The Lingua Spectrum
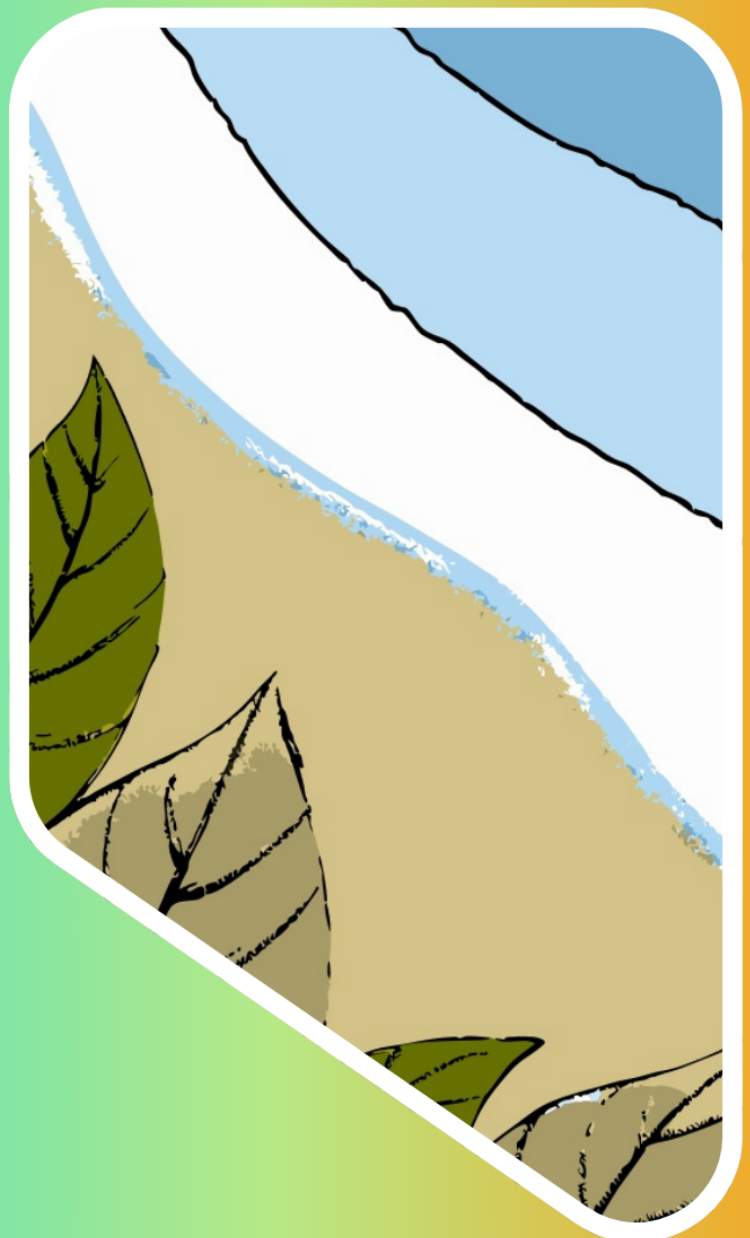*Cogito, ergo sum*

"A special kind of beauty exists which is born in language, of language, and for language."

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Visual verbs in modern Turkish: a pragmatic exploration of context, culture, and communication

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Annotation. *This study investigates visual verbs in modern Turkish, focusing on their pragmatic, sociolinguistic, and cultural significance. Visual verbs such as görmek (to see), bakmak (to look), and göstermek (to show) function beyond their literal meanings, influencing social interactions, politeness norms, and communicative strategies. Through a pragmalinguistic approach, the study examines their contextual variations in informal, formal, and digital communication.*

Findings indicate that social hierarchy, politeness, and digital discourse shape the use of visual verbs. In informal settings, they convey emotions, engagement, and shared experiences. In formal discourse, they ensure clarity and professionalism, whereas in digital contexts, they enhance user interaction and social identity. By integrating empirical and theoretical perspectives, the study underscores how visual verbs contribute to meaning negotiation, identity construction, and sociocultural cohesion in Turkish. This research enhances linguistic, pragmalinguistic, and cross-cultural communication studies, offering insights into language evolution and cultural expression.

