейе. – Москва: УРСС, – 2010. – 101 с.

⁸ Мартине, А. Основы общей лингвистики // Новое в лингвистике. – Москва: Издательство иностранной литературы, – 1963. – Вып. 3. – с.366-566.

⁹ Labov, W. The Social Stratification of English in New York City / W.Labov. – Washington, D.C.: Center for Applied Linguistics, – 1966. – 655 p.; Labov, W. Sociolinguistic Patterns / W.Labov. – University of Pennsylvania Press, – 1973. – 344 p.; Labov, W. Principles of Linguistic Change / W.Labov. – Wiley-Blackwell, – 2010. – Vol. 3: Cognitive and Cultural Factors. – 448 p.; Labov, W. Dialect diversity in America / W.Labov. University of Virginia Press, – 2012. – 188 p.; Белл, Р.Т. Социолингвистика: цели, методы и проблемы / Р.Т.Белл. – Москва: Международные отношения, – 1980. – 320 с.; Bell, A. Language Style as Audience Design // – USA: Cambridge University Press, Lang., Sec. 13, – 1984. – p.145-204.; Carli, L.L. Gender, language, and influence // Journal of Personality and Social Psychology, – 1990. 59(5), – p.941-951; Chambers, J.K. Dialectology / J.K.Chambers, P.Trudgill. – Cambridge: Cambridge University Press, – 1998. – 224 p.; Chambers, J.K. Sociolinguistic Theory: Linguistic variation and its social significance / J.K.Chambers. 2nd ed. – Oxford: Blackwell, – 2003. – 320 p.; Chambers, J.K. Dialectology / J.K.Chambers, P.Trudgill. – 2nd ed. Cambridge: Textbooks in Linguistics, – 2004. – 238 p.; Eckert, P. Jocks and Burnouts: Social Categories and Identity in the High School / P.Eckert. – New York: Teachers College Press, – 1989. – 208 p.; Eckert, P. Style and

V.I.Belikov, V.D.Bondaletov, A.V.Vinogradov, V.A.Zvegintsev, N.B.Mechkovskaya¹⁰, as well as Azerbaijani linguists A.A.Rajabli, F.Y.Veysalli, A.Y.Mammadov, J.A.Garibova, N.Ch.Valiyeva, M.Y.Abbasova, A.T.Farajov, G.A.Mammadova¹¹, and others. In the

sociolinguistic variation / P.Eckert, J.R.Rickford. – Cambridge: Cambridge University Press. – 2001. – 360 p.; Holmes, J. An introduction to Sociolinguistics / J.Holmes. – 4th ed. Routledge, – 2013. – 512 p.; Hymes, D. Models of the Interaction of Language and Social Life // In: J.J.Gumperz and H.Dell, Eds., *Direction in Sociolinguistics: The Ethnography of Communication*, Holt, Rinehart and Winston, – New York: – 1972. – p.35-71.; Hymes, D. On communicative competence // In J. Pride, & J.Holmes (Eds.), *Sociolinguistics*. – Harmondsworth: Penguin Books, – 1972. – p.269-285.; Hymes, D. Foundations in Sociolinguistics: An Ethnographic Approach / D.Hymes. – Philadelphia: University of Pennsylvania Press, – 1974. – 245 p.; Бернштейн, Б. Класс, коды и контроль: структура педагогического дискурса / Б.Бернштейн. – Москва: Просвещение, 2008. – 271 с.; Bernstein, B. Class, Codes and Control: Towards a theory of educational transmission / B.Bernstein. – London and New York. Psychology Press, – 2003. – Том 3. – 167 p.; Hudson, R.A. Sociolinguistics / R.A.Hudson. – Cambridge: Cambridge University Press, – 1996. – 279 p.; Trudgill, P. Sociolinguistics: An Introduction / P.Trudgill. – Penguin: – 1974. – 189 p.; Trudgill, P. The Social differentiation of English in Norwich / P.Trudgill. – Cambridge: Cambridge University Press, – 1974. – 211 p.

¹⁰Дешериев, Ю.Д. Социальная лингвистика / Ю.Д.Дешериев. – Москва: Наука, – 1977. – 382 с.; Багана, Г.А. Язык и общество: социолингвистические аспекты / Г.А.Багана. – Санкт-Петербург: Алетейя, – 2003. – 115 с.; Беликов, В.И. Социолингвистика / В.И.Беликов, Л.П.Крысин. – Москва: Издательский центр РГГУ, – 2001. – 317 с. Бондалетов, В.Д. Социальная лингвистика / В.Д.Бондалетов. – Москва: Просвещение, – 1987. – 159 с.; Виноградов, А.В. Основные проблемы социолингвистики / В.В.Виноградов. – Москва: Наука, – 1972. – 160 с.; Звегинцев, В.А. Социальное и лингвистическое в социолингвистике / В.А.Звегинцев. – Москва: Изд-во МГУ, –1996. – с.108-119.; Мечковская, Н.Б. Социальная лингвистика / Н.Б.Мечковская. – Москва: Аспект-Пресс, –1996. – 207 с.

¹¹Rəcəbli, Ə.Ə. Sosioliqnvistika / Ə.Rəcəbli. – Bakı: Nurlan, – 2004. – 516 s.; Veysəlli, F.Y. Sosiodilçilik / F.Y.Veysəlli. – Bakı: Mütərcim, – 2022. – 93 s.; Qəribova, J.Ə. Sosioliqnvistika / J.Ə.Qəribova. – Bakı: Sim-Sim, – 2025, – 384 s.; Məmmədov, A.Y. Diskurs təhlilinin koqnitiv perspektivləri / A.Y.Məmmədov, M.Y.Məmmədov. – Bakı: Çasıoğlu, – 2010. – 96 s.; Vəliyeva, N.Ç. Qloballaşan dünyada multikulturalizm şəraitində dilin inkişafı / N.Ç.Vəliyev. – Bakı: Avropa, – 2017. – 481 s.; Abbasova, M.Y. İngilis dilinin tədqiqinə sosioliqnvistik yanaşmada müasir tendensiyalar : / filologiya üzrə fəlsəfə doktoru dis./ – Bakı, 2021. – 138s.; Fərəcov, A.T. Dilin sosial diferensiallaşması: /filologiya üzrə fəlsəfə doktoru dis.

studies of these scholars, social dialects have been examined from various perspectives, including variation, class differentiation, gender-based differences in lexical forms, principles of linguistic change in social dialects, and other aspects. The present dissertation focuses on the linguistic features of social dialects and provides an electroacoustic and experimental-phonetic analysis of the manifestation of social factors in social dialects.

Object and Subject of the Research. The object of the research is the dialectal variation and differences in pronunciation that arise within society, while the subject of the research is the investigation, comparative analysis, systematization, and generalization of the linguistic features found in the speech of representatives of different social classes and strata who live within the same society and are speakers of the same language.

The purpose and objectives of the study. The purpose of the research is to examine the problem of the social and functional differentiation of language, identify the ways in which sociality is manifested in different forms of speech, determine the major factors influencing the formation of social dialects, and reveal the causes underlying the manifestation of sociality at the phonetic-phonological and lexical-semantic levels of social dialects.

