

THE PROCESS

OF THE INFLUENCE OF INTERLINGUAL CONTACTS ON THE MUTUAL ENRICHMENT OF LANGUAGES

EL PROCESO DE INFLUENCIA DE LOS CONTACTOS INTERLINGÜÍSTICAS EN EL ENRIQUECIMIENTO MUTUO DE LAS LENGUAS

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ABSTRACT

The mutual enrichment of Azerbaijani through language contact has intensified in the wake of globalization and the nation's post-independence integration into international scientific, technical, and diplomatic networks, highlighting the critical role of interlinguistic relations in vocabulary expansion and structural adaptation. Despite extensive descriptive accounts of borrowing phenomena, there is a conspicuous lack of unified, quantitative frameworks that address both general and field-specific terminologies, particularly regarding the systematic adaptation of European-sourced technical terms and their phonological and morphological integration. This study therefore investigates how interlanguage contact has shaped Azerbaijani terminology by combining sociolinguistic, ethnolinguistic, and psycholinguistic approaches: we classify typologies of bilingualism (coordinative vs. subordinate; individual vs. collective; receptive vs. productive), delineate direct vs. mediated borrowing pathways, and assess standardization practices in both centralized and specialized domains. Our analysis reveals that lexical borrowings first permeate the vocabulary layer, filling semantic gaps through two primary methods—direct transfer and transfer via a third language—and that since independence, European technical and international-relations terms have undergone formal assimilation to Azerbaijani phono-morphological norms, while field terminologies remain dynamic repositories of neologisms. These findings underscore the necessity of conscious, policy-driven regulation to eliminate terminological variability in the general lexicon without stifling innovation in specialized fields. Therefore, we recommend the development of a comprehensive classification and standardization framework—anchored in corpus-based computational tools—to monitor borrowing diffusion, guide evidence-based terminology governance, and inform future language-planning initiatives.

Keywords: Standardization, Structure, Terminology, Unification, International words.

RESUMEN

EL enriquecimiento mutuo del azerbaiyano a través del contacto lingüístico se ha intensificado a raíz de la globalización y la integración de la nación tras la independencia en redes científicas, técnicas y diplomáticas internacionales, lo que destaca el papel crítico de las relaciones interlingüísticas en la expansión del vocabulario y la adaptación estructural. A pesar de los extensos relatos descriptivos de los fenómenos de préstamo, existe una notoria falta de marcos cuantitativos unificados que aborden tanto las terminologías generales como las específicas del campo, en particular con respecto a la adaptación sistemática de términos técnicos de origen europeo y su integración fonológica y morfológica. Por lo tanto, este estudio investiga cómo el contacto interlingüístico ha dado forma a la terminología azerbaiyana combinando enfoques sociolingüísticos, etnolingüísticos y psicolingüísticos: clasificamos tipologías de bilingüismo

(coordinativo vs. subordinado; individual vs. colectivo; receptivo vs. productivo), delineamos vías de préstamo directo vs. mediado y evaluamos las prácticas de estandarización en dominios centralizados y especializados. Este análisis revela que los préstamos léxicos primero permean la capa de vocabulario, llenando vacíos semánticos a través de dos métodos principales: transferencia directa y transferencia a través de una tercera lengua, y que desde la independencia, los términos técnicos y de relaciones internacionales europeos han experimentado una asimilación formal a las normas fonológicas y morfológicas azerbaiyanas, mientras que las terminologías de campo siguen siendo repositorios dinámicos de neologismos. Estos hallazgos subrayan la necesidad de una regulación consciente e impulsada por políticas para eliminar la variabilidad terminológica en el léxico general sin sofocar la innovación en campos especializados. Por lo tanto, recomendamos el desarrollo de un marco integral de clasificación y estandarización, anclado en herramientas computacionales basadas en corpus, para monitorear la difusión de los préstamos, guiar la gobernanza terminológica basada en evidencia e informar futuras iniciativas de planificación lingüística.

Palabras clave: Estandarización, Estructura, Terminología, Unificación, Palabras internacionales.