Keywords: *visual verbs, pragmatics, sociolinguistics, politeness strategies, cultural identity, digital communication, contextual meaning, Turkish language.*

Глаголы зрительного восприятия в современном турецком языке: прагматическое исследование контекста, культуры и коммуникации

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Аннотация. *В этом исследовании рассматриваются визуальные глаголы в современном турецком языке, особое внимание уделяется их прагматическому, социолингвистическому и культурному значению. Такие визуальные глаголы, как görmek (видеть), bakmak (смотреть) и göstermek (показывать), выходят за рамки своих буквальных значений, влияя на социальные взаимодействия, нормы вежливости и коммуникативные стратегии. Используя прагмалингвистический подход, в исследовании рассматриваются их контекстуальные вариации в неформальной, официальной и цифровой коммуникации.*

Результаты исследования показывают, что социальная иерархия, вежливость и цифровой дискурс формируют использование визуальных глаголов. В неформальной обстановке они передают эмоции, вовлеченность и общий опыт. В официальной беседе они обеспечивают ясность и профессионализм, в то время как в цифровом контексте они улучшают взаимодействие с пользователем и социальную идентичность. Объединяя эмпирические и теоретические подходы, исследование подчеркивает, как визуальные глаголы способствуют согласованию значений, формированию идентичности и социокультурной сплоченности в турецком языке. Это исследование дополняет лингвистические, прагмалингвистические и межкультурные исследования в области коммуникации, предлагая понимание эволюции языка и культурного самовыражения.

Zamonaviy turk tilidagi ko'ruv sezgi fe'llar: kontekst, madaniyat va muloqotni pragmatik o'rganish

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Annotatsiya. *Ushbu tadqiqot zamonaviy turk tilidagi ko'ruv sezgi fe'llarini ko'rib chiqadi, ularning pragmatik, sotsiolingvistik va madaniy ahamiyatiga alohida e'tibor qaratiladi. Görmek (ko'rmoq), bakmak (qaramoq) va göstermek (ko'rsatmoq) kabi ko'ruv sezgi fe'llari o'zining to'g'ridan-to'g'ri ma'nosidan tashqariga chiqib, ijtimoiy o'zaro munosabatlarga, muloyimlik normalariga va kommunikativ strategiyalarga ta'sir ko'rsatadi. Pragmalingvistik yondashuv asosida ushbu fe'llarning norasmiy, rasmiy va raqamli kommunikatsiyadagi kontekstual o'zgarishlari tahlil qilinadi.*

Tadqiqot natijalari shuni ko'rsatadiki, ijtimoiy ierarxiya, muloyimlik va raqamli nutq ko'ruv sezgi fe'llarining qo'llanilishiga ta'sir qiladi. Norasmiy muhitda ular hissiyotlar, ishtirok va umumiy tajribani ifodalashga xizmat qiladi. Rasmiy suhbatda aniqlik va professionallikni ta'minlaydi, raqamli kontekstda esa foydalanuvchi bilan o'zaro ta'sirni kuchaytirib, ijtimoiy identifikatsiyani shakllantiradi. Empirik va nazariy yondashuvlarni birlashtirgan holda, ushbu tadqiqot ko'ruv sezgi fe'llarining ma'nolar uyg'unlashuvi, shaxsiy identifikatsiya va ijtimoiy-madaniy jipslikni shakllantirishdagi rolini ta'kidlaydi. Bu tadqiqot tilshunoslik, pragmalingvistika va madaniyatlararo kommunikatsiya bo'yicha izlanishlarni boyitib, til evolyutsiyasi va madaniy ifoda tushunchalarini anglashga hissa qo'shadi.

