

# English in Non- English-Speaking Countries



# English in Non- English-Speaking Countries:

*Practices, Perceptions,  
Challenges, and Perspectives*

Edited by

Marjana Vaneva

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English in Non-English-Speaking Countries:  
Practices, Perceptions, Challenges, and Perspectives

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*Dedicated to all  
passionate students and teachers of English,  
for their strong will and never-ending  
ambition to tirelessly push the boundaries*



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## FOREWORD

The English language occupies an unusual linguistic position in the modern world: it is used on a daily basis by far more non-native speakers of English than by native English speakers. The old dispute about whether the defining version of English (pronunciation, spelling) should be that of England—by virtue of history and origin—or the United States—by virtue of population, publishing, and entertainment media—has been rendered obsolete. In the twenty-first century, a strong argument may be advanced that English has no definitive version or authority, and that English as a language belongs more to non-native speakers than to native speakers.

It is therefore compelling for those of us interested in languages, and in English specifically, to examine the development of world Englishes. Of particular interest are those varieties of English developing in non-native English-speaking countries, as they present intriguing glimpses into contemporary problems of linguistics, pragmatics, pedagogy, and cultural inheritance. These are sometimes abstract considerations that have practical consequences: why should a native speaker of Japanese be expected to mimic British Received Pronunciation, if she may be understood with Japanese-accented English? Why should a native speaker of Turkish be taught to use the American past participle ‘gotten’ if he prefers the British ‘got’? Does Shakespeare’s language have greater cultural import for a Vancouverite or a Tehrani? Should British, North American, Irish, Australian, and other native speakers of English be compelled to study non-native varieties of English?

This book, *English in Non-English-Speaking Countries: Practices, Perceptions, Challenges, and Perspectives*, gathers articles considering such questions and implications, largely as perceived from the Balkans and Eastern Europe. The collection, ably assembled by Marjana Vaneva, brings together articles on contemporary English as used in these regions, grouped into four general categories: ‘The Purely Linguistic Side of English,’ ‘English in Education,’ ‘English in Translation and Interpreting,’ and ‘English in Use.’ The collection is therefore wide-ranging, and focuses largely on the usage and teaching of English in the areas of Southern and Eastern Europe.

As such, the volume will be of particular value to those interested in English usage in non-English-speaking countries. This work contributes to the worldwide study of the learning and use of English by non-native English speakers. Many valuable studies on this topic have come to us from Asia in recent years; the majority of the papers published in this collection address the particular case of the Republic of North Macedonia, a country whose linguistic circumstances are often inadequately addressed by research. The book will therefore find readers both among those particularly interested in Balkan linguistics as well as those more generally interested in the worldwide study of English usage, instruction, and development.

Yet, perhaps the greatest value of this collection lies in the broader applicability of the concerns addressed in these papers. It is to be anticipated that readers in Peru, or Laos, or Angola, would find observations, conclusions, and data that are congruent with their own experiences in their home countries. The articles contained herein describe circumstances and phenomena that will be recognisable far beyond the borders of Southern and Eastern Europe.

One other notable aspect of this collection is deserving of observation and praise: the contributors to this volume range from newly-graduated young scholars to long-established academics. The perspectives represented in this book are therefore valuably varied. The reader will find here both new insights from younger researchers and considered judgments from older scholars.

It is particularly fitting that this collection assembles the work of English speakers whose native language is not English, and who do not live in native-English-speaking-countries, yet who all participate in the scholarship and teaching of English. In a sense, the strength, diversity, and development of English will lie in such contributions by non-native English speakers far more than it will upon the innovations of native English speakers. In languages, the users—not the grammarians, the teachers, or the scholars—ultimately define what is acceptable and what is obsolete: and in English, the majority of users are non-native English speakers.

Andrew Goodspeed, PhD  
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# INTRODUCTION

MARJANA VANEVA

## Overview

People who try to learn and speak their non-native language deserve full admiration, since the act of learning, by itself, requires respect towards the learner, for their motivation, commitment, dedication, sacrifice, to do it for themselves, but also for their cosmopolitan drive to learn about another culture, tradition, and history, so that they better accommodate themselves in the ‘linguistic map’ of the other country and competently ‘popularise’ its language.

