# ENGLISH AND AZERBAIJANI EDUCATIONAL TERMINOLOGY: A COMPARATIVE STUDY OF TERMINOLOGICAL EQUIVALENCE AND TRANSLATION

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## ABSTRACT

This article presents a comparative study of educational terminology in English and Azerbaijani, with particular attention to terminological equivalence and translation. The study examines terms related to education policy, teaching, assessment, curriculum, teacher qualifications, educational institutions, and quality assurance. A comparative linguistic approach is applied to identify structural and semantic similarities and differences between the two terminological systems. The analysis demonstrates that many educational concepts have direct or near-equivalent counterparts in both languages, while certain terms require contextual, descriptive, or functional translation. The differences are associated with the grammatical structures of the languages as well as variations in educational legislation, institutional organization, and professional practices. The findings emphasize that successful translation of educational terminology requires consideration of both linguistic form and conceptual meaning. The study contributes to comparative terminology, translation studies, and English–Azerbaijani professional communication.

***Keywords:*** educational terminology, English, Azerbaijani, terminological equivalence, translation, comparative linguistics, educational discourse, terminology.

## INTRODUCTION

Educational terminology represents an important part of specialized language because it reflects the concepts, institutions, processes, and professional practices of education. Terms such as curriculum, assessment, teacher qualification, educational reform, quality assurance, and higher education are widely used in academic, administrative, and policy discourse. With the development of international educational cooperation, accurate translation and interpretation of such terminology have become increasingly important. English and Azerbaijani represent different linguistic systems and employ different structural mechanisms for expressing specialized concepts. English frequently uses compound and multi-word terminological units, while Azerbaijani, as an agglutinative language, may express grammatical and semantic relations through suffixation and attributive structures. These differences can influence the formation and translation of educational terms.

Terminological equivalence is particularly important in bilingual educational communication. A term that appears to have a direct equivalent in another language may differ in semantic scope or functional use. For example, concepts related to assessment, certification, qualification, and educational standards may be represented differently depending on national educational legislation and institutional structures.

The aim of this study is to compare educational terminology in English and Azerbaijani, focusing on terminological equivalence and translation. The study examines structural forms, semantic correspondence, and translation strategies used in representing educational concepts in the two languages.

## METHODOLOGY

The study employs a comparative and contrastive linguistic approach. The research material consists of educational terminology selected from English and Azerbaijani educational legislation, official policy documents, institutional publications, academic sources, and bilingual and monolingual dictionaries. The analyzed terminology is divided into several categories: education policy and governance, teaching and learning, curriculum, assessment and evaluation, teacher qualification, educational institutions, quality assurance, educational reform, and professional development. The selected terms were analyzed according to three main criteria: structural form, semantic correspondence, and translation equivalence. Particular attention was given to direct equivalence, partial equivalence, descriptive translation, and context-dependent translation. The study primarily applies qualitative comparative analysis to identify common patterns and language-specific features.

## RESULTS

The comparative analysis demonstrates that English and Azerbaijani educational terminology share a considerable number of common concepts, particularly in areas influenced by international educational discourse. Terms such as curriculum, assessment, educational reform, quality assurance, and teacher qualification have corresponding expressions in Azerbaijani. However, the degree of equivalence varies across terminological categories. From a structural perspective, English frequently uses compound and multi-word units, including teacher training, higher education institution, quality assurance system, and educational assessment. Azerbaijani also uses multi-word terminology, but its internal grammatical organization reflects the structural characteristics of the Azerbaijani language. Semantically, three main types of correspondence can be identified. The first includes direct equivalents, where the English and Azerbaijani terms refer to essentially the same concept. The second includes partial equivalents, where the terms share a general meaning but differ in semantic scope. The third includes context-dependent equivalents, where translation requires additional explanation or a descriptive expression. For example, the English term higher education corresponds to the

Azerbaijani expression “ali təhsil.” The conceptual relationship is relatively direct. Similarly, teacher training can be represented by “müəllim hazırlığı.” However, some terms associated with specific institutional or administrative practices may not have fully identical conceptual counterparts.

The results also indicate that translation strategies vary according to the nature of the term. Direct translation is effective when the source and target languages share an equivalent concept. Descriptive translation is more appropriate when a concept is institutionally specific. In some cases, contextual adaptation is necessary to preserve the functional meaning of a term.

## DISCUSSION

The findings demonstrate that terminological equivalence cannot be determined solely by formal lexical similarity. A successful English–Azerbaijani translation should consider the conceptual content and institutional context of the educational term. Structural differences between the two languages influence the way educational concepts are expressed. English tends to form specialized terms through noun combinations and attributive structures, whereas Azerbaijani can employ combinations of lexical elements together with grammatical markers characteristic of an agglutinative language. Consequently, formally different structures may nevertheless express equivalent concepts. Semantic equivalence is also influenced by national educational systems. Educational terminology develops within particular legal and institutional environments. Therefore, terms referring to educational administration, teacher certification, assessment systems, and institutional management may have different conceptual boundaries in English-speaking and Azerbaijani contexts. The findings support the use of a functional approach to translation. When a direct equivalent exists, it can generally be used without substantial modification. When equivalence is partial or absent, translators may employ descriptive or contextual strategies. This is particularly important in translating legislation, international educational agreements, academic publications, and institutional documents. The comparison further demonstrates that internationalization has contributed to the convergence of educational terminology. Concepts associated with quality assurance, educational standards, professional development, digital education, and competency-based learning are increasingly shared across national educational systems. Nevertheless, national linguistic and institutional characteristics continue to influence their representation in Azerbaijani.

## CONCLUSION

The comparative study shows that English and Azerbaijani educational terminology share a common conceptual foundation but differ in structural organization, semantic scope, and translation practices. Direct equivalence is common

for internationally established educational concepts, while institution-specific terminology may require partial, descriptive, or contextual translation.

The findings confirm that terminological equivalence should be analyzed at both linguistic and conceptual levels. Structural comparison alone is insufficient for determining the accuracy of a translation. Consideration of educational context, institutional meaning, and functional use is equally important. The study contributes to comparative terminology and translation studies by identifying major patterns of English–Azerbaijani terminological correspondence. Its results may be useful for translators, educators, lexicographers, researchers, and professionals preparing bilingual educational and policy documents.

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