Kalit so'zlar: *ko'ruv sezgi fe'llari, pragmatika, sotsiolingvistika, xushmuomalalik strategiyasi, madaniy o'ziga xoslik, raqamli aloqa, kontekstual ma'no, turk tili.*

Special in the Turkish lexicon, visual verbs show activities mostly defined by visual perception or articulation. Among them are *bakmak* (to look), *görmek* (to see), and *göstermek* (to show). This subset of verbs not only serves as a language tool but also a primary bearers of meaning impacted by contextual, cultural, and social variable aspects, therefore promoting communication. Modern visual and Turkish verbs catch a complicated interaction of pragmalinguistic elements indicating how the meaning is created in conversation and interaction. Examining the contextual use of visual verbs, their cultural relevance, and their impact on communication in numerous social environments, this research aims to rigorously explore these aspects.

Analyzing visual verbs via the lens of pragmalinguistics in front of the many ways the language relates to its users and the situations in which it is utilized. Pragmatics, a discipline of linguistics, studies the interactions between signals and their users in certain situations, thereby stressing user intentions and on the consequences of various contexts on interpretation (Esenova, 2017). The pragmatic structure gives information on how Turkish speakers sail in meaning using visual verbs to convey a wide variety of attitudes, moods, and intentions that may shift dramatically between casual and official events. For example, depending on the sociocultural context, a visual verb might suggest, in addition to the act of seeing, indirectly approval, criticism, or emotional participation.

Visual verbs cannot be overdone as they often reflect more widespread society norms and behaviors and thus their cultural relevance. In Turkish culture, where social contacts center visual sense, the act of seeing or presenting is very crucial for establishing relationships dynamics. From

family interactions to formal communications in corporate environments, visual verbs are fundamental in the context of social relationships and respect or proximity. Knowing these verbs helps one to understand the culturally weighted communication techniques used in Türkiye.

Contextual studies reveal that depending on age, socioeconomic level, and regional dialects visual verbs influence variables in different speech recordings. For example, the term *görmek* could refer to a metaphorical understanding, an act of seeing physics, or even a participation in shared rites generating collective identities. This diversity emphasizes the requirement of putting verbal statements in their social environment to completely grasp their meanings and implications.

Combining Esenova's theoretical perspectives with empirical data, this paper attempts to demonstrate how visual verbs function as a microcosm of Turkish language pragmatic, thereby offering fertile ground for research of the link between language, culture, and social interaction. Through an examination on the pragmatic features of these verbs, the present paper seeks to contribute to the more general discussions about the use of language in multicultural environments and the sociolinguistic events of contemporary Turkish society. A branch of pragmatics, pragmalinguistics stresses how language performs in certain communication settings, therefore improving our understanding of language as social and cultural phenomena. By means of the exhaustive analysis, this paper attempts to emphasize the crucial role of visual verbs in the creation of the communicative environment of the contemporary Turkish. It addresses the link between the linguistic forms and the social meanings they communicate, therefore guiding speakers in using language to reach communication objectives. By considering how the context influences the meaning, pragmatic differs from other language studies, such syntax or semantic, which largely employ the structure of language and the independent meaning of situational conditions.

Leech (2014) argues that pragmatics greatly influences understanding civility and interpersonal ties in communication. When one takes visual verbs in the modern Turkish, which comprises of terms that describe activities related with vision or vision, such *bakmak* (to look) and *görmek* (to see), this aspect of pragmatics becomes more crucial. Apart from being physical occupations, these verbs have a lot of cultural value and social complexities. Reflecting the more general social dynamics at hand in Turkish communication, Turkish visual verbs could convey varying degrees of politeness, goal, and emotional currents.

For example, using *görmek* would indicate passive observation, whereas *bakmak* usually refers to more active involvement.   This gap allows speakers surf society norms about respect and attention.   The cultural context greatly influences how these verbs are interpreted; in a collectivist nation such as Türkiye, where group unity and respect of social hierarchies are fundamental, the choice of visual verb could show the alignment of the speaker with society norms or cultural goals. Moreover, the potential of uncertainty in the use of these verbs allows speakers to transmit levels of meaning, usually leading to interpretations primarily based on the surrounding situation.