Having been an English language teacher for twenty years and having worked with all age groups and language levels, first, teaching general English and Cambridge ESOL exams in an international language school, and then, at the university where I work, training students to become linguists – English language teachers and translators/interpreters - at the end of 2019 an idea was born. I wanted colleagues to share their experiences of teaching English to non-native students and have their say in the teaching-learning process. I proposed the idea to Cambridge Scholars Publishing, and it was March 2020, several days after the outbreak of the Covid-19 pandemic, which is still going on at the time when I am writing this – November 2021 and when my country is experiencing the fourth wave, when this book’s idea was accepted and a contract was signed between Cambridge Scholars Publishing as a publisher and me as an editor. At that moment, the idea about how to compile this book was quite vague to me, since it meant that the collection was to be written in those new, unprecedented pandemic circumstances that brought so many uncertainties in everybody’s life.

New daily routine was established for everybody: like never before, people had to be extra cautious for their health, when they had to protect themselves from something most strange and invisible, thus not knowing how exactly they should behave and how to surely combat the opponent. But, the first and for quite some time, pretty long though, the only advice and

recommendation that turned into a command, since not obeying it meant endangering not only our own but everybody's life, suggested by the world health authorities was the 'stay at home' alert. Besides the health consequences, the psychological and social impacts of this crisis were undoubtedly enormous to absolutely any human being – everybody had to adjust their everyday life and adapt to the new situation, while the employed adults had to learn to fit in their new, online working environment. This was the biggest challenge for the teachers, the colleagues whom I had planned to turn to in order to ask them to contribute to this collection. I knew it was going to be difficult to make them share their thoughts on the matter, since they all come from the educational sector and at that time the educational process was undergoing drastic changes and challenges with the different online platforms being installed, but for no moment could I imagine how welcoming they would be to the idea of participating in this project. They certainly had their own 'battles to win' – from their private and professional life – but nonetheless they turned out to be eager to talk about their teaching and research endeavors. This brought light into the darkness around us all – the call for papers was released in October 2020; enthusiastically, the papers were being submitted in the spring of 2021 – I contributed to this collection with one sole-authored and four co-authored chapters; and all of them were zealously reviewed over the summer.

Thus, that initial intimidation changed the lockdown melancholy, and, for everybody in the process, turned the long uncertain hours into the most productive days and nights. Obviously, all contributors had so much to say, on an array of topics. They had used the imposed physical restrictions to contemplate about their role as a teacher, translator/interpreter or researcher, and decided to submit their own stories, showing the readiness to share them with the general public.

As a result, a collection of 14 chapters was compiled, with different approaches and perspectives on the subject. Prior to this final product, the selection criteria focused on safeguarding academic integrity making them worth publishing, while ensuring that the most creative concepts secured their place in this series.

## **Structure and Content**

Thematically, the book is structured in 4 parts.

The first part consists of 3 papers united around the theme "Purely Linguistic side of English", when Ana Arsovska and I analyse Donald

Trump's tweets, Katerina Vidova discusses the English present participle and its Macedonian equivalents, and in the last paper in this group I talk about the ways in which Macedonians negate in English.

The second part, titled "English in Education", is comprised of 7 papers. Sashka Delova talks about the British English and American English variants in primary schools in North Macedonia, Marija Dzonova and I discuss dyslexia in the ELT materials used in North Macedonia, Marija Petkovska elaborates on 'Habits of Mind' strategy used in the EFL syllabus during pandemic, Marlena Bielak and Artur Urbaniak discuss educational maturity of Polish undergraduates, Julijana Zlatevska analyses the impact that video conference teaching has on students' communicative and interactive skills, Biljana Temelkova talks about assessment in EFL students in North Macedonia, while Biljana Naumoska-Sarakinska goes along similar lines by outlining the assessment techniques which improve EFL students' linguistic competences and portrays the perceptions of university EFL students in North Macedonia.

The third group of papers is titled "English in Translation and Interpreting", and consists of 3 papers. Tamara Jolevska-Popov and Sonja Vitanova-Strezova discuss current idiomatic English for Macedonian translators, Iskra Stojanovska analyses the process of consecutive interpreting from Macedonian into English, while Ana-Marija Hot and I compare and contrast the original "Macbeth" and its Macedonian translation.

The fourth part, "English in Use", consists of a chapter in which Adnan Shefkiu and I discuss the kind of English used in a Macedonian bank – a study that presents a case from the banking sector.

