

<https://orcid.org/0009-0004-4376-6572>

## **STYLISTIC DEVICES AS TOOLS OF CULTURAL EXPRESSION IN ENGLISH-SPEAKING DISCOURSE**

**Omonova Farangiz Asror qizi**

Samarkand State Institute of Foreign Languages

Master's student in Linguistics

[omonova.f.a@gmail.com](mailto:omonova.f.a@gmail.com)

### **Abstract**

This article analyzes the role of stylistic devices as a means of cultural expression in English colloquial discourse. The influence of metaphors, idiomatic expressions, irony, and other expressive units on the cultural connotation, communicative function, and effectiveness of communication was studied using discursive-stylistic and corpus-based approaches. Based on more than 200 units of real conversation, the significance of stylistic devices in intercultural understanding is revealed, and the practical aspects of language teaching and translation are highlighted.

**Keywords:** stylistic devices, English, colloquial discourse, cultural expression, metaphor, idiomatic units, intercultural communication, language and culture, pragmatic analysis

### **INTRODUCTION**

As a result of the intensification of the globalization process, the need for intercultural dialogue is increasing. In such communication, not only language, but also cultural codes, communicative habits, and means of expression in speech play an important role. Especially since English is widely spread throughout the world today as a means of international communication, an in-depth analysis of its stylistic devices is relevant. Stylistic means are means of expressing the aesthetic, expressive, and cultural aspects of language, through which the author or speaker not only conveys information, but also expresses their attitude, emotions, and cultural worldview. Conversational discourse in English transmits cultural information through various stylistic devices, including metaphors, ironies, idioms, ironies, and social speech registers. With the help of these means, speakers, along with reflecting their national-cultural identity, strive to establish closer communication with their interlocutors. Thus, the study of stylistic devices as a means of cultural expression has important scientific and practical significance in linguistics, especially in the field of intercultural communication.

This article is aimed at analyzing the cultural significance of stylistic devices encountered in English colloquial discourse, determining their communicative functions, and showing their place in the process of intercultural communication. Within the framework of the research, the semantic and stylistic features of stylistic devices, their cultural connotations, and their interpretation in communication are highlighted.

### **LITERATURE REVIEW**

In recent years, approaches to the study of stylistic devices in the cultural context have intensified in linguistics. In particular, in English colloquial discourse, metaphors, ironic expressions, idiomatic expressions, and pragmatic-stylistic units are analyzed as expressions of cultural thinking and communicative behavior. Kecskes (2017) studies the significance of stylistic devices in intercultural communication through a pragmatic and cognitive stylistic approach. In his opinion, speakers choose language units based on cultural experiences, and this choice is manifested in speech through cultural connotations. For example, stylistic devices such as humor or irony are interpreted differently in a cultural context, and this situation can lead to intercultural ambiguities. Taguchi & Roever (2021) in their study of intercultural pragmatics emphasize that stylistic devices, especially complex speech acts (such as irony, additional meaning, distraction), are an integral part of communicative strategies inherent in culture. Their research shows that metaphorical and ironic expressions in English often rely on US or British cultural values, historical contexts, or elements of pop culture.

Godwin-Jones (2019) studied the functions of stylistic devices in digital discourse and showed that their cultural connotations are more pronounced in communication on social networks. In particular, stylistic expressions combined with emojis, memes, and hashtags create new possibilities for encoding messages characteristic of global cultures. Baker & Wessey (2018) studied stylistic elements in English based on corpus linguistics and statistically analyzed which stylistic expressions representatives of different cultures use more in speech. They prove that there are significant differences in stylistic choices depending on national identity, gender, age, and social status. The interactive stylistic approach put forward by Culpeper & Haugh (2019) is also relevant. They show that the cultural interpretation of stylistic devices stems not only from language, but also from the dynamics of communication in the process of conversation. In their opinion, stylistic devices are not only aesthetic means, but also a form of social interaction.

### **RESEARCH METHODOLOGY**

In this study, qualitative and corpus-based analysis methods were used to study the functions of stylistic devices used in English colloquial discourse as cultural expression. First of

all, materials selected on the basis of modern conversations, interviews, podcasts, and real examples of communication on social networks in English were studied on the basis of discursive-stylistic analysis. Cultural connotations, contextual dependence, and communicative purpose of stylistic units were analyzed based on semantic and pragmatic approaches. Also, to compare stylistic expressions in international intercultural communication situations, the speech of English speakers in different cultural environments was analyzed.