Analyzing the contextual use of visual verbs enables one to value the many social environments in which they are utilized. In formal contexts, for example, the use of visual verbs might be restricted by respect norms and politeness. On the other hand, informal encounters among colleagues could allow a more laid-back usage of these verbs, thus fostering fun or amusing interactions. This diversity highlights the part pragmalingistic plays in Turkish language in terms of meaning bearers and indicators of social relationships, therefore elucidating the way visual verbs work.

Moreover, the pragmatic results of visual verbs complement the fundamental verbal exchanges with support for the social identity and group connection. The visual verb the speaker picks will not only capture his social consciousness but also his familiarity and appreciation of cultural nuances. When hierarchy is respected, for example, the appropriate visual verb might convey respect and reverence in contexts such with seniors or superior. On the other hand, poor use could lead to misunderstanding or scornful perceptions, thereby affecting the overall effectiveness of communication.

By connecting visual verbs with their pragmatic aspects, one reveals a different picture of Turkish communication, illustrating how language serves as a tool to transfer meaning, negotiate social relationships and express cultural values. Appreciating the complexity of language use in Türkiye's many social settings requires an awareness of these connections; the contextual use of visual verbs in modern Turks reflects notable differences in various social settings, so reflecting the pragmatic nuances inherent in the language. Dörtkulak (2017) emphasizes especially informal conversations, formal settings, and the rising dominance of digital communication how these verbs are changed and employed in numerous communicative situations. In informal contexts, visual verbs may include a performative component – that of casual talks between friends and relatives – which increases expressiveness and emotional resonance. For example, the phrase *görmek* (to see) may be used to convey not just physical exercise but also a shared experience or empathic understanding; this multiple meaning demonstrates the interpersonal dynamics at work, where the act of perceiving fundamental visual sense may disguise emotional involvement.

Turning now to formal environments, the usage of visual verbs more closely conforms to acknowledged language conventions, therefore reflecting sociolinguistic standards related with status and power. Presenters in academic or professional environments may employ precisely and plainly visual verbs to convey knowledge, hence lowering doubt. In order to improve understanding, so retaining professionalism, and so appreciate the expressive potential of visual modalities, Dörtkulak (2017) provides a case study of how a researcher may use *Görsel Bir Malzeme Sunmak* (to present a visual material) in a research presentation. This application draws attention to a degree of pragmalinguistic restriction, wherein the visual verb serves not just as a description but also as a strategic tool to facilitate public engagement and information flow.

Regarding digital communication, particularly on websites like Facebook, visual verbs acquire additional degrees of meaning and function dependent on text interaction and images. Usually relating themselves with the multimedia nature of the online speech, users here utilize visual verbs in a way that captivates the visually and emotionally active viewers. Posts might demonstrate *Gördüğünüzde anlayacaksınız* (you will understand upon arrival), which not only encourages the audience to join with visual material but also builds a shared anticipation and participation. Dörtkulak (2017) argues that in these digital settings, visual verbs are fundamental elements that generate a virtual reality shared among users; they allow meaning negotiation within an increasingly visual and broken scenario of communication.

Moreover, amazing is the cultural value of visual verbs in this many contexts. Visual verbs might suggest shared membership and comprehension in Turkish culture, where community activities and social cohesion are much valued. While in official environments show professionalism and clarity, aligning themselves with the needs of the discourse society, in casual situations these verbs may express a sense of nostalgia or cultural cohesion. On the other hand, in digital contexts visual verbs become tools for establishing social connection and identification, therefore empowering users to negotiate cultural standards and simultaneously express either group or personal identities.

Finally, the contextual complexities surrounding the use of visual verbs in the modern Turkish disclose a rich layer of pragmatic variety formed by social dynamics and cultural environments in which they develop. This heterogeneity emphasizes the significance of examining the background in the study of linguistic behavior, particularly with relation to the evolutionary scenario of communication in an increasingly digital environment. The complicated interaction between language and societal values determines the cultural meaning of visual verbs in the contemporary Turkish language, as Coşkun (n.d.) stated. Essential elements that capture and transmit many characteristics of Turkish culture are the colors of the language, which reflect underlying cultural values and visual verbs. Many times, these verbs have connotations that beyond their literal meaning and incorporate links to collective memory, social traditions and conventional wisdom characterizing the Turkish experience.