## ACKNOWLEDGEMENTS

This collection would not have been possible without the support given by several parties:

First, I am grateful to the publisher, Cambridge Scholars Publishing, and their competent and professional staff for seeing value in this idea and for accepting my proposal, then guiding this whole process from the beginning to the end.

Second, I am indebted to the colleagues who contributed to this collection by submitting their papers written in these utterly strange, pandemic circumstances. I especially appreciate their dedication and commitment to improve the submitted work and make it worth publishing demonstrated in their professionalism to respond to the editor's comments and suggestions. Their persistence to 'live with this project' for some time, and their adaptability in times of global fear, panic and uncertainty should be highly valued.

Third, I am thankful to Prof Dr Andrew Goodspeed, Professor of American Literature, and a native speaker of English who has been teaching English to non-native university students of English for 13 years now. His expertise and experience made him a best-placed person to contribute a foreword to this collection.

Fourth and last, but certainly not least, I am grateful to my family, who, as always, have been most supportive of this idea, and have regarded it as a regular activity of mine although it was so much more than 'regular', and for wholeheartedly encouraging me to finish it, at the time when I was 'drowning' myself in the many activities I had embarked on - all energy-draining but equally sweet and intellectually fulfilling.

In the end, the credit for this book is due to all people involved in the process, while, as an editor, I take all shortcomings to be solely my responsibility.

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## CONTRIBUTORS

**Adnan Shefkiu** holds different positions within dozens of companies/corporations around the world, the most recent one being a Senior Director for a UAE-based semi-governmental entity. He has knowledge of training and consulting in the software industry, who has successfully led many HR and Leadership projects for private and governmental organizations across the EMEA region.

Adnan has managed capacity and competency building programs, Integrated Talent Management and projects for large organisations in the region. He is involved in the strategy creation and implementation of the processes.

He is experienced in working with delicate parties and high profiles, has excellent networking abilities, communication and interpersonal skills, with extensive knowledge in Human Resources, Human Resources Software, Management, Leadership, Sales and Marketing, always looking for continuous improvement and learning. Shefkiu has had the opportunity to work with some of the soundest consultants, lecturers and entrepreneurs from all over the world.

**Ana Arsovska** is a graduate from the University American College Skopje, Skopje, N. Macedonia. Before enrolling in university, she finished high school in American School Macedonia where her entire education was in English and she found her love for the inner workings of the English language. She holds a Bachelor's Degree of Arts in the field of Foreign Languages, specifically English Language Teaching and was valedictorian of the class of 2020. She is currently doing her specialisation in the same field at the University American College Skopje. Her Bachelor thesis was "An Analysis of Donald Trump's Political Language in Speeches and Tweets". In April 2021, she participated in the 6<sup>th</sup> Global Issues Conference organized by East Carolina University, USA. Among other things, she competed at the "XIV International contest of research, practice-oriented and creative projects in English among schoolchildren and University students" at which she partnered on a project with her university colleague when they won first place. Ana spent the last year of her undergraduate studies working as a substitute English teacher for a CAE preparation course



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**Ana-Marija Hot** is a graduate from the University American College Skopje, Skopje, N. Macedonia. She holds a Bachelor's Degree of Arts in the field of English Language Teaching. She finished high school at "Josip Broz Tito" Skopje, where she met lifelong friends and decided she wanted to pursue her love for the English language on a higher level. Ana-Marija is currently doing her specialisation in the same department for English Language Teaching at the University American College Skopje. In April 2021, she participated in the 6<sup>th</sup> Global Issues Conference organised by East Carolina University, USA. Among other things, she has won first place at the "XIV International contest of research, practice-oriented and creative projects in English among schoolchildren and University students" along with her university colleague. Her bachelor thesis was "Macbeth and its Macedonian Translation: Compare and contrast". She is planning on continuing her education and getting an MA degree. She is currently working as a freelance writer and proofreader in an online marketplace, as well as an administrator in a private company.

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**Biljana Naumoska-Sarakinska**, PhD, is an Associate Professor at the Department of English Language and Literature, at the "Blaze Koneski" Faculty of Philology, Ss Cyril and Methodius University in Skopje, N. Macedonia. She teaches at both the undergraduate level of studies (Modern English Language, Semantics, Business English Communication and Correspondence), and at the graduate level of studies (Topics in Semantics), as well as ESP - Business English at the Faculty of Economics. She is a

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**Biljana Temelkova** received a BA in English philology and methodology from the South-West University in Blagoevgrad, R. Bulgaria in 2002, and an MA in English teaching methodology and assessment from St. Kliment Ohridski University in Bitola, Republic of N. Macedonia in 2019. She is currently teaching English language at municipal elementary school Gorgi Sugarev in Bitola, Republic of N. Macedonia. Throughout her 19 years of work experience, she has built her expertise at all levels of public education: elementary, secondary and higher education, as well as in private language schools.