INTRODUCTION

The phenomenon of interlingual contact—where speakers of different languages engage in social, economic, or cultural interaction—has long been recognized as a driving force in language change and mutual enrichment (Kashima et al., 2025; Schneider, 2003). From the large-scale diffusion of Latin into the vernaculars of medieval Europe to contemporary digital examples, contact-induced innovation encompasses lexical borrowing, syntactic convergence, phonological adaptation, and/or pragmatic borrowing. However, while many studies emphasize the unidirectional influence of a dominant “superstrate” language upon a “substrate” or “adstrate” language (e.g., English loanwords in global media), a growing body of research highlights cases of true mutual enrichment, where bilingual communities contribute innovations that reshape both interacting languages in a bidirectional way (Font-Santiago et al., 2022). For example, in Switzerland, French and German influence each other through calques and shared syntactic constructs, resulting in hybrid forms such as colloquial greetings.

In practice, the exchange of vocabulary items remains the most visible and quantifiable outcome of language contact. Loanwords often enter the lexicon to fill

semantic gaps (e.g., English computer into multiple languages). Yet, in ad stratal settings, reciprocal borrowing can occur: English and German have borrowed professional/scientific terms. Calquing—or literal translation of idioms—further demonstrates structural transfer. Beyond the lexicon, contact may induce changes at phonological, morphological, and syntactic levels. Thomason and Kaufman (1992) observe that interference via shift often begins with phonology and syntax, particularly in scenarios of imperfect acquisition during bilingualism. For instance, in South-East Asia, Thai has adopted serial verb constructions from neighboring Austroasiatic languages, while Vietnamese displays tonal patterns influenced by Chinese. However, structural convergence can also be mutual: the Balkan Sprachbund exemplifies this, with Albanian, Greek, Bulgarian, Romanian, and Macedonian sharing features such as postposed definite articles and a loss of infinitives—changes that cannot be traced to a single donor but emerge from intense multilingual interaction over centuries.

However, contemporary sociolinguistics underscores the agency of bilingual speakers in creatively mixing languages. Code-switching (Poplack, 1980) describe fluid alternation that serves communicative and identity functions. As García and Flores (2012) argue, “multilingual pedagogy featuring fluid language practices” facilitates deeper engagement in Content and Language Integrated Learning (CLIL) contexts. Recent systematic reviews (Lu et al., 2025; Prilutskaya, 2021) note a dearth of quantitative research on how language-mixing impacts learning outcomes, though qualitative data suggest increased attention and participation and potential cognitive benefits (Christoffels et al., 2007). Importantly, such fluid practices exemplify ongoing mutual enrichment at the discourse level, as speakers draw on full linguistic repertoires to negotiate meaning.

In educational settings, mutual enrichment principles inform multilingual pedagogy. CLIL programs advocate flexible use of home languages alongside target languages to support comprehension and critical thinking (Cenoz & Gorter, 2022). Similarly, English-Medium Instruction in higher education benefits from teacher collaboration and translanguaging strategies to scaffold complex content (Malmström & Zhou, 2025). A critical perspective, however, warns against privileging English at the expense of local languages, urging balanced curricula that recognize the value of students’ full linguistic repertoires. When properly implemented, pedagogies grounded in mutual enrichment can enhance content mastery and intercultural competence simultaneously.

But despite their explanatory power, classical frameworks face limitations. Weinreich's early model lacks predictive capacity regarding structural convergence, while Thomason and Kaufman's predictive theory struggles with complex, multiparty contact zones like the Balkans or the Indian subcontinent, where multiple languages of varying prestige interact simultaneously. Additionally, many studies focus heavily on borrowing at the expense of deeper structural and discourse-level influences. The burgeoning field of translanguaging research addresses this gap, but quantitative, longitudinal data remain scarce (Treffers-Daller, 2025). Finally, most computational borrowing-detection methods (Miller & List, 2023) assume clear donor-recipient hierarchies, simplifying the messy realities of mutual enrichment. Given these limitations, advances in corpus linguistics and computational modeling offer new windows into mutual enrichment. Large-scale corpora allow tracing the diffusion trajectories of loanwords, while sequence-comparison algorithms detect structural calques across language pairs. Thus, supervised machine-learning approach may outperform classical algorithms in detecting borrowings from dominant languages, but their error analysis reveals a need to account for semantic divergence and typological distance. Meanwhile, parallel-corpus alignment techniques enable researchers to identify recurring bilingual patterns in legal and institutional texts, mapping how translation practices institutionalize mutual enrichment at the macro level.