To achieve this purpose, the following objectives have been addressed:

- to investigate the problem of language differentiation;
- to identify different forms of speech as manifestations of sociality;
- to clarify the issue of the social differentiation of language;
- to examine the history of the study of social dialects in language;
- to study the sociopolitical factors influencing the formation of sociolects;
- to identify the interaction between linguistic and extralinguistic factors in social dialects.

Research methods. Observation, contextual analysis, and comparative methods were employed in the research. An experimental-phonetic analysis was also conducted to identify the manifestations of sociality at the phonetic-phonological level.

Provisions submitted to the defense are:

- Social factors have a significant impact on language use and give rise to different speech patterns within social groups. Various forms of language variation, in turn, contribute to strengthening social identities and group affiliations within society;
- Different social groups often have distinct vocabularies. For example, slang, argot, and colloquial language may vary according to age, gender, or social class. Young people may create and use their own slang, which differs from that of older generations;
- Social dialects demonstrate variation in the use of tense, aspect, and sentence structures depending on the speaker's social background;
- Social class, education, and gender strongly influence the way formal or informal language is used. While members of higher social classes tend to prefer more formal styles, working-class communities may favor more casual or direct forms of address;
- Speakers of social dialects frequently shift between different language varieties depending on the social context. This phenomenon is particularly common among bilingual and bidialectal speakers;
- Linguistic features serve as markers of social identity and help individuals signal their affiliation with a particular social group;
- The integration of social dialects is possible in urban or cosmopolitan areas, which may lead to the leveling of different dialectal features;
- Some dialects in society are perceived as more “prestigious,” while others are regarded as more “stigmatized.”

The scientific novelty of the study. The scientific novelty of the research lies in the development of linguistic profiles of social dialects associated with intellectual activity, the identification of the role of individual language subsystems in the formation of the segmental level of social dialects, as well as the determination of the quantitative and qualitative indicators of the social affiliation of communicants

depending on the form of speech interaction. In the study, dialects arising from social factors are examined as social dialects (sociolects), while the history of the topic and the issues related to its investigation are analyzed comprehensively and systematically. The differentiation of social dialects from territorial dialects, as well as the study of professionalisms, occupational terms, slang and jargon, Internet slang, and speech differences arising from gender and age factors as manifestations of social dialects, may be regarded as the first attempt of its kind in Azerbaijani linguistics. The application of acoustic analysis, modern technologies, and research methods to investigate the ways in which listeners perceive dialectal features can also be considered among the scientific novelties of the research.

Theoretical and practical significance of the study. The research is of significant theoretical importance, as it is conducted from the perspective of the interrelationship between language and social factors and is concerned with the connection of linguistics with other fields, the ways in which language is used in social contexts, and the description and interpretation of its interaction with society, while also incorporating social factors into the study of the theoretical and practical aspects of language. The theoretical propositions of the research are also significant for examining language varieties as social tools, markers of personal identity, and means of influence. The findings of the research have concrete practical applications in real-life communication situations, including inclusivity, representativeness, and effective communication. The experimental results offer valuable insights for social communication, gender policies, and equity initiatives. In higher education, these findings can be practically applied to design methodological resources such as “Social and Regional Dialects.” Considering the use of regional dialects by teachers entering classrooms and lecture halls in higher and secondary educational institutions in Azerbaijan, it can be concluded that students studying at philological faculties have a particular need for such materials. The findings of the research can also be used in the preparation of master's theses, textbooks, and methodological materials.

Approbation and application. Seven research articles were published in Republican and international journals, and ten theses were published in conference proceedings.

The title of the institution where the research was carried out. The dissertation was carried out at the Department of General Linguistics of Azerbaijan University of Languages.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The dissertation consists of an introduction, three chapters, a conclusion, and a list of references. The Introduction spans 6 pages with 11730 characters, Chapter I comprises 44 pages with 85380 characters, Chapter II includes 45 pages with 89530 characters, Chapter III covers 39 pages with 60488 characters, and the Conclusion section spans 3 pages with 5513 characters. Excluding the bibliography, the dissertation totals 252641 characters.

MAIN CONTENT OF THE WORK

In the “**Introduction**” section of the research, the relevance and degree of investigation of the topic are substantiated; the object and subject of the research, its purpose and objectives, and research methods are defined; the provisions submitted to the defense are presented; and information is provided on the scientific novelty, theoretical and practical significance, approbation and application of the research, the name of the institution where the research was carried out, its structure, and its total volume in terms of characters.

In the first paragraph, “**Functional Differentiation of Language**” of Chapter I, “*The Problem of Language Differentiation*,” language is interpreted as a social institution, while its social differentiation is viewed as a form of relationship between language and society. The study of the social differentiation of language is one of the main objectives of sociolinguistics.¹² The social differentiation of language is determined by the social

¹² Жирмунский, В.М. Марксизм и социальная лингвистика // – Ленинград: Вопросы социальной лингвистики. –1969. – с.14.

diversity of society and the existence of social groups within it. According to F.Y.Veysalli, *“social stratification manifests itself in language. There is no other phenomenon that reveals these characteristics as clearly as language does.”*¹³

Contemporary sociolinguistics focuses on language varieties shaped by speakers' social, professional, educational, and cultural backgrounds. A significant feature of the social differentiation of many languages in the contemporary context is noted: *“...a new structure of social differentiation of language is emerging, in which many categories that have long been in use are being enriched with new content. Instead of the traditional opposition between social and territorial dialects, new varieties are emerging at the intersection of social and non-social criteria, including socio-territorial, ethnosocial, socio-demographic, and other dialects.”*¹⁴

The transformation of social factors within language is an extremely complex process. As a result, although the social structure of language and people's speech behavior are influenced by the social nature of language, they have specific characteristics that do not directly correspond to the social structure of society. According to J.A.Garibova, the term “social” refers to *“various aspects of social life or society.”*¹⁵

The essence of the functional differentiation of language derives from its communicative function. Clarifying the dialectical unity between the communicative and social functions of language is of fundamental importance. The social functions of language involve the concrete realization of its communicative function in different spheres of society. These social functions do not pertain to individual levels of the internal structure of language but to language as a whole. When discussing the functional differentiation of language, its expressive, aesthetic, epistemological, and other functions are also of particular interest.

According to R.V.Pazukhin, the communicative function is the constitutive function that characterizes language as a whole, while

¹³ Veysalli, F.Y. Sosiodilçilik / F.Y.Veysalli. – Bakı: Mütərcim, – 2022. – s.33.

¹⁴ Швейцер, А.Д. К проблеме социальной дифференциации языка // – Москва: Наука, Вопросы языкознания, – 1982. №5, – с.47.

¹⁵ Qəribova, J.Ə. Sosioliqviştika / J.Ə.Qəribova. – Bakı: Sim-Sim, – 2025, – s.33.

other functions are hierarchically subordinate to it: *“When discussing the functions of language, three levels should be distinguished: the constitutive level (the function or functions that determine the nature of language), the sublevel (the functions of units at individual levels of language), and the epis-level (the use of language in specific situations).”*¹⁶

Language functions include nominative, magical, indexical, expressive, social, pragmatic, stylistic, ethological, cognitive, creative, constitutive, and interlinguistic. In general, these functions can be grouped into three categories: informative-communicative, regulatory-informative, and affective-communicative functions.