Biljana is fully committed to the teaching and organisation process, use of modern strategies for achieving goals, content and material writing, so she involves her students in implementing PBL and TBL in class. Her professional interests focus on using modern digital content in class, various tools offered by modern technology and social media, creative thinking, PBL/TBL, while her current projects include use of digital apps and social media in distance learning and in the classroom, the use of WebQuests as motivation and creativity tools. In addition, she serves as a Webmaster and Board Member for ELTAM MK – English Language Teachers Association in the Republic of North Macedonia, and is a President of Association for formal and informal education and environment - Bitola. She has been recently honored with the Certificate of Appreciation for her contributions to ELTAM MK for voluntary engagement and teacher training. Biljana regularly participates in teachers' conferences, mostly as a presenter. Her motto is 'Sharing is Caring', so she organises workshops and webinars for teachers in order to share her findings and best practices.

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**Julijana Zlatevska** has been working as an English language teacher for 15 years now. She holds a Master Degree in English language teaching; has many years of experience in project design and management; in translation of English literature in different fields, such as medicine, technology, architecture, agriculture, fashion; long years of experience as a permanent court translator, proofreader, as well as profound experience as a web researcher.

Her Master thesis in English language curriculum with the topic: “The Impact of the Teaching Realised through Video Conferencing on the Communicative and Interactive Components of Learning” provided her with a profound knowledge of the IT sector and the use of Internet as well as all the benefits and drawbacks they have on the modern way of living, including the education sector and its components: the students and the teachers.

Since her interest in technology and the use of different applications and programs is constantly growing, she is currently taking a course in graphic design. Some of the videos she has created and worked on can be seen on her Youtube channel: Julijana Zlatevska.

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**Marija Petkovska**, MA, has graduated from the Faculty of Philology in Skopje, the Republic of North Macedonia (NRM), at the Department of English language and literature, and obtained her Master's Degree in English language teaching at the University American College in Skopje. She has been an English language teacher at the state secondary school of Applied Arts and Design in Skopje for over fifteen years, and is also lecturing Syllabus Design Methodology and Educational Management at the University American College Skopje. Her teaching and research interests focus on the innovative ELT methods, the application of multimedia tools in language instruction, and pedagogy.

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of the closed space of the Polish high school viewed as the framework for communication and the communicological analysis of problems connected with translation and the translator's profession. Marlena Iwona Bielak has authored numerous articles and the monograph "Formation of the transcommunicator as the goal of non-native language pedagogy". She is also a scientific co-editor of books and has co-authored the monograph "Communication vis-à-vis multiculturality. A contribution to the description and analysis of communicators' communicative competence and its cultural variability". Marlena regularly participates in conferences organised in Poland and abroad (Belgium, Germany, Slovenia, Romania) and is a conference co-organiser herself. Her professional experience encompasses teaching subjects pertaining to linguistics, BA seminars and EFL at different levels. She is a certified translator of the English language and has experience in managing higher education units and implementing internationalisation strategies (she was an Erasmus+ departmental coordinator). Dr. Bielak has been a guest lecturer at universities in Portugal, Latvia, N. Macedonia, Slovakia, Turkey and Romania.

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She has authored a monograph on zero derivation, is preparing a monograph on negation, and has presented and published on zero derivation, negative prefixes, homonymy, polysemy, cognition in teaching vocabulary, as well as on teaching second/foreign language grammar. She is currently working on several research papers that investigate business communication and interaction in a company, from a linguistic point of view. Prof Vaneva is an Advisory Board Member for English language and linguistics at Cambridge Scholars Publishing, and an editor for English language and linguistics papers for this publisher. In addition, she is an English language and linguistics reviewer and editor for SAGE Open, and for several other international, peer-reviewed linguistic journals. Her newest involvement with SAGE is as a Monograph Editor.