Visual verbs such as *bakmak* (to look) or *görmek* (to see), for example, have pragmatic functions in communication that go beyond simple description depending on a cultural context. With Turkish culture, for example, sight is often associated with knowledge and understanding, suggesting that see really is to grasp and engage with its environment at a higher level. Visual verbs are often used in narrative forms where stories, usually handed orally at family gatherings or community events, emphasize the relatability and shared experiences, hence improving social cohesion. The aspect of storytelling of pictures recorded in language shows the way Turkish culture stresses interconnectivity – visual verbs acting as conduits for shared cultural narratives – in terms of language.

Moreover, noted by Coşkun (n.d.), the pragmatic value of visual verbs varies sometimes based on the socio-cultural context in which they are used. Using certain visual verbs in formal contexts – such as academic or professional interactions – should help to communicate proficiency and clarity. Conversely, in informal meetings, these verbs might be employed more casually, implying a relaxed attitude that displays the familiarity and camaraderie among the interlocutors. This two-fold usage of visual verbs highlights their adaptability as linguistic tools as well as symbols of cultural identity that let Turkish culture sail in its socio-linguistic environment.

Apart from their pragmatic use, visual verbs have tremendous cultural weight in many social situations used to sustain social interactions and hierarchies. Observing (*izlemek*) or (*bakmak*), for example, might expose a degree of commitment or attention in social contacts, which, in turn, depending the background, can either show respect or exercise control. By means of these verbs, practitioners of Turkish verbal modality may float on the nuances of these verbs, therefore reflecting their social level and developing relationships or convey social bonds. The way visual verbs interact in communication stresses the requirement of nonverbal signals that go along with these verbal forms, therefore underscoring the crucial position visual perception plays in the evolution of social dynamics.

Knowing the cultural relevance of visual verbs in Turkish communication ultimately demands a thorough research of how they reflect and improve the values, thoughts, and actions of Turkish society. Beyond the fundamental semantics, the intricate tapestry of pragmatic factors surrounding these verb allows a complete knowledge of their impact on communication, therefore illuminating deeper cultural ideas. Although Turkish society is continually evolving, the purpose of visual verbs offers a persuasive prism through which to see the ongoing interplay between language, culture, and identity, therefore showing the great flexibility of Turkish communication in numerous social environments. For contemporary Turks, visual verbs have a major influence on communication within various social settings, particularly in terms of how these verbs enhance interpersonal connections and facilitate successful meaning exchanges. Particularly among the Turkish students of English as a foreign language (EFL), Aydınlı and Ortaçtepe (2018) underline the cultural and contextual background of visual verbs in improving clarity and expressiveness. Analyzing the pragmalinguistic elements of visual verbs demonstrates that their usage reflects and models social dynamics, therefore reflecting a culturally ingrained practice rather than just a linguistic truth.

Important tools in communication, visual verbs like *görmek* (to see) and *izlemek* (to stare at) provide delicate techniques to express the perspective and dedication with the surrounding world. Beyond their denotative meanings, these verbs have relational effects entwining in the fabric of social interaction and the development of identity. Visual verbs might appeal to shared experiences and collective knowledge in Turkish culture, where common linkages are fundamental, therefore improving mutual understanding between the interlocutors.

The usage of visual verbs is often related to situational circumstances and interpersonal interactions among the speakers in diverse social environments. For informal meetings or family discussions, for example, the use of visually arresting language may assist to chronicle unforgettable memories. These settings enable the speakers to transmit not just data but also their own experiences and emotional states, therefore producing a sensory and emotional resonance that enhances the

interpersonal relationships. Encouragement of visual verbs helps EFL students exhibit higher communication competence, explore more effectively cultural subtleties and unique idioms of the context.

Moreover, in educational environments visual verbs have particular implications. For Turkish EFL students, learning a second language has challenges beyond just structural ones related to cultural ones. Academic and professional interactions rely on students communicating with greater precision and expressiveness, which visual verbs assist them to give. Through linking language forms with cultural meanings, the knowledge and use of these verbs allows students to have enhanced pragmatic capacity. The ability to change the usage of language to meet various social settings automatically improves the communication experience as directed by contextual awareness of visual verbs.