The transmission and reception of information constitute the primary function of communication. The second category concerns the influence individuals exert on one another and the contribution of communication to establishing collective and joint activities. The affective-communicative function of communication encompasses aspects related to the emotional qualities of the individual.

In order to understand how human communication is realized, it is appropriate to examine these three functions comprehensively rather than in isolation from one another. These functions depend on the social roles, statuses, and functions of individuals within society.

In the second paragraph of Chapter I, entitled ***“Different Forms of Speech as Manifestations of Sociality,”*** it is demonstrated that language is closely connected with the development of society. According to W. von Humboldt, the emergence of language *“is determined by the inner needs of humanity. Language is not merely an external means of human communication that maintains common relations; it is rooted in human nature itself and is essential for the development of spiritual power and the formation of a worldview, which can only be achieved when an individual connects their own thinking with collective thought.”*¹⁷

¹⁶ Пазухин, Р.В. Язык, функция, коммуникация // – Москва: Наука, Вопросы языкознания, – 1979. №6, – с.43.

¹⁷ Гумбольдт фон В. Избранные труды по языкознанию / В. фон Гумбольдт. – Москва: Прогресс, – 2000. – с.51.

As a heuristic tool, language shapes how people perceive and interpret reality. Beyond practical experience, its symbolic nature provides verbal experience, guiding individuals through social reality and framing their engagement with the world.

When individuals acquire a language, they use it not only for communication but also in their cognitive activities. Language cannot exist independently of culture or of the system of socially inherited practices and ideas that characterize a way of life. An individual's integration into society takes place largely through the acquisition of language. In the words of E.Sapir, "*language is a powerful factor in socialization.*"¹⁸

Since a word expresses a particular idea and meaning in the process of speech, the social nature of external speech becomes clearly manifest. Thus, it is precisely the factor of sociality that gives rise to external speech. By referring to external speech as speech intended for others, we acknowledge its social nature. According to A.A.Rajabli, the social nature of external speech encompasses the following aspects:

- "1) the development of motor skills in the speech apparatus;*
- 2) the structure of a unified, integral sound complex;*
- 3) the comprehension of this complex;*
- 4) the 'grammaticalization' of this complex;*
- 5) and, finally, the 'delexicalization' of the complex.*"¹⁹

Inner speech is a highly individual cognitive process that intersects with memory, attention, and emotion. Far from being a mere internal version of external speech, it has unique characteristics and functions primarily as a tool for self-regulation.

Inner speech is not simply a set of thoughts preceding external speech; rather, it is a process that develops from the external to the internal. Although L.S.Vygotsky recognized the unity between inner and external speech, he also emphasized the differences between them, as they are governed by different patterns of development. Inner speech develops from the whole to its parts, from sentences to

¹⁸ Сепир, Э. Избранные труды по языкознанию и культурологии / Э.Сепир. – Москва: Прогресс, – 1993. – с.231.

¹⁹ Rəcəbli, Ə.Ə. Sosioliqviqtika / Ə.Rəcəbli. – Bakı: Nurlan, – 2004. – s.359.

words. Children begin with complete sentences and gradually acquire the meanings of individual words. For example, a child's first word may represent an entire phrase or a one-word sentence.

External speech (in terms of the phrasal aspect) develops from parts to the whole, from words to sentences. Children initially begin with individual words, then combine them into phrases and simple sentences, eventually progressing to complex sentences and coherent speech structures.²⁰

The development of inner speech consists of three successive stages: external dialogue, egocentric speech, and inner speech.²¹

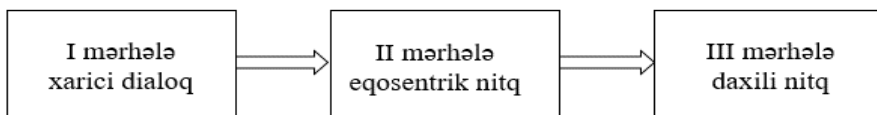


Figure 1.2.1. *Model of the Development of Inner Speech
(According to L.S.Vygotsky's Approach)*

In the first stage (external dialogue), the child communicates with others using external speech, focusing on direct external influences. This is the period when the child uses words and expressions to communicate with others. L.S.Vygotsky describes external dialogue as a natural form of communication that predominates in early childhood.²²

In the second stage (egocentric speech), the child begins to use speech to organize thoughts and actions. During this period, the child talks to themselves in order to guide their actions and plan their next steps. In this context, egocentric speech becomes an internal means of self-regulation and control. In L.S.Vygotsky's theory, egocentric speech represents a transitional stage between external dialogue and inner speech.²³

²⁰ Выготский, Л.С. Мышление и речь / Л.С.Выготский. – Москва: АСТ: Хранитель, – 2008. – с.270.

²¹ Выготский, Л.С. Мышление и речь / Л.С.Выготский. – Москва: АСТ: Хранитель, – 2008. – с.270.

²² Ibid, – p.287.

²³ Выготский, Л.С. Мышление и речь / Л.С.Выготский. – Москва: АСТ: Хранитель, – 2008. – с.282.

In the third stage (inner speech), the child uses speech to communicate with themselves mentally. Inner speech becomes a cognitive tool, enabling the child to solve problems, plan, and anticipate events. At this stage, speech becomes an internal means of processing information and regulating behavior.

L.S.Vygotsky describes inner speech as “silent, speechless speech” that exists within us.²⁴ J. Piaget associated egocentric speech with egocentric thinking, viewing it as a reflection of external perceptual influences where children speak purely about themselves.

According to J. Piaget, egocentric speech gradually disappears as the child reaches maturity.²⁵ However, L.S.Vygotsky countered that egocentric speech does not disappear with age, but instead evolves into inner speech.²⁶

In the third paragraph of Chapter I, entitled “***Social Differentiation of Language***,” sociolinguistic research is presented as one of the aspects of linguistics that makes it possible to predict the future of linguistic science, the development and functional prospects of languages, as well as general trends in the structural development of different languages.

Social differentiation of language reflects social stratification, emerging through class dialects, jargons, and sociolects such as the speech of workers, aristocrats, or the bourgeoisie shaped by labor and socialization. These varieties define how different social groups utilize language.²⁷

Among the types of social differentiation, the most stable (constant) type is the socio-territorial differentiation of language. The socio-professional differentiation of language is widespread across the languages of the world, particularly in developed languages. The socio-professional differentiation of language differs significantly

²⁴ Ibid, – p.285.

²⁵ Пиаже, Ж. Речь и мышление ребенка / Ж.Пиаже. – Москва: Педагогика-Пресс, -1994. – 528 с.

²⁶ Выготский, Л.С. Мышление и речь / Л.С.Выготский. – Москва: АСТ: Хранитель, – 2008. – с.282.

²⁷ Qəribova, J.Ə. Sosioliqnvistika / J.Ə.Qəribova. – Bakı: Sim-Sim, – 2025, – s.43.

from its socio-class, socio-territorial, and socio-ideological differentiation in the following respects:

1. the socio-professional differentiation of language develops more intensively;

2. speakers of socio-professional varieties of a language or “metalanguage” often live not only in compact communities but also across different areas and settlements of a region;

3. speakers of a socio-professional variety generally use the metalanguage in communication among themselves and in professional literature;

4. alongside the “metalanguage,” they also make extensive use of the common spoken language, i.e. the literary language;

5. new socio-professional varieties of a language emerge as a result of the differentiation of science and technology.²⁸

A sociolect or social dialect is a set of lexical, phraseological, and syntactic features used by specific professional, social, or age groups. Determined by background, education, and age, sociolects can eventually influence the standard literary language.