Prof Vaneva holds a Certificate in Cognitive Linguistics from the University of Sheffield, has been a visiting professor at King's College London, has presented at the University of Oxford and the University College Brussels (Belgium), has taught at the University of Cambridge - as a BASEES UK scholarship holder, at the University of Graz - as an OeAD (Austria's Agency for Education and Internationalisation) scholarship holder, and at universities in Poland (Pila) and Russia (St Petersburg). Currently, she is a research fellow at the University of Surrey, UK.

**Sashka Delova** holds an MA in English language teaching from Bitola, North Macedonia, with over 20 years of working experience. Since 1999, she has been teaching English as a foreign language to all ages, according to the CALL method. Since 2005, she has been working as an English language teacher in a primary school with students of both Macedonian and Albanian language of instruction. She has been mentoring students from the Department of English language and literature from the Faculty of Education in Bitola, North Macedonia, for over 7 years. From 2016 to 2018, she was teaching Business English at the International Slavic University "G. R. Derzhavin" in Bitola. Since 2016, she has been delivering extra-curricular activities based on promoting multiethnic cooperation among children from Bitola municipality in collaboration with the Nansen Dialogue Center, Skopje, North Macedonia. In 2018, she participated in the USAID Teacher Professional and Career Development Project. She has been contributing to projects organised by the Macedonian Civic Education Centre as well as Sustainable and Inclusive Balanced Regional Development projects. In 2019, she organised "Classroom interaction - motivation and active learning!" workshop at Callidus. The next year she developed and executed the project Prevention of Spinal Deformities among Children at School, supported by the municipality of Bitola. In 2020/21, she delivered the project on Digital Media Literacy together with Metamorphosis Foundation. Currently, she is working on developing techniques for Critical thinking and Problem solving among primary school students in her native town. She is also a local coordinator of ELTAM MK.

**Sonja Vitanova Strezova** works in the Department of English Language and Literature at Blaze Koneski Faculty of Philology, University of Ss Cyril and Methodius of Skopje. She teaches modern English novel, 18th- and 19th-century English novel and interpreting at the undergraduate level of studies, as well as British modern and postmodern fiction and Victorian fiction at the postgraduate level (master's and doctoral studies). Prof. Dr Vitanova Strezova was a corresponding member of the EA and currently is a chair of the Macedonian Society for the Study of English (ZAM) in ESSE.

In the 1990s she worked as an interpreter in the Assembly of the Republic of Macedonia - precious working experience that she used to become one of the founders of the interpreting studies at Blazhe Koneski Faculty of Philology of Skopje.

Vitanova-Strezova was a recipient of Tempus grants twice. Her research interest is literary theory and criticism, focusing on the contemporary British and comparative literature. She publishes articles on the topics of her research interest in renowned home and international literary journals. She has worked as a professional interpreter/translator and currently is engaged in literary translation of English fiction into Macedonian.

**Tamara Jolevska-Popov**, MA, is an English language instructor at University American College Skopje (UACS), the School of Foreign Languages, and a twice published author of short stories in Macedonian. As a graduate teacher of English from the Ss. Cyril and Methodius University in Skopje, she went on to do her MA thesis at UACS. She obtained her MA title with the thesis “The Use of Cases as a Teaching Tool in Business Communication – A Comparative Study”. She teaches Modern English, Business English and Composition at undergraduate level to students of all schools and departments, and SLA Pedagogy at UACS. Her interests in research are varied and they range from linguistics, semantics, and morphology to the practical use of the English language towards globalisation and unification, and also the use of English and its applications in the business environment. Currently, Tamara is a doctoral student of English literature at the University Ss. Cyril and Methodius University in Skopje.





# **I.**

## **THE PURELY LINGUISTIC SIDE OF ENGLISH**

## CHAPTER ONE

# MACEDONIAN NATIVE SPEAKERS' LINGUISTIC ANALYSIS OF DONALD TRUMP'S TWEETS

MARJANA VANEVA, ANA ARSOVSKA

### Abstract

This paper explores the linguistic manipulations used in the political language of Donald Trump's tweets. It looks at which persuasion tactics are used in his tweets, how he uses them for different purposes, and how he uses Twitter as a campaigning tool. Approximately 500 tweets were used, selected from those posted during the 2020 campaign. Discourse, syntactic and semantic analyses are used as research methods. The findings show that even though Donald Trump uses simple language on purpose he also uses a lot of purposeful persuasion tactics to get his message across.