This research aims to investigate how language contact has shaped the enrichment and standardization of Azerbaijani terminology across general and specialized domains since independence, with particular attention to the processes by which European-sourced technical and international-relations terms are adapted and regulated. To achieve this, a comprehensive literature review was conducted alongside a typological analysis that integrates sociolinguistic, ethnolinguistic, and psycholinguistic frameworks, enabling the classification of bilingualism types, borrowing strategies, and standardization practices in both the general lexicon and field-specific terminologies.

DEVELOPMENT

Since the history of the initial relationships between languages is ancient, it is very difficult to determine their beginning. However, there is no doubt that the roots of these relations go back to the deepest levels of history. Abbasova writes about this: "From the earliest times when logical thinking was formed and economic and military relations between nations and peoples arose, various types of relationships between languages have also been manifested" (Abbasova, 1995, p. 6). Since the formation of

society, people have been scattered across the earth as a result of migrations related to socio-political processes. From this period, beginning with the first human migrations and primitive relations between tribes and clans, certain relations between languages also emerged. Mutual relationships have played a key role in the development of languages and have been a stimulating factor in their development. The existence of a number of dead languages in world history (Latin, Sanskrit) is a vivid example of this.

In linguistic literature, when discussing language development, both interlinguistic and extralinguistic factors are mentioned. Interlinguistic relations are included among the extralinguistic factors. These factors cover all social relations in general. If we look at the languages of the world, we will see that no language can develop in complete isolation. All languages necessarily develop in interaction with each other. Therefore, borrowed lexemes form a special layer in the vocabulary of the Azerbaijani language. Currently, the integration with the West and the development and innovations in science and technology result in the transfer of many borrowings to our language. The role of borrowings in the enrichment of the vocabulary of the language is undeniable, and they are based on direct language connections. When we examine the roots of interlinguistic relations, we witness that this history is very ancient. Thus, from the period when logical thinking was formed and when economic and military relations between peoples appeared, certain relations between languages began to appear.

"Social relations, like other relations, are, first of all, a mutual exchange of information" (Zhuravlev, 1982, p. 9). Social relations do not exist outside interlingual relations, and their mutual development does not exist outside individual communication. When talking about the reasons for the emergence of interlingual relations, it is first of all necessary to look at the historical development of languages and determine their role in the development of society. As already mentioned, language does not exist outside of society. Therefore, the historical development of society is closely connected with language, since it affects the development of language. Rajabli writes: "When speaking about the dependence of language development on the development of society, linguists note the dependence of language development, albeit not directly, but indirectly, on the change in human society" (Rajabli, 2003, p. 366). Therefore, when talking about interlingual relations, it is necessary to note the historical development of society and its role in these relations.

Desnitskaya, who studies the issues of bilingualism, suggests that the study of the influence of languages on each other is connected with the direct study of the history

of peoples. Undoubtedly, in this case, the stages of social development of peoples, as well as the specifics of the languages in question, should also be taken into account. Along with these factors, the extent to which languages are related to each other is also considered one of the main factors. Desnitskaya believes that in each case, the issue of bilingualism plays a special role in the connection and influence of languages on each other (Desnitskaya, 1956, pp. 70–77).

It is obvious that since the emergence of human society, their collectives—tribes, clans, peoples and nations—have been in contact with each other, and relations between them began and gradually developed. Language, as a means of communication, played a key role in these connections and relations. As a result, words with different forms of the same concepts began to move from one language to another. Belchikov, who first extensively studied language relations, approached this issue in a comprehensive manner, trying to clarify the causes, mechanisms, and forms of influence on languages (Belchikov, 1959, p. 123). In his works, a special place was also given to the problem of borrowing. He considered borrowings to be the initial form of language interference in bilingualism. Therefore, the essence of borrowings is the transfer of the model of one language unit to another language and its manifestation at different language levels. That is, borrowings are the initial form of interference in bilingualism.

As is clear from the research, the first states are the product of the era of slavery. The emergence of the state already created the need for the formation of social unions, the creation of common borders, a trade union of the administrative system, and, most importantly, a language union. Therefore, the emergence of the first states led to the integration and development of languages. In connection with the emergence of the state, the process of the emergence and expansion of bilingualism, the most complex form of interlingual relations, takes place. This process, as already mentioned, arose from the necessity of mutual development of languages after the establishment of the state.