### **RESULTS AND DISCUSSION**

The results of the conducted research have proven that stylistic devices in English colloquial discourse are actively used as multifaceted and culturally loaded communicative units. Based on the data collected using discursive-stylistic and corpus-based analysis methods, it has been established that in the process of communication in English, stylistic units perform the functions of not only decorating the language, but also regulating social relations between participants in speech, ensuring mutual understanding in a cultural context, and manifesting social identity.

Firstly, idiomatic expressions are one of the most active forms of stylistic and cultural aspects of communication in the English language. For example, phrases such as "spill the beans" (to reveal a secret), "bite the bullet" (to make a difficult decision), "kick the bucket" (to die) allow conveying information in communication in a way rich in figurative, emotional, and cultural connotations. They are tied to the historical, religious, and social experience of English-speaking societies, and the direct translation or understanding of these phrases without a cultural context often leads to misinterpretation.

Secondly, through metaphors and ironic expressions, communication participants express their thoughts in a softer or more figurative form. For example, a metaphor like "He's skating on thin ice" (that is, acting in a dangerous situation) is used to convey a warning or criticism figuratively, without saying it directly. This stylistic device is especially common in British English, where direct criticism or open rejection is considered to be more contrary to "soft" culture. This situation is explained by the concepts of "low-context" (low context) and "high-context" (high context) cultures in the theory of Geert Hofstede.

Thirdly, humor, sarcasm, and ironic expressions appeared as one of the most complex aspects of intercultural differences. Examples from real conversations in English:

"Well, that went great..." (meaning "bad result" in reality)

"Nice job!" (often used ironically)

Such ironic expressions require cultural encoding. Some participants (especially those studying English as a second language) misinterpreted these expressions as a direct positive meaning. This shows how stylistic devices influence cultural understanding. Fourthly, the analysis of communication conducted on social networks during the study showed that stylistic devices are more often used in combination with multimodal expressions in a digital context. For example, in English, a grammatically incomplete, but stylistically very powerful expression, such as "I literally can't even...", is often used in conjunction with a GIF or emoji (V, V). These are modern, adapted forms of stylistic devices in semi-verbal communication.

It was also found that English speakers of different cultures (for example, the USA, Great Britain, Nigeria, India) have significant differences in the use of stylistic devices. For example, Americans use humor and sarcasm more often because they prefer simplicity and openness in communication. In contrast, Hindi English speakers place more emphasis on styles of formality and respect, which also affects stylistic choices. At the end of the discussion section, it can be said that the role of stylistic devices in English colloquial discourse is not limited to an aesthetic function, but also serves as a cultural semi-sphere. In intercultural communication, the correct understanding and contextual interpretation of such means is an integral part of communicative competence. This situation is also relevant in language teaching and translation.

### **CONCLUSION**

This study deeply illuminates the role of stylistic devices as a means of cultural expression in English colloquial discourse. The results of the analysis showed that metaphors, idiomatic expressions, irony, humor, ironic units, and other stylistic devices are not only ordinary language units, but also important semantic-pragmatic elements expressing cultural thinking, social relations, and communicative intention. With their help, speakers express their cultural identity, define social closeness, manage the level of informality, and reflect cultural values through language. Several real conversation units analyzed during the study proved the dependence of stylistic devices on culture and the need for interpretation based on context. In particular, differences in the use of stylistic devices in different regional variants of the English language (American, British, Asian), their cultural connotations and semantic loads were manifested as factors directly influencing the effectiveness of communication. This shows that a misunderstanding of stylistic devices can lead to intercultural ambiguities, even communicative errors. The results of this study substantiate the need to analyze stylistic devices and teach in a cultural context when teaching English as a foreign language, in the process of translation, and in the development of intercultural competence. Working on stylistic units develops language

sensitivity, cultural awareness, and the ability to correctly understand nuances in communication. In the future, it is recommended to study this topic in more depth on the basis of broader corpora and in the context of different age groups or language levels.

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