**Key words:** “we”, brand, denotation, connotation, contrastive pairs, modifier, buzzword

### Introduction

“Political language [...] is designed to make lies truthful, and murder respectable, and to give an appearance of solidity to pure wind.” (Orwell 1946)

Perhaps a rather extreme statement, this quotation by George Orwell from *Politics and the English Language* perfectly sums up the subject of this paper. Political language has always been a captivating area of study for linguists, because it shows how powerful language can be in the art of persuasion. In this day and age, with the invention of social media, it is even more interesting to study. Doublespeak – using language in an ambiguous, euphemistic, and obscure way on purpose – has been ever present in politics and now we have the privilege to see it translated from regular political speeches into 280 characters on social media sites like Twitter. Essentially,

in a way, Twitter has replaced handbills and direct mail letters (what we call snail mail nowadays!) or hand-outs on the street, so it is not an entirely new invention. However, it does have the added value of open discussion.

No matter the platform, politicians manipulate with words. They have to be careful how they say things in order to get their intended effect, while also making sure they are not taken out of context. They also have to choose when to be direct, when indirect, and when ambiguous, and their language has to contain unobtrusive hidden meanings. As Chi Luu (2016), the author of *The Linguistics of Mass Persuasion*, says, "Mass persuasion has to be linguistically unobtrusive."

This is done with a myriad of methods, which are now even present in the shortness of tweets. Twitter has proven to be quite a handy campaigning tool, especially in the case of Donald Trump. This paper especially focuses on the tweets of Donald Trump, the linguistic persuasion techniques he uses in them, and how all of this made Twitter a useful campaigning tool for him.

## **Literature Review**

The methods used in political rhetoric have to be "linguistically unobtrusive" (Luu 2016). One of the methods that we discuss in this research paper is branding. In his research paper, *The Poetics of Politics: "Theirs and Ours"*, Michael Silverstein (2005), makes the distinction between positive and negative branding and how politicians use these tactics to make themselves look better in the eyes of their audience and make their competitors look bad. We also used some of the insights about the use of pronouns and fillers in the 2016 presidential debates from a research paper done in the University of Cadiz in order to help us in the analysis of Donald Trump's language in his tweets (Palacios 2018). Isabelle Clarke and Jack Grieve (2019) published a thorough study on the various styles of tweeting in Donald Trump's tweets during the 2016 presidential campaign, which helped to formulate and provide more evidence for some of our own analyses on several of his most recent tweets, as well as confirm our own findings on his tactics in the 2020 presidential campaign.

## **Research Methodology**

In this paper, we looked to analyse Donald Trump's political rhetoric in his tweets and come to a conclusion about how he uses Twitter to engage in politics. This was done by reading through an extensive number of his

tweets, finding consistencies and similarities in the use of language, as well as analysing his word choices thoroughly, and applying syntactic analyses on his sentences. We then chose the most relevant examples to use in this research paper to showcase his most common and most important tactics. Also, various research papers were used to provide evidence for our findings and to get an idea of what the linguistic community had already found on the topic. Finally, various news articles were read in order to understand the context behind the language used in the tweets.

## **Persuasion Tactics**

Donald Trump is known for his short, simple, and direct language. This is perfect for the use of Twitter as it demands the use of short sentences, so his style translates well to the platform. Whether it is in a public speech or in a tweet, Donald Trump's sentences are simple with an easy construction to understand. He generally opts for simple, vague but emotionally laced adjectives, which are enforced by modifiers such as "really" and "very". These are either positive or negative, depending on who he is describing. All of this together plays into the political persona that he has built for himself over the years, which is the "The Outsider" or "The Common Man" who speaks for the ordinary people. The use of such language is so that everyone, no matter their background, can understand what he says and his underlying message, as well as be affected by it.

This also plays into his brand and the tactic of branding. Each politician brands themselves into something recognisable, because that is what sticks in the memory of their audience. However, here we also have the matter of positive and negative branding. Each politician will use this technique, which is essentially a marketing technique, to brand themselves as the positive side or the product people will want to buy, while they brand the opposition as the negative side or the product that is not up to par compared to them and the product nobody wants. The result of this, which is recognisable in their speech, is a positive "we" or "us" and a negative "they" or "them". They will always strive to use their linguistic manipulations to paint "the other" in a bad light.

This leads us to discuss the importance of connotation. Each word has a denotation and a connotation. Denotation is its meaning without any of the ideas or feelings that it incites. Connotation is exactly these ideas and feelings that it incites. Politicians manipulate with connotation a lot. This especially plays a part in negative branding, which we will discuss later in this paper.