The languages of the world differ from each other due to their specific characteristics. Nevertheless, the relations between languages serve to enrich them. There are related and unrelated languages. A language has different accents, idioms and dialects. The emergence of such a situation also occurred depending on the nature of interpersonal relations, the closeness and distance of these relations. In the process of language relations, one of the two different language speakers who were in contact took the name of an unknown object or concept from the other language speaker and began to use it in his own language.

Therefore, the word belonging to a developed language passed to other languages and enriched the languages it entered. The formation of each language depends on the history of development of the people who are its bearers, the area in which they live, the place of settlement, and the influence of other languages with which they interact. It is possible to distinguish the process of interaction between nations through various types of relations: trade, cultural, political, war, social, etc. In addition, languages that are in contact with each other can be divided into three types according to their mutual relationship: 1) relations between related languages; 2) relations between unrelated languages; 3) mixed relations.

It should be noted that language relations can also be characterized in another way according to the genealogical classification: 1) relations between languages of the same system; 2) relations between languages of different systems; 3) mixed relations. As can be seen, if in the first two of the mentioned types of relations the relationship can occur between two languages, the third type, that is, mixed relations, implies the mutual influence of at least three languages. Mixed relations combine both the first and second types of relations, and in this process the third type of relations is distinguished by its complexity. As the number of different languages in contact increases, the changes that occur in the language as a result of the relationship and the forms of influence on the language also increase. Therefore, as cultural, social, and economic relations between peoples increase, interlingual relations and the mutual influence of languages also strengthen. Due to this influence, the process of words passing from one language to another has taken place, and languages have been enriched with new means of expression.

In modern times, relations between states also play an important role in the development of languages. As human society has developed, both the number of borrowed words in each language has increased and the area of borrowing by origin has expanded. In the process of language relations, the language system develops. The impact of these relations in various directions allows us to come to the following conclusion: a) various typologies of bilingualism exist: linguistic, sociolinguistic and psychological; b) from a linguistic point of view, coordinative (non-interfering) and subordinate (interfering) bilingualism are recognized; c) from a sociolinguistic point of view, individual or collective bilingualism is meant. When talking about collective bilingualism, partial and total (complete, general) bilingualism is meant; d) finally, from a psychological point of view, receptive (perceptive), reproductive and productive bilingualism are meant.

When talking about interlingual relations, the processes that have occurred in the world in recent years should be taken into account. Especially in recent times, the end of the Cold War and polarization in the world, the wide spread of globalization, the increasingly rapid development of relations, the development of the global Internet network, the commonplace use of satellite television, the increasing expansion of distance education, and the predominance of economic interests over other interests have made the integration processes of peoples and languages more interesting. It can be concluded that relations between languages can occur for various reasons. Therefore, interlingual relations should be studied from sociolinguistic, ethnolinguistic and psycholinguistic perspectives. The reasons for the emergence of interlingual relations are more related to historical conditions. Currently, as the preconditions for the creation and intensification of these relations, the interactive development of international relations, Internet resources, social networks, international language policy, the creation of the education system and, finally, the increasing spread of distance education and migration can be pointed out. All these are factors that determine the causes of the emergence of language relations.

The issue of mutual enrichment of languages arises from the regularities of the interaction and mutual enrichment of nations and peoples, their cultures. The mutual enrichment of languages, in other words, the borrowing of words from one language by another as a result of the interaction of languages, has in most cases benefited from the natural need of languages. In order to express newly emerging concepts and notions, when the language itself does not have the corresponding units, another language is turned to, words and expressions are borrowed from the lexical system of another language. (Hasanov, 1988, p. 123).

As can be seen, the development of borrowings is a necessity in the enrichment of the vocabulary of national languages.

Language contacts result in languages borrowing certain elements and units from each other. As a result of this process, a word or term passes from one language to another. Therefore, the borrowing of words is both a social phenomenon and a sociolinguistic process. In this process, terms related to scientific and technical progress enter one language from another. This occurs because each field of science is perceived more quickly and accurately when it has a system that accurately expresses its meaning. Garayev (1989, p. 45) studied the interaction of various languages from the Indo-European and Ibero-Caucasian language families in the territory of Azerbaijan from a sociolinguistic aspect. The central place in his

research is occupied by the Azerbaijani language, and the author notes that this language is the main means of communication in the area.