Social dialect, which is conditioned by factors such as socioeconomic status, class, ethnicity, and age group, constitutes an invariant part of language. According to R.A.Hudson, “*your language tells where you come from, while your social dialect tells who you are*”²⁹. A sociolect reflects the linguistic features used by a particular social group. All these features operate within the framework of the national language system. Examples of sociolects include “*soldier jargon*,” “*schoolchildren jargon*” (*school jargon*), “*criminal jargon*,” “*hippie slang*,” “*student slang*,” and “*professional language*.”

Another important issue arising in the study of social dialects concerns the cultural and educational level of the class or social stratum to which a particular sociolect belongs. Social dialects vary according to such factors as age and gender, the natural environment (conditions), occupation, and activities.

²⁸ Rəcəbli, Ə.Ə. Sosioliqviştika / Ə.Rəcəbli. – Bakı: Nurlan, – 2004. – s.370.

²⁹ Hudson, R.A. Sociolinguistics / R.A.Hudson. – Cambridge: Cambridge University Press, – 1996. – p.68.

The following factors help to determine social varieties: 1) cultural level; 2) standard level; 3) broader/common level; and 4) vulgar level.

In the first paragraph, entitled “**General Characteristics of Social Dialects,**” of Chapter II, “*On the Concept of Social Dialect in Language,*” it is stated that socialized relations embody the process of formation of linguistic substance. Viewing language as a product of society is based on the dialectical unity of the perception of its social nature and the regularities governing its emergence and development. The influence of social factors on language processes can be classified as follows:

1. the dialectal differentiation of language determined by the social and territorial differentiation of society;

2. the social-class differentiation of society, such as “the language of the aristocracy,” “the language of the bourgeoisie,” “the language of peasants,” “the language of workers,” etc.;

3. the differentiation of language according to professions.

Social-class dialects encompass “social dialects, class dialects, class languages, jargons,” and the languages used by members of particular social and professional groups. These forms also intersect with the social, functional, and socio-professional differentiation of language. The sociolinguistic basis of social, functional, and socio-professional differentiation is constituted by initially socialized relations.³⁰

Regional dialects reflect linguistic differences associated with a particular geographical area. Alongside territorial dialects, social dialects also exist within the same language. According to R.I.McDavid, a sociolect is “*a subvariety of speech accepted within a particular community that, as a result of the influence of certain social forces, is characteristic of specific ethnic, religious, and economic groups, or of particular groups distinguished by a certain level and type of education*”.³¹

³⁰ Рәсәбли, Ә.Ә. Sociolinqvistika / Ә.Рәсәбли. – Бак: Nurlan, – 2004. – с.366.

³¹ Макдэвид, Р.И. Дialeктные и социальные различия в городском обществе // Новое в лингвистике, выпуск 7. – Москва: Издательство иностранной литературы, – 1975. – с.365.

Unlike sociolects, regional dialects are linked to specific geographic areas, differing from Standard English in pronunciation, grammar, and vocabulary. Key UK regional dialect examples include Received Pronunciation, Geordie (Newcastle), Scouse (Liverpool), and Cockney (London).

Received Pronunciation, which is regarded as a standard pronunciation norm and is also referred to as Posh English, BBC English, or Queen’s English, is primarily associated with speakers belonging to the middle and upper classes. The Cockney regional dialect, by contrast, is particularly notable as a pronunciation variety traditionally associated with members of the working class. An example is provided below:

- “New web” = “New trainers” in Scouse
- “Giz a deek” = “Let’s have a look” in Geordie
- “Rosie Lee” = “Cup of tea” in Cockney.

Idiolects are understood as an individual’s distinctive way of speaking. They are personal and individual in nature and are constantly subject to change. Like sociolects, idiolects are influenced by various social factors, including the environment, education, peer groups, hobbies, interests, and others. An individual’s idiolect is closely connected with every aspect and sphere of their life. Individuals select linguistic forms according to their personal preferences and tend to favor those that suit them best. The idiolect of each individual represents their personal manner and style of using language [see: Table 2.1.1].

Table 2.1.1.

Key Characteristics of Sociolects and Idiolects

Sociolect	Idiolect
– is influenced by social groups;	– is specific to an individual;
– is a shared language variety;	– has no exact equivalent;
– is influenced by factors such as age, socioeconomic status, and gender;	– encompasses an individual’s entire lifestyle;
– most people may use different sociolects depending on the social context.	– people may use different idiolects and linguistic forms.

Sociolects are sometimes regarded as synonymous with jargon and slang. Sociolinguists identify sociolects by analyzing the distribution and use of specific linguistic units. For example, a sociolinguist can obtain relevant findings by examining the patterns of use of the pronoun “you” within a speech community that speaks the same language. If a particular social group in an English-speaking community uses “your” as the plural form of “you,” this may indicate the existence of a sociolect. A social dialect is precisely a language variety used by a particular social class.

In the second paragraph, entitled “*On the Study of the Formation of Social Dialects in Language*,” Labov’s research on the linguistic practices of representatives of different social strata is presented as an important contribution to the development of sociolinguistics. In his studies, he systematically described phonetic, lexical, and grammatical differences in sociolects and demonstrated how differences in language use among various social groups are related to social factors. Through sociolinguistic interviews and field studies, he also identified and systematized linguistic differences among social groups.³²

An important factor in W. Labov’s approach is that a social group can be identified on the basis of the solidarity and sense of unity that its members demonstrate in relation to other language varieties.

Various methods are used to study sociolects:

1. Sociolinguistic surveys. Surveys and questionnaires are conducted to investigate the language use of social groups, and the identified phonetic, lexical, and grammatical differences are analyzed;
2. Observation. The observation method reveals how language functions in real-life communication;
3. Experiment. Various linguistic experiments are conducted under laboratory conditions to study social dialects, with particular attention to the psychological and cognitive aspects of language.

³² Labov, W. The Social Stratification of English in New York City / W.Labov. – Washington, D.C.: Center for Applied Linguistics, – 1966. – 655 p.

One of W. Labov's experiments in the field of social dialect research was conducted in department stores in New York City. He asked employees working in stores representing three different social classes (*Saks Fifth Avenue, Macy's, and S. Klein*) to repeat the expression "*fourth floor*" and identified differences between the social classes based on the pronunciation of the /r/ consonant in the expression. The results demonstrated that employees belonging to higher social classes pronounced the [r] sound more clearly.

P. Eckert also investigated the role of language in social identification in an experiment conducted at a high school in Detroit, USA.³³ P. Eckert studied adolescent language as a social practice, analyzing how social identity shapes speech differences between high-status, academically oriented "jocks" and lower-status, anti-institutional "burnouts." Her findings highlight the direct link between language varieties and local social structures.