Furthermore, expressing the dynamics of power and civility in communication is the use of visual verbs. In more egalitarian settings their use could encourage commercialism and a common knowledge; in hierarchical social settings the employment of visual verbs might show respect and reverence. The results of Aydınlı and Ortaçtepe reveal that students who use visual verbs often have higher capacity to negotiate in these social dynamics, thereby improving their interpersonal efficacy and comfort in different communication environments.

All things considered, visual verbs have a complicated influence on communication in various social environments and are fundamental for the diffusion of not only factual information but also emotional and contextual richness. Particularly in the framework of the contemporary Turkish, the link between visual verbs and the development of pragmatic competence in language students is a crucial field of study. Although the language scene of today is always changing, comprehend and use the pragmalinguistic qualities of visual verbs will always be essential to encourage major exchanges across social and cultural barriers. Visual verbs' special pragmatic features – which express tasks connected to observation, observation, or visually perception – can significantly enhance a student's speaking skills. Including visual verbs into language education courses not only enables students to understand the social and cultural circumstances in which they are employed but also helps them to comprehend the semantic intricacies of these verb as Fettahoğlu (2023) suggests. This approach allows students to engage with the pragmatic goals of language, therefore enhancing their ability to manage various social settings.

Yang (2022) emphasizes even more the requirement of context in language instruction as visual verbs usually suggest results beyond their literal meanings. For example, the verb *görmek* (to see) might suggest not just physical vision but also metaphorical understanding, as *görmek* in the context of acknowledging a vital truth or facing a moral viewpoint. Social practices and cultural events typically include layers of such meanings, hence explicit training of visual verbs is rather important for students of languages striving for pragmatic fluency. By putting these verbs in specific communication contexts, language instructors may allow students to better understand how the social surroundings shapes meaning and interpretation.

Pedagogical strategies aimed at visual verbs in the classroom might involve learning and role-playing activities letting students experience how to use them in different social situations. For instance, scenario-based learning may enable students to differentiate between many situations in which visual verbs are utilized, including informal talks versus more formal dialogues in either educational or professional settings. Using multimedia tools like video recordings helps students to better understand the practical uses of visual verbs by giving them a real-life view on the pragmatic side of these verbs in action.

Furthermore, feedback systems emphasizing the use of visual verbs could help students develop their pragmatic awareness. Not only may teachers fix grammar, but they can also guide students to identify when certain visual verbs might be more suitable than others by means of context appropriate corrections. This focus on context and appropriateness helps students to develop a more subdued knowledge of language and motivates them to have a thoughtful attitude on their written and spoken communication.

Generally speaking, a curriculum emphasizing visual verbs fits really well as it encourages pragmatic competency among language learners. By stressing the many aspects of visual verbs and their cultural relevance, teachers may equip their students for the several communicative interactions they will most likely encounter in practical settings. Recent empirical studies have thrown light on the complex roles that play visual verbs in modern Turkish communication, so revealing their significant impact both on interpersonal dynamics and in the wider sociocultural contexts. Through directed pedagogical strategies, students can become adept not only in language mechanics but in their pragmatic applications, leading to more effective and contextually sensitive use of modern Turkish in many social contexts. Emphasizing their contextual usage in numerous speech actions, Khursanov (2023) conducted in-depth investigation of the pragmatic purposes of visual verbs. By means of qualitative interviews and discourse analysis, his work revealed that visual verbs not only convey actions but also operate as cultural signifiers resonant with common social values. For instance, the Turkish visual verb *görmek* (to see) exposes a complex interplay between sight and cultural expectations, usually utilized in statements of recognition, testimony or social approval.

According to Khursanov's findings, these verbs seem to be instruments for developing social contacts and identity. Particularly visual verbs like *görmek* (to see) and *bakmak* (to look) were often utilized in the workplace, where their subtleties in application revealed hierarchical connections and dynamics of power. The research underlined the need of pragmalinginguistic traits in the context of communication as the choice of a certain visual verb might gently express the direction of a speaker toward the group authority or membership.