Each of the languages that are in contact with the mutual influence of related and unrelated languages spreading in the same territory manifests itself at different structural levels. The area of the language that is most quickly and most exposed to influence is its vocabulary. Acquisition is first recorded in the vocabulary of the language, and there it performs its function. Therefore, when talking about acquisition, it is the word that comes from another language that is taken into account. B. de Courteney notes that the mutual influence of languages develops in two directions: 1) on the one hand, certain elements from a foreign language pass into the language; 2) on the other hand, these foreign elements lead to the weakening of degrees and other categories in that language. He saw the regularities of language development in the mixing of languages (Baudouin de Courtenay, 1963, p. 366). The researcher considered the problem of language relations to be the most relevant among the areas of linguistics. In his opinion, the problem of language mixing is not physiological, but always social, and there is no language in the world that does not mix or does not have foreign elements. H. Schuchardt does not recognize any restrictions on the possibility of language mixing. "Contacts between languages can lead to both maximal and minimal differences" (Schuchardt, 1950, pp. 178–184).

Speaking about the history of the study of language contacts, the studies of Y.D. Desheriev also attract attention (Desheriev, 1966, p. 151). The author notes that the term "interrelationship" of languages covers any relationship between two or more languages and their dialects. He paid special attention to the theoretical issues of language contacts in the interaction of languages of multinational peoples. Studies conducted on this issue in linguistics show that borrowings cover more of the lexical system of a language. In general, borrowing first occurs when a word is taken from another language and used. This is a phenomenon that has occurred and is occurring in all languages. Under the conditions of globalization, the number of borrowings in the Azerbaijani language is gradually increasing. The reason for this is related to various factors. If borrowings are necessary for the language, then that word enriches the language. Some linguists evaluate such borrowings as "necessary" borrowings. For example, the 21st century borrowings used in the Azerbaijani language are: Internet, bank, manager, management, computer, site, file, and others. In other cases, this necessity is explained by the fact that the "speaker" language is richer than the "receiver" language. In this sense, borrowings

are currently taken directly from English, because this language is considered one of the leading and official languages not only in Europe, but even worldwide.

There are two methods of borrowing words from another language: a) the first method - direct transfer: borrowed words come from one language to another without the help of a third language; b) the second method - the transfer of words through a third language. Such words can be briefly called words that pass through the receptor. This occurs because they move from one language to another and then to a third language. All researchers point to the necessity of naming objects and concepts as the main reason for borrowing. Along with this, word borrowing also occurs as a result of social, mental, aesthetic, etc. phenomena in the language. The need for new language forms, the requirement for the decomposition of concepts, the diversity, completeness, brevity, convenience of means of expression, etc. also pave the way for borrowings to appear in the language.

The main reason for word borrowing is the absence of an appropriate word to express the object, subject, process, event, concept named by that word in the receiving language. The absence of an appropriate word necessitates the creation of a new word using the language's own capabilities and means of word creation to express the concept, or the borrowing of a word from another language. (Sadygova, 2011, p. 193).

Thus, it is impossible to immediately find a word that can express every new concept and that is originally related to the language itself. Such a process is characteristic not of individual languages, but of all languages. That is, each language borrows words from another language. However, when we classify lexical borrowings in individual languages by origin, certain regularities emerge.

When talking about interlanguage relations in recent years, it is necessary to acknowledge that this process has covered more territories. Thus, against the background of the rapid development of globalization in the world, interest in the English language has changed radically in almost all other nations and states. Now everyone is interested in English and considers it necessary to learn this language. On the other hand, learning a foreign language is one of the priority areas of the education system of all countries. The logical result of all this is that bilingualism and multilingualism are becoming widespread. Bilingualism is no longer spoken of as an individual, psychological phenomenon, but as a mass phenomenon. In general, in the world, traces of two processes have been clearly distinguished in recent times. Thus, two directions in language policy are taking place - integration and differentiation. However,

in contrast to these integration processes, differentiation processes are also taking place in Europe at the same time. In almost all European countries, a national language has long been formed, and language problems have been solved in many countries. In normal circumstances, it is recommended to study the language of one of the federal districts in schools as a second language along with the main state language.