Having already mentioned branding and some of the tactics that go along with it, it is also important to note the use of pronouns. Pronouns may seem like simple parts of speech, but they carry a great power. Pronouns can also be essentially split into “us” vs. “them”. We will explain their roles in the politician’s speech by referring to them as subject pronouns, but the reader should understand that they may be in any position in the sentence and will accomplish much the same objectives. The singular first-person pronoun “I” is used by the politician in situations when they wish to take all the credit for themselves or to express a personal sentiment such as gratitude. The pronoun “we” has two very important roles, the inclusive and exclusive “we”. The exclusive “we” is used when they wish to speak about themselves and their team, cleverly using it when they want to share responsibility for something that may or may not pan out or perhaps when sharing bad news with their audience. The inclusive “we”, on the other hand, is used when they want to include the audience in what they are saying or on an even grander scale, the entire country. This is typically used in situations when they want to unite their people to accomplish an objective such as when they want to incite the audience to vote for them, hinting that for them to fulfil their promises, it will have to be a joint effort with their voters. Another pronoun that is used in a similar way is “you”. With this pronoun, a politician can directly address the audience and therefore make them feel more involved, consequently making them feel as if their role is more important. However, it can also be used to attack the opposition in a direct way, an attack which will “pack a punch” in the eyes of the audience as it will give off the aura of bluntness, directness, and therefore honesty. “He”, “she”, and “they” are also usually used as a tactic to attack the opposition, referring to their antecedents, which will be proper nouns and, which, in turn, are used to give the attack an air of more honesty and openness, because of this specificity. Using proper nouns and specified attacks leads the audience to subconsciously believe that the politician has done their research and has something backing up the attack on the specified “other”, which gives the statement a certain validity.

Another popular tactic used by politicians and especially in Donald Trump’s political rhetoric is the use of buzzwords. Donald Trump has shown himself to be an avid user of repetition whether this is just a simple repetition of certain words and phrases for emphasis or three-part lists. He especially repeats what linguists have termed “buzzwords”. These are words or phrases which hold a particular connotative emotionally-laced meaning, as well as the content and emotion of a message he is trying to convey to his audience. As shown in later examples, he does not make use of these “buzzwords” only in his speeches, but in his tweets as well.

Humour, especially sarcasm, is a big part of Donald Trump's persuasion tactics when it comes to language. Humour is a great way to deflect attacks, because it defocuses the audience from the attack and instead focuses their attention on the unexpected utterance which is the politician's reply. This remark usually results in amusement and laughter (their laughter at the witty remarks). In turn, it puts the audience in the mood to be more open and receiving to the politicians' further remarks and devalues the seriousness of the attack by making it a joke. Sarcasm, on the other hand, plays on a second level of that as well. It also discredits the opposition by making their statements seem like nonsense.

Finally, we would like to mention one more tactic that politicians use that no one would expect to see in the form of tweets. These are fillers or, more precisely, silent fillers and discourse markers. One would expect to see these in spoken language. However, while it is true that they are more frequent in spoken language, they can also be found in Donald Trump's tweets, precisely because of his unique tweeting style where he mimics spoken language with his written statements. Fillers and, especially, silent fillers are used for emphasis and to give the audience a moment to process the politician's previous statements. They usually come after a statement which delivers "a punch", so that statement can fully sink in. As is shown in a later example, Donald Trump has found a clever way to integrate silent fillers in his tweets. Discourse markers serve to reorient speech from one subject to another, but they can also be used to bring attention to the opening remarks of a statement. Donald Trump manages to use discourse markers in a creative way when it comes to negative branding, which we illustrate, analyse, and explain later on in this research paper.

## **Analysis of Donald Trump's Tweets**

When reading a tweet by Donald Trump, the language seems rather familiar. This is because Donald Trump's linguistic tactics are much the same in his tweets as in his speeches and with a clever usage of the platform's strengths. During his 2016 campaign, Twitter was a big part of it, as it was in the 2020 campaign. Trump uses his tweets to talk rather than write, unlike other politicians. Twitter is the kind of website that allows for conversation, so this is made possible because of that as well. He keeps to his short and simple sentences, which are effective on Twitter due to their character limit. He also keeps his language emotionally-framed, much like what can be seen in a live political speech. Trump has been able to keep up his persona of "the common man" and "the outsider" in the way he tweets as well.