In Turkish discursive practices, Zhou and Baffoe-Djan (2023) likewise broadened our knowledge of visual verbs. His studies focused on how these verbs are utilized in narrative forms across many media, including social media platforms, where the shortness of communication often calls for effective movement of difficult concepts. By means of a mixed methods approach combining the linguistics of corpus and ethnographic data, the authors exposed that audience commitment and understanding are much influenced by the choice of visual verbs in hashtags and subtitles. They found that the visual verbs utilized in this context not only helped to explain activities but also produced a shared visual experience among users, therefore exhibiting the evolutionary character of communication in social mediated social environments digitally.

Zhou and Baffoe-Djan's studies also underlined, in terms of geographical differences within Turkish culture, the cultural relevance of visual verbs. Different geographical regions showed unique tastes for several visual verbs, which represent regional traditions, languages and values. Underlining the dialectical link between language and community identity, the fast spread of visual verbs linked with digital communication contrasts sharply with the most conventional applications seen in rural situations in metropolitan areas.

Furthermore, both studies show the increasing frequency of visual verbs as complete elements of international communication, especially among immigrant groups that see fresh social environments. Visual verbs like *görmek* allow people communicate complex meanings and cultural allusions that could otherwise stay implicit, therefore promoting intercultural interaction. Visual verbs so become basic in the bridging of the communication gaps and motivating understanding in the middle of cultural difference.

These research results highlight the pragmatic consequences of visual verbs in contemporary Turkish communication and their fundamental part in negotiating meaning in different social contexts. Research of visual verbs in the Modern Turk has illuminated the complex link between language, culture, and social interaction. It suggests that visual verbs are not only linguistic artifacts but dynamic agents that give social interactions and cultural narratives. This helps one to analyze the contextual use and cultural importance of visual verbs, so suggesting changing communication patterns in Turkish society. The findings reveal that these verbs are not just lexical items but also effective instruments to convey complex meanings in many circumstances. The study underlines how visual verbs serve as vehicles to convey cultural norms and social values, therefore enabling

communication in a manner that represents the abundance of Turkish sociolinguistic life. From casual gatherings to official presentations, visual verbs reflect the dynamic of language as they respond to the communicative demands of speakers in diverse social settings, with their distinct pragmatic purposes.

The contextual usage of the visual verbs found in this research confirms their importance beyond the language constraints; they have more general social meanings. This research has shown that the arrangement of the sense of action and agency depends fundamentally on visual verbs, which thus affects interpersonal interactions. Furthermore, this study clarifies the cultural relevance of several visual verbs that might indicate modern trends or old values, therefore acting as identity markers and belonging.

Future research should expand the pragmatic consequences of visual verbs in many regional languages and applications within Türkiye. Considering the linguistic variety of the nation, look at how visual verbs are expressed in numerous Turkish dialects to find special cultural subtleties and increase our awareness of their importance in certain areas. Furthermore, looking at how visual verbs are used in digital communication – especially in relation to social networks – may help one to understand how current interaction forms affect the conventional use of language. This study may expose changes in the pragmatic weight, meaning, and use of visual verbs in ever more globalized and digital surroundings.

Comparative studies contrasting visual verbs in Turkish with those of other languages would also be very helpful for future work. These interlinguistic analyses could provide important insights on the universality or specificity of the semantic and pragmatic purposes connected with visual verbs. Furthermore, multidisciplinary approaches including viewpoints of anthropology, sociology, and cognitive linguistics could enhance the knowledge of how visual verbs function not only as linguistic constructions but also as cultural artifacts significant in daily social activities.

All things considered, the ongoing significance of visual verbs in Turkish presents rich ground for future research, especially as communication methods shift in reaction to cultural developments. The long-term consequences of this study emphasize the importance of ongoing research on the pragmatic linguistically features of visual verbs. Academics will help to provide a more complete knowledge of the complex ways in which the functions of language inside the fabric of Turkish society, so enhancing the appreciation of its linguistic richness and cultural diversity as they deepen their research on this subtle domain.

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