As can be seen, in Europe, at the same time, against the background of the integration of languages and cultures, differentiation processes are also continuing rapidly. One of the factors stimulating the study of interlingual relations is the widespread migration in recent years. This process has been relevant at all times. However, in recent times, this process has intensified significantly. Thus, it can be concluded that relations between languages can occur for various reasons. That is why some linguists consider it appropriate to study this area as a separate linguistic field. When studying interlingual relations, it is necessary to use sociolinguistic, ethnolinguistic, and psycholinguistic methods. The reasons for the emergence of interlingual relations are more related to historical circumstances. As we have already noted, when talking about these reasons, it is necessary to first consider historical events from ancient times to the present day. The initial conditions for the emergence and intensification of these relations include the migration of peoples from one place to another, initial tribal and intra-tribal relations, wars that occurred in different periods, trade relations, the emergence of the state and its language policy, the emergence of the education system and, finally, the creation of modern radio and television, the increasing spread of the Internet and distance education, and the normalization of migration. All of these are factors that determine the causes of the emergence of language relations.

In a broad sense, 'borrowing' means all linguistic units and all kinds of language elements that pass from one language to another, while 'borrowed words' only mean the assimilation of lexical units" (Sadygova, 2015, p. 126). As human society has developed, the number of borrowed words in each language has increased, and the area of borrowing by origin has expanded. In the process of language contacts, mutual influence occurs at various levels of the language system. It is known that lexical borrowings enrich the composition of any language. However, these borrowings bring their own grammatical elements to the native language to a certain extent, and they can preserve these features. While a number of lexical borrowings undergo morphological changes to a certain extent in the national language, some do not undergo any morphological changes.

Jahangirov writes about the development of lexical borrowings in the Azerbaijani language: "The fact that lexical borrowings undergo morphological changes in the target language serves to enrich the language. Along with morphological changes, phonetic and semantic changes also occur during the process of lexical borrowings in the language" (Jahangirov, 1979, p. 195). Depending on the socio-political and historical conditions, the Azerbaijani people have been in comprehensive contact with the neighboring states surrounding them and have also developed language ties. Depending on the historical conditions, when ties weaken, the intensity decreases, and in some cases they collapse. When ties weaken, some of the words that passed into the mother tongue in the previous period do not fully undergo the process of assimilation and cannot take their place in the language. In connection with the development of the language, borrowed words further enrich its vocabulary, and at the same time expand the morphological-semantic and stylistic capabilities of the language.

The interaction of related and unrelated languages spreading in the same area is manifested at different structural levels of each of the languages. The area of the language that is most exposed to influence is its vocabulary. Borrowing is first recorded in the lexical layer of the language. Therefore, sometimes when talking about borrowing, a word or term that has passed from another language is taken into account. In linguistics, problems related to borrowing in general, including lexical borrowings, have been studied from various aspects. Nevertheless, the problem of borrowed words entering the language in modern times has become relevant again for many languages. It is now necessary to conduct various studies to clarify the reasons that give rise to such a situation and to determine the main range of issues that need to be resolved regarding new lexical borrowings. Borrowing occurs as a result of extralinguistic and intralinguistic reasons. This also shows that there are reasons that stimulate the borrowing of certain elements of the language, including words. The appeal to borrowed words benefits from a complex of intralinguistic and extralinguistic reasons. Extralinguistic reasons include language relations that have been or are being carried out in connection with political, economic, social, and cultural spheres.

Science and technology are developing rapidly. In this regard, there is a need to create appropriate terms in each language to express the various concepts and understandings that arise. This need is met by creating terms based on both the internal capabilities of the language and borrowings. The introduction of borrowings into the language is accelerated by the development of language

relations. Language relations result in languages taking certain elements and units from each other. As a result of this process, a word or term passes from one language to another. In this case, if borrowing occurs—in other words, if a concept or new thing arises at the request of society—the process of borrowing is carried out through the language that has adopted the new word. If years ago, terms of English origin passed into our language through the Russian language due to the influence of language relations, today the relations between states allow the terms to pass directly into our language.