- Phonological differences: There were differences in the pronunciation of certain sounds between the "jocks" and "burnouts." Students belonging to the "burnouts" group tended to favor more informal and "non-standard" pronunciation forms;

- Lexical differences: The language used by the "jocks" was more standard and widespread, whereas the "burnouts" tended to use more local and non-standard expressions;

- Social identity: These differences in language use indicated which social groups the students identified with.

P. Eckert's research once again confirms that language is not merely a means of communication but also an important element of social identity and differentiation. Linguists who have studied the problem of social dialects have proposed various approaches:

Applying sociolinguistic methods in NYC, W. Labov classified speech variations across social class, age, and gender based on five core principles: 1) sociolinguistic variation, 2) social differentiation

³³ Eckert, P. *Style and sociolinguistic variation* / P. Eckert, J.R. Rickford. – Cambridge: Cambridge University Press. – 2001. – 360 p.; Eckert P. *Language and Gender* / P. Eckert, S. McConnell-Ginet. – Cambridge: Cambridge University Press, – 2003. – 366 p.

of language, 3) formal and everyday speech styles, 4) style and identity, and 5) methodology and ethnography.³⁴

The Meyerhoff approach: In her research on sociolects, M. Meyerhoff emphasizes the role of gender and examines differences in the speech patterns of women and men, as well as the relationship between these differences and social structures. The main principles underlying her research are: 1) *gender and linguistic variation*; 2) *performance and communication*; 3) *social networks and language behavior*; 4) *style and identity*; and 5) *methodology and ethnography*.³⁵

The Trudgill approach: P.Trudgill has studied social differences in language and the relationship between regional and social dialects, with particular attention to the different speech patterns of members of various social classes and the interaction of these patterns with the standard form of the language. His studies, which focus on the interaction between the social structure and geographical factors of language, encompass the following principles: 1) *dialectology and sociolects*; 2) *regional and social differentiation*; 3) *standardization and the role of dialects*; 4) *language varieties and social identity*; and 5) *language change and continua*.³⁶

The relationship between language and the social strata of society constitutes a central theme of sociolinguistic research. Researchers in this field examine how different social classes use different language varieties and how these varieties themselves reflect social status.

In the third paragraph of Chapter II, entitled ***“Socio-Political and Historical Factors Influencing the Formation of Social Dialects,”*** the sensitivity of language as a social phenomenon to all changes occurring in society is emphasized. Since language and

³⁴ Labov, W. The Social Stratification of English in New York City / W.Labov. – Washington, D.C.: Center for Applied Linguistics, – 1966. – p.234.

³⁵ Meyerhoff, M. Introducing Sociolinguistics / M.Meyerhoff. – London: Routledge, – 2018. – 3rd ed. – p.394.

³⁶ Trudgill, P. Sociolinguistics: An introduction to language and society / P.Trudgill. – Penguin UK: – 2000. – 4th ed. – p.95.

society are interconnected, all socioeconomic, sociopolitical, and cultural changes taking place in society inevitably have an impact on language. From a synchronic perspective, the social differentiation of language is a result of its development, in which social factors play an important role. The development of language and the characteristics of its use can, to a certain extent, be determined by its social structure, and, in our view, should be considered in relation to it.

As a social phenomenon, language evolves alongside society rather than autonomously. Illustrating this dual nature of social variation, W.Labov identified a stable model dividing speech variation into social and stylistic differentiation.³⁷

Social stratification – driven by income, occupation, and education – creates inequalities that shape distinct speech patterns across social groups. As B. Bernstein notes, these class-based speech styles stem from fundamental differences in thought and worldviews.³⁸ The author identifies two class-based linguistic codes, noting that middle-class speech relies on “‘precisely selected’ forms and conformity to ‘universal rules’” across nouns, adjectives, and verbs.³⁹ In his studies of the interaction between language and social classes, he emphasizes that the social stratification of individuals is clearly reflected in patterns of language variation.

Historically, gender and age differentiation gave rise to distinct linguistic features, such as "women's language" which reflects a social or tribal position rather than an independent language. Social conditions shape gendered speech traits, while ideological differentiation embeds beliefs directly into language. For example, the Azerbaijani term “yaradan” (“Creator”) evolved through socialized relations to represent an abstract, transcendent concept in religious contexts.

³⁷ Labov, W. *The Social Stratification of English in New York City* / W.Labov. – Washington, D.C.: Center for Applied Linguistics, – 1966. – p.79.

³⁸ Bernstein, B. *Class, Codes and Control: Towards a theory of educational transmission* / B.Bernstein. – London and New York. Psychology Press, – 2003. – Tom 3. – p.77.

³⁹ Ibid, – p.77.

The first paragraph of Chapter III, entitled “**The Interaction of Linguistic and Extralinguistic Factors in Social Dialects,**” is titled “*The Manifestation of Sociality at the Phonetic-Phonological Level in Social Dialects.*” The manifestation of sociality in the social dialects of English is particularly evident at the phonetic level. D.Jones’s observations demonstrate that the word “*soft*” is pronounced with a longer vowel by educated men in the northern regions of England, whereas it is pronounced with a shorter vowel by young women. In the words “*when*” and “*which*” women tend to pronounce the sonorant consonant [w] as [hw] more frequently than men.⁴⁰

In Azerbaijani, the lengthening of sounds and differences in intonation in the speech of young people, differences in speech rate, intonation, and stress among social groups in Turkish, and the perception of Moscow and Saint Petersburg intonation as markers of social prestige in contemporary Russian are manifestations of sociality at the phonetic level in these languages.

As an example of a working-class sociolect in East London, the following features can be presented:

1. The sound “*h*” [h] is omitted at the beginning of words: “*Hello – ello*” [helou – elou];
2. The sound “*th*” [θ] is frequently replaced by “*f*” [f]: “*think – fink*” [θɪŋk – fɪŋk];
3. In some cases, “*th*” [ð] is also pronounced similarly to “*v*” [v] in word-medial position: “*bother – bover*” [ˈbʌðə – ˈbʌvə];
4. The consonant “*r*” [r] may be replaced by the “*ah*” [ɑ:] sound at the end of a word: “*brother – bruvah*”. For example: “*I’ve been finking about what your bruvah said*” [ˈbrʌðə – ˈbrʌvə].

In English, the pronunciation of the word-final -ing suffix as [n] may indicate that a speaker belongs to a lower social class and has a lower level of education. For example, members of the working class may pronounce “*sitting*” [ˈsɪtɪŋ] as “*sitin*” [ˈsɪtɪn], or “*thinking*” [ˈθɪŋkɪŋ] as [ˈθɪŋkɪn].

⁴⁰ Jones, P.E. From ‘external speech’ to ‘inner speech’ in Vygotsky: A critical appraisal and fresh perspectives // *Language & Communication*, – Vol.29, is.2, – 2009. – p.166-181.

In 1980, research conducted in Great Britain by J. Cheshire and her colleagues revealed that patterns of social variation are also evident at the grammatical level. The experiment demonstrated that 80% of the schools investigated used non-standard grammatical forms.⁴¹

1. *"Them"* – used as a demonstrative determiner: *"Look at them big spiders."*

2. *"Never"* – used to express negation in the past: *"No, I never broke that."*

3. Omission of the plural marker when expressing quantity: *"Two pound of flour."*

4. *"What"* – used as a relative pronoun: *"The film what was on last night was good."*

5. *"Sat"* – used as a participle: *"She was sat over there looking at her car."*

6. *"Quick"* – used as an adverb: *"I like pasta. It cooks really quick."*

7. *"Ain't"* and *"in't"* – used instead of *"haven't," "aren't,"* and *"isn't"*: *"That ain't working."*

8. Use of the participle *"stood"*: *"And he was stood in the corner looking at it."*

9. Non-standard use of *"was"*: *"We was singing."*

10. Double negation: *"I don't want none."*

The examples listed above are primarily grammatical patterns observed within a limited geographical area and predominantly in the speech of working-class speakers.

In the research, the social characteristics of prosodic parameters were analyzed on the basis of acoustic indicators, including fundamental frequency, intensity, and temporal parameters. This issue was addressed through the following stages:

1. auditory analysis of the linguistic material selected for the experiment;

⁴¹ Milroy, J. Real English. The Grammar of English Dialects in the British Isles / J. Milroy, L. Milroy. – London: Routledge, – 1993. – p.56.

2. electroacoustic analysis of the prosodic characteristics of the linguistic material (duration, intensity, and fundamental frequency) using the “Praat 5.3.03” software.

The following parameters of speech sounds were subjected to acoustic analysis: 1) duration (T – ms); 2) fundamental frequency (F – Hz); 3) intensity (I – dB).

The linguistic material for the experiment was selected from Internet sources.

The following are several examples of the acoustic analysis of the words under investigation:

For the English word “*soft*” [sɒft], as pronounced by young women, the following acoustic parameters were recorded: T = 162 ms, I = 76 dB, F = 186 Hz (see Table 3.1.3, Figure 3.1.1). In the pronunciation of educated men, the word “*soft*” [sɔ:ft] had an average duration of 178 ms, with I = 69 dB and F = 197 Hz (see Table 3.1.1, Figure 3.1.1). In the American variety of English, the short [ɒ] may be realized as the long [ɔ:] in certain words. Examples include “*soft*” [sɔ:ft], “*long*” [lɔ:ŋ], “*forest*” [fɔ:rɪst], and others.

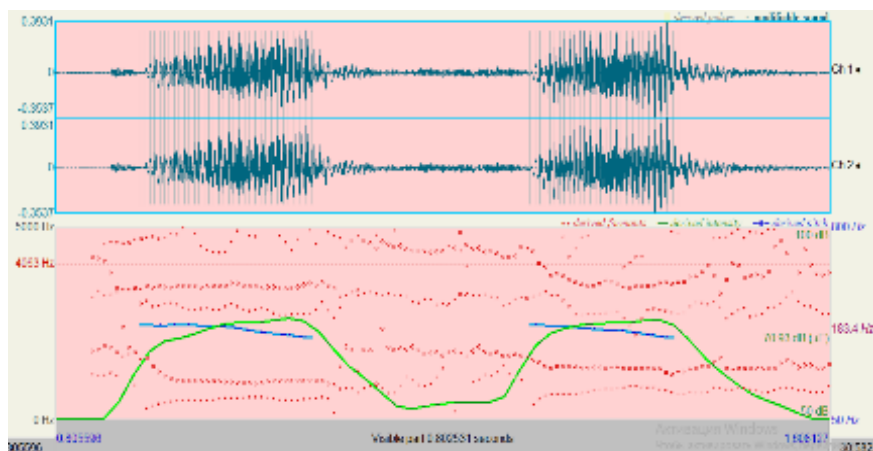


Figure 3.1.1. Oscillograms of the English word “*soft*”

Based on a comparison of the values of the temporal parameters of the word “*soft*” it can be stated that, while men spend 178 ms pronouncing the vowel in this word, the absolute duration of

the vowel in women's pronunciation is 162 ms. The fundamental frequency of the word is also 197 Hz in men's pronunciation and 186 Hz in women's pronunciation. The intensity parameter, however, is higher in women's pronunciation—76 dB compared with 69 dB. Although the compared variants contain the vowels /ɔ:/ and /ɒ/, respectively, the first variant is used in the pronunciation of educated men, whereas /ɒ/, i.e. the second variant, occurs in women's speech.

The acoustic parameters of the English word “when” [(h)wen] in women's speech are expressed by the following values: T = 127 ms, I = 77 dB, F = 178 Hz (see Table 3.1.3; Figure 3.1.2).

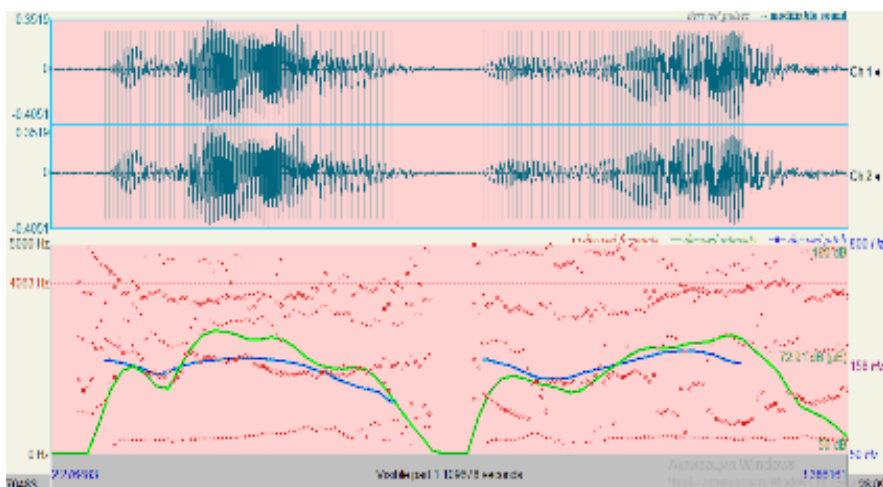


Figure 3.1.2. Oscillograms of the English words “when” and “who”

The acoustic parameters of the word “who” [hwu:] in women's speech are as follows: T = 226 ms, I = 73 dB, F = 195 Hz (see Table 3.1.3; Figure 3.1.2). In words such as “when” women tend to pronounce the sonorant consonant [w] in the [hw] variant (see Figure 3.1.2).

Pronunciation sometimes functions as the only social marker distinguishing different social strata within a society. For example, although members of the upper social class in English pronounce the words “have,” “heard,” “house,” and “husband” as [hæv], [hɜ:d],

[haos], and ['hazbənd], respectively, the omission of the initial [h] consonant in these words is characteristic of the speech of members of the lower social strata.

The second paragraph of Chapter III, entitled ***“The Manifestation of Lexical-Semantic Sociality in Social Dialects”*** demonstrates that individual levels of the linguistic structure are closely interconnected with the social aspects of language. Structural units of language serve as carriers of an individual’s social identity. The lexical level is the level at which sociality is most prominently manifested within the language system.