Therefore, borrowing words is both a social phenomenon and a political language process. In this process, terms related to political events enter from one language into another language. Analyzing interlingual relations, their effect can be divided into two categories as the final result: 1. One language taking words from another language; 2. Certain changes in one language due to the influence of another. As can be seen, interlingual relations ensure the mutual development of languages. Studies conducted on this issue in linguistics show that borrowings cover more of the lexical system of a language. This is because each field of science is perceived more quickly and accurately when it has a system that accurately expresses meaning. In general, in the process of mutual enrichment of languages, words and terms pass from one language to another and enrich it. Borrowing first appears in connection with the borrowing and use of a word from another language.

The scale of the influence of a certain language on the vocabulary of other languages is determined by historical reasons. For example, the development of the Italian language during the Renaissance led to the enrichment of other languages. The strong development of Italian culture in the 14th-16th centuries also determined the lexical influence of the Italian language on the development of other languages of Europe. Terms related to seafaring, finance, military affairs, architecture and music, and fine arts were borrowed and used in many languages from Italian. For example, words of Italian origin such as battalion, soldier, cantilena, sonata, libretto, currency, mosaic, etc. are of this type. This is a phenomenon that has occurred and is occurring in all languages. According to calculations, if the number of borrowings in German is measured in tens of thousands, in English it covers more than 50% of the total vocabulary. Such a phenomenon is not alien to ancient languages. For example, there are more than 7,000 Greek words in Latin. In the context of globalization, the number of borrowings in the Azerbaijani language is also increasing. The reason for this is due to various factors. The main factor is the connection and contact of languages, which play a special role in the development of the language.

This factor arises on the basis of economic, political, cultural, and international relations between peoples.

On the basis of these relations, the process of enrichment in the world's languages is underway. If the internal development factors of the language are related to its layers and strata, external factors are related to the social structure of society, ideology, relations between peoples, the development of science, industry, technology, and intellectual activity. It should be noted that the essence and characteristics of the process of mutual enrichment of languages differ from each other in various respects. In this process, new language units and terms pass from one language to another and serve to enrich its lexical layer. In most cases, this is assessed as a positive process.

During the years of independence, the Azerbaijani language has been enriched due to borrowings of European origin. This is expressed in the tendency to adequately incorporate the borrowed term by adapting both the external form and the internal meaning and the definitive-descriptive content to the phono-morphological regularities of our language, that is, to the extent possible to those of the receiving language. The classification and systematization of such European-sourced terms is of great importance in the standardization of scientific and technical terminology. It is on the basis of classification that the assimilation of terms in the receptor language occurs—the process of assimilation of the material form of the received lexical unit by bringing its phonetic, graphic, grammatical and lexical-semantic characteristics closer to the corresponding norm of the receiving language, meeting the requirements of the national language and determining specifically in what form it is adopted into the language. According to the adoption process, the formal adaptation of the term to the phonetic and morphological norms of the receiving language, its use in various functional styles of the language, compliance with the rules of word creation of the language, creation of combinations with the words of the receiving language, and its distinction from close synonyms are the main criteria for determining the scope of the adoption of the borrowed word. It is no coincidence that the most important aspect that attracts attention in the process of enrichment of languages is the unnecessary introduction of borrowings. During the period of independence, unique processes took place in the field terminologies of the Azerbaijani language. These processes manifested themselves more in sciences covering new scientific directions.

CONCLUSIONS

During Azerbaijan's post-independence period, term adoption has spanned the entire lexicon yet advanced

unevenly across discrete domains. Centralized regulation of general terminology has successfully eliminated variant forms and established a single sanctioned term for each concept, while field-specific terminologies continue to evolve through the ongoing creation and borrowing of neologisms. Notably, technical and international-relations vocabularies—emerging from extensive scientific exchanges and Azerbaijan's integration into global systems—exhibit clear tendencies toward phono-morphological adaptation of European-sourced terms. Thus, effective lexical enrichment requires not only conscious policy-driven oversight of term standardization but also mechanisms that accommodate innovation in specialized fields. To balance stability and creativity, the processes by which languages interact—through borrowing, semantic integration, and standardization—must be formalized in line with Azerbaijani structural norms. Future efforts should codify these acquisition and standardization pathways and leverage corpus-based analyses to guide evidence-based terminology governance.

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