Social stratification shapes lexical choice and semantic nuances, as speakers select vocabulary reflecting their status, education, and profession. While working-class speakers may use "daily work" or "earn a living," highly educated individuals prefer formal terms like "build a career" or "financial security". As P. Trudgill notes, *“lexical variation plays a key role in demonstrating how social structure is reflected in language”*.⁴²

The manifestation of social dialects at the lexical-semantic level is mainly observed in the contrast between colloquial and formal vocabulary, the use of jargon and slang associated with different social groups, as well as intergenerational lexical differences. For example, in Azerbaijani, the contrast between everyday expressions such as “çörək pulu” (“bread money”) and formal terms such as “gəlir” (“income”), as well as the use of student and youth slang such as “общага” (“dormitory”) and “зачётка” (“grade book”) in Russian, contrasted with prestigious words such as “приём” (“reception”) and “дама” (“lady”) associated with higher social strata, clearly illustrates the essence of this process.

Internet sociolect is a contemporary phenomenon demonstrating how language adapts to modern technological society and can be regarded as a new form of sociolect. It is widespread among young people, adolescents, and social media users and is characterized by the abbreviation of words, language mixing, and the dominance of slang. Examples in Azerbaijani include *“layk*

⁴² Trudgill, P. Sociolinguistics: An introduction to language and society / P.Trudgill. – Penguin UK: – 2000. – 4th ed. – p.125.

ələmişəm” (“I have liked it”), “*story atmışam*” (“I have posted a story”), “*ban ediblər*” (“they have banned [me/us]”), and “*çatlaşırıq*” (“we are chatting”), among others. Examples of Internet sociolect in English include “*BRB*” (*be right back*), “*LOL*” (*laugh out loud*), “*ROTF L*” (*roll on the floor laughing*), “*SMH*” (*shaking my head*), and “*TTYL*” (*talk to you later*). The Internet sociolect even has its own online vocabulary, where users can search for and find the meanings of different words and expressions.

Adolescents use slang as an in-group marker and a parental “secret language,” causing rapid lexical turnover driven by social media. Consequently, while terms like “cool” endure for years, others like “bling” disappear within months.

In Azerbaijani, examples of the secret sociolects used by young people are mainly manifested in the form of slang, coded expressions, and lexical modifications intended to facilitate mutual understanding within a group. These language forms are informal means of communication that provide privacy within the group while also expressing identity. The use of slang also manifests itself differently across various age groups.

Professional sociolects express occupational identity through specialized terminology, metaphors, and jargon across different fields. Examples include terms like “*anamnesis*,” “*teaching aid*,” “*draw up a protocol*,” “*intubate*,” “*synergy*,” “*performance assignment*,” and “*red zone*.”

Sociolects also reflect gender differences across lexical, phonetic, stylistic, and syntactic levels, acting as social markers of gender roles and cultural stereotypes. Consequently, D.Tannen describes male and female speech as “a dialogue between two different cultures.” “*For women, talk is more about establishing connection and showing understanding, whereas for men, talk is more about providing information and displaying status*”⁴³. Examples include the following:

In Azerbaijani, a woman might say “*nə incə düşünmüsən*” (“how thoughtful of you”), whereas a man might say “*normaldı*”

⁴³ Tannen, D.F. You just don’t understand: women and men in conversation / D.F.Tannen. – New York: William Morrow & Co., – 1990. – p.149.

(“it’s normal”); in English, a woman might say “*that is so cute,*” whereas a man might say “*that is cool.*” Similarly, women may use expressions such as “*I feel like,*” while men may prefer “*I think,*” among other examples.

The language use, linguistic creativity, and social consciousness of individuals belonging to particular strata within a social community play an important role in the formation of both individual linguistic practices and sociolects. A sociolect associated with a particular social group is determined not by geographical location but by its connection to a specific social context.

In the “**Conclusion**” section, the findings obtained from the analysis of theoretical sources and linguistic material were summarized as follows:

1. “Monolithicity” is alien to a developed national language, since a national language represents a “system of systems” that develops in accordance with both the general law governing the correlation between culture and language and the specific patterns of national development characteristic of a particular social community. The social differentiation of language is an indicator of the social diversity of society. Sociolects associated with the linguistic culture of a particular social community constitute an important component of the social-communicative system of the national language. Reflecting the reality of social stratification is an inherent characteristic of sociolects.

2. A language that undergoes territorial and social differentiation functions not only as a means of interpersonal communication but also as an indicator of social status, social situations, and social purposes. As a social phenomenon, language belongs to the category of social phenomena alongside other phenomena that serve society. As a reflection of consciousness, language performs not only social-class functions but also cognitive-discursive functions through established concepts and categories. An important characteristic of language is its ability to reflect and express social consciousness as a whole, which derives from its fundamental communicative function, namely, its role as a means of interpersonal communication.

3. Socio-anthropocentric social dialects are linguocultural phenomena capable of exerting a significant influence on the use of language in society as well as on its development. Social dialects may contribute to the isolation of certain social groups and create barriers to communication among members of different social strata. At the same time, social dialects serve as markers of social identity and as a means of expressing cultural diversity.

4. Social dialects reflect the linguistic diversity and cultural characteristics of society. Sociolects reflect differences in communication and expression among different groups of people. The use of sociolects in acts of communication facilitates the inclusion of various groups in public discussions and creates a more accessible environment for communication. Although British society has long been characterized by membership in distinct social groups, this tendency is currently becoming less pronounced, as members of the elite also use middle-class dialects. Consequently, individual sociolects increasingly interact with one another and have become widespread in everyday speech, the media, and literature.

5. Social dialects, as a result of the social, socio-functional, and stylistic variation of language, reflect the diversity of cultures and languages and can be regarded as a kind of “voice” of modern society. The emergence of social dialects is rooted in sociocultural and historical factors. During the development of English, its interaction with different cultures and regional dialects contributed to the formation of various social and regional varieties. Since social dialects reflect characteristics related to the speaker’s society, culture, education, and social status, they constitute varieties of the national language. Social dialects are associated with particular social groups, such as the working class, the elite, and young people. Sociolects encompass distinctive lexical, phonetic (pronunciation), and grammatical features.

6. The phenomenon of sociolects can be summarized as follows: a sociolect is the language of a social group conditioned by particular social factors and represents a dependent variety of the standard form of the language. Its phonetic, lexical, and syntactic systems develop under the influence of social factors. A social

dialect is generally an invariant variety of language, a minor literary variety that may, in some cases, expand to the level of a standard language. It is unacceptable to interpret social dialects unequivocally as deviations from the norms of the standard language, since language, as a fundamental factor in the existence of society, cannot remain unaffected by processes taking place within that society.

7. The social variation of language and the differentiation of the speech of communicants (addresser – addressee) constitute a rich source from a sociolinguistic perspective, since a person's speech serves as an indicator of their affiliation with a particular social or sociocultural group. Sociolects conditioned by linguocultural factors possess cultural-connotative and emotional shades of meaning. Sociolects that carry the cultural characteristics of substandard vocabulary represent a form of linguocreative thinking through which speakers reflect the surrounding world through the prism of sociocultural relations and participate in the formation of the national linguistic worldview in accordance with parameters such as social status, profession, gender, age, and others.

8. The analysis of sociolects makes it possible to observe the ways in which individual levels of the language system – phonological, morphological, lexical, syntactic, and stylistic – adapt to social contexts; the nature of sociocultural experience that ensures their mechanisms of functioning; their dynamic and living forms; as well as tendencies and possibilities that cannot be realized within strictly regulated language varieties. The accumulation of sociocultural experience concerning the use of sociolects opens up new perspectives for sociolinguistic research. A syncretic description of the general literary language and social dialects makes it possible to create a sociolinguistic portrait of language use in contemporary linguopragmatic and linguocultural studies.

9. The results of the phonetic analysis of social dialects in English demonstrate that the same word may be pronounced with different acoustic parameters – fundamental frequency, intensity, and duration – by representatives of different social strata or genders [see Tables 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, and 3.1.6]. The consistency of the acoustic parameters observed in the pronunciation of the

informants indicates that the phonetic characteristics of sociolects depend on factors such as the speakers' age, gender, social status, social roles, and other variables. Based on the results of the acoustic parameters, it can be concluded that different pronunciation forms of the same word constitute one of the social markers distinguishing different strata of society.

10. Language is realized in different forms under the influence of contextual and purposeful factors. Sociolects that emerge under the influence of sociopolitical factors reflect social structures and power dynamics within society and serve as linguistic indicators of class divisions. Education, ethnic and racial background, age, gender relations, the social status and roles of individuals in society, as well as state structures and political institutions, are also important factors in the formation of social dialects.

The following articles and theses have been published regarding the general content of the dissertation:

1. Nitqin müxtəlif şəkillərində sosiallığın təzahür xüsusiyyətləri // – Bakı: Azərbaycan Dillər Universiteti, Elmi xəbərlər. – 2022. №1, – s.45-49.
2. Sosial siniflər dildə sosial dialektlərin yaranma səbəbi kimi // – Bakı: Bakı Dövlət Universiteti, Dil və ədəbiyyat. Beynəlxalq elmi-nəzəri jurnal, – 2022. №3(120), – s.57-60.
3. Dildə ərəzi və sosial dialektlərin qarşılıqlı mövcudluğu // – Bakı: AMEA M.Füzuli adına Əlyazmalar İnstitutu. Filologiya məsələləri, Elm və Təhsil, – 2022. №5, – s.123-132.
4. Dilin sosial diferensiallaşması məsələsinə ümumi baxış // The XXV International Scientific Symposium “Civilizational bridges between people and cultures” Azerbaijan-Ukraine. – Aprel 23, – 2022, – s.38-41.
5. Dildə sosial sinif və sosial dialektlərin qarşılıqlı mövcudluğu məsələsinə ümumi baxış // The XXVI International Scientific Symposium “Şuşa: Triumph of Victory” Eskişehir/Turkey. Eskişehir Azərbaycanlılar Derneği, – May 29, – 2022. – s.103-106.
6. Cins və yaş xüsusiyyətlərinin dildən istifadəyə təsiri // Azərbaycan Respublikasının Təhsil İnstitutu. Konfrans

- Azərbaycanın qədim şəhəri Şuşanın 270 illik yubileyinə həsr olunur. Doktorantların və Gənc Tədqiqatçıların XXV Respublika Elmi Konfransının (NASCO XXV) materialları (Humanitar elmlər). – Bakı: – 23-24 noyabr, – 2022, – s.122-126.
7. Ali təhsil və elm: ənənələr və yeniliklər // Heydər Əliyev və Azərbaycanda ali təhsil” Ümummilli lider Heydər Əliyevin 100 illik yubileyinə həsr olunmuş Respublika elmi konfransının materialları. Naxçıvan Müəllimlər İnstitutu, – Naxçıvan: “Məktəb” nəşriyyatı, – 12 may, – 2023, – II hissə. – s.118-120.
 8. Multikultural dəyərlər və təhsilimiz // Azərbaycan Dillər Universiteti, Ümummilli lider Heydər Əliyevin anadan olmasının 100-cü ildönümünə həsr olunmuş “Heydər Əliyev: Multikulturalizm və tolerantlıq ideologiyası”. VI Beynəlxalq elmi konfrans. – Bakı: Mütərcim, – 14 iyun, – 2023, – s.248-249.
 9. Sosial dialektlərin formalaşmasında ictimai siyasi amillərin rolu // X Международная научно-практическая конференция “Наука и Технологии” [Филологические Науки]. – Алматы, Казахстан. – 26 mart, – 2024, – s.55-58.
 10. Sosial dialektlərin öyrənilməsinin nəzəri əsasları // – Bakı: Mütərcim, Humanitar elmlərin öyrənilməsinin aktual problemləri, – 2024. №3, – s.122-125.
 11. Manifestation of sociality in different styles of speech // – Київ: Вісник післядипломної освіти: зб. наук. праць. Серія “Педагогічні науки” / НАПН України ДЗВО “Ун-т менедж. освіти”; голов. ред. В.Олійник; редкол.: І. Андрощук [та ін.]. Юстон. – 2024. Вип.29(58), – p.67-80.
 12. Modern linguistic theories in the exploration of social dialects // Актуальные проблемы Романо-Германской филологии и методики преподавания иностранных языков. Материалы XIV международной научной конференции. Министерство образования Республики Беларусь Учреждение образования «Гомельский государственный университет имени Франциска Скорины». – Гомель. – 25 октябрь, – 2024. – с.38-40.
 13. Возникновение и распространение социальных диалектов среди молодежи (на основе исследований Пенелопы Эккерт) // Международный конгресс «Гуманитарная наука в

- контексте Культуры – Цивилизации – Глобальности: Язык, Этнос, Общество», посвященный 100-летию со дня рождения академика Абдуали Туганбайулы Кайдара. – Казахстан, Алматы: Библиотека Аль-Фараби (КазНУ). – 10-11 декабря, – 2024. – с.235-239.
14. Reasons for the emergence of social dialects in a language // – Україна: Міжнародного гуманітарного університету, Науковий вісник, Серія: Філологія Збірник Наукових Праць. Видавничий дім «Гельветика», – 2025. №73, – p.118-121.
 15. The influence of social classes on language // Елецкий государственный университет им. И.А.Бунина. Филология, лингвистика и лингводидактика в современном обществе: сборник материалов II Международной научной конференции, посвященной 95-летию со дня рождения Е.И.Пассова. – Елец: – 17 апреля, – 2025. – p.100-102.
 16. The development and expansion of adolescent social dialects (based on Penelope Eckert's research) // – Bakı: Azərbaycan Dillər Universiteti, ADU-nun Elmi Xəbərləri (humanitar və ictimai elmlər). – 2026. №1, – p.75-80.
 17. Sosial dialektlərin araşdırılmasına psixolinqvistik və neyrolinqvistik baxış // Bakı Avrasiya Universiteti, “From Tradition to the Future” Ases VI: International Scientific Research Conference. Azerbaijan Conference Book. – 05-07 March, – 2026. – s.307-309.

The defense will be held on 16 October 2026 at 13:00 at the meeting of the Dissertation council FD 2.12 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Azerbaijan University of Languages.

Address: AZ 1014, Baku, Rashid Behbudov Street, 134.

Dissertation is accessible at the Azerbaijan University of Languages Library.

Electronic version of the abstract is available on the official website of the Azerbaijan University of Languages.

Abstract was sent to the required addresses on 14 September 2026.



Signed for print: 25.06.2026

Paper format: 60x84 1/16

Volume: 45923 characters

Number of hard copies: 20