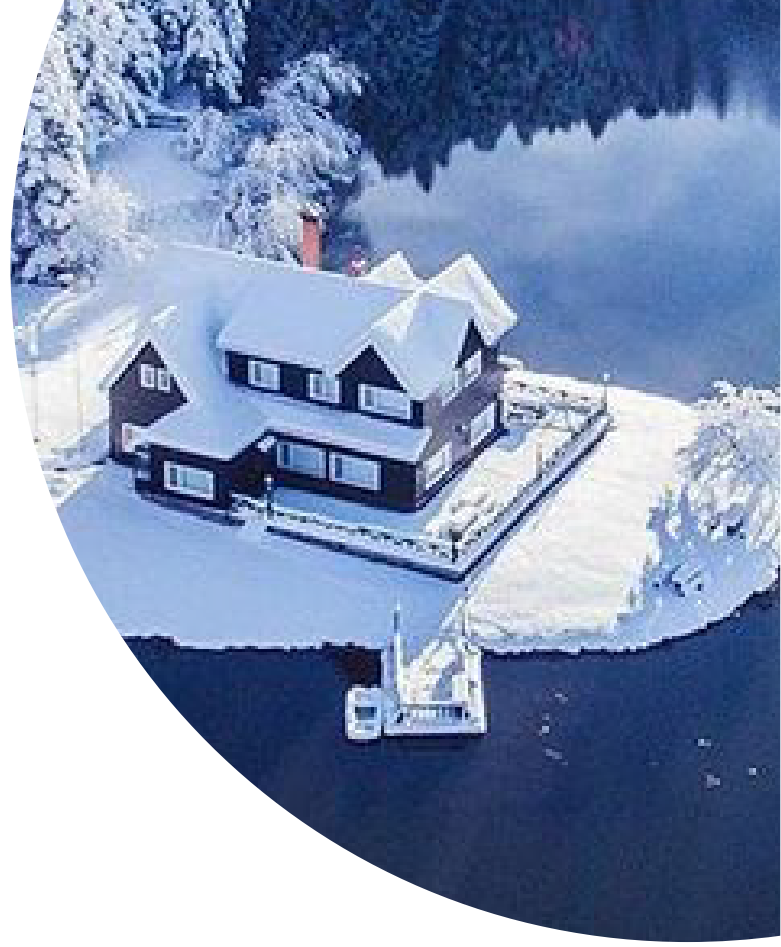




ABANT 6. Uluslararası Güncel Bilimsel Araştırmalar Kongresi



**ABANT 6TH INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC
RESEARCHES
FEB 20-22, 2026
ABANT - BOLU**

Publishe by Academy Global Publishin House
ISBN: 978-625-5694-86-7



20 - 22 Şubat 2026
www.abantkongresi.org



**ABANT 6TH INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC
RESEARCHES
FEB 20-22, 2026
ABANT - BOLU**

Edited By
ASSOC. PROF. DR. MEHMET FIRAT BARAN

Issued: 20.03.2026
ISBN: 978-625-5694-86-7

ASSOCIATION & ACADEMIC INCENTIVES :

**In the conference 43 papers have been presented by Turkish participants and 78 papers
by international participants.
Members of the organizing committees of the conference perform their duties with an
"official assignment letter"**

The Contents Of This Book Are Solely Those Of The Authors.
Bu Kitabın içeriğinin tüm sorumluluğu yazarlarına aittir.

Web: www.abantkongresi.org

Contact: abantkongresi@gmail.com

CONFERENCE ID

ABANT 6TH INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC RESEARCHES**DATE – PLACE****FEB 20-22, 2026****ABANT - BOLU****ORGANIZATION****ACADEMY GLOBAL CONFERENCES & JOURNALS****EVALUATION PROCESS****All applications have undergone a double-blind peer review process.****PARTICIPATING COUNTRIES**

Turkey –Albania- - Azerbaijan – Kazakhstan- Egypt - Iran- Algeria- Singapore – Bangladesh- Oman- Pakistan- Armenia- **India-** Thailand- Saudi Arabia- Malaysia- Lebanon – Syria- Iraq- Palestine – Qatar- **Jordan-** Russia- Serbia - South Korea – Eritrea-

PRESENTATION**Oral presentation**

No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical or any other means, now known or hereafter invented, including photocopying and recording, or in any form of information storage or retrieval systems, without permission from the publishers.

Academy Global–2026©

CONGRESS ORGANIZING BOARD

Head of Conference : Assoc. Prof. Dr. Mehmet Fırat Baran

Prof. Dr. Hülya Çiçek - Gaziantep Üniversitesi

Prof. Dr. Ali Bilgili - Ankara Üniversitesi

Prof. Dr. Naile Bilgili - Gazi Üniversitesi

Prof. Dr. Başak Hanedan - Atatürk Üniversitesi

Prof. Dr. Hajar Huseynova - Azerbaijan Devlet Pedagoji Üniversitesi

Prof. Dr. Dwi Sulisworo - Ahmad Dahlan University

Prof. Zain Musa - Royal Academy of Cambodia

Prof. Dr. Sameer Jain - NICMAR University

Prof Yakup Babayev - Azerbaijan Devlet Pedagoji Üniversitesi

Prof. Dr. Suyatno - Ahmad Dahlan University

Prof. Dr. Al-Rashiff H. Mastul -Mindanao State University

Prof. Dr. Alhisan U. Jemsy - Mindanao State University

Prof. Dr. Elif Akpınar Külekçi - Atatürk Üniversitesi

Prof. Dr. Mehtap Kavurmacı - Atatürk Üniversitesi

Prof. Dr. Belkıs Özkara - Afyon Kocatepe Üniversitesi

Prof. Dr. Mavlonova Ugiloy Khamdamovna - Zarmed University

Assoc. Prof. Dr. Aysel Arslan - Sivas Cumhuriyet Üniversitesi

Assoc. Prof. Dr. Yeliz Çakır Sahilli - Munzur Üniversitesi

Assoc. Prof. Dr. Sıddık BAKIR - Ataturk Üniversitesi

Assoc. Prof. Dr. Berna Koçak - Munzur Üniversitesi

Assoc. Prof. Dr. Irade Kerimova - Azerbaycan Devlet Pedagoji Üniversitesi

Assoc. Prof. Dr. Dhesi Ari Astuti - Ahmad Dahlan University

Assoc. Prof. Dr. Mehmet Fırat Baran - Batman Üniversitesi

Assoc. Prof. Dr. Abdulkadir Aydın - Dicle Üniversitesi

Assoc. Prof. Dody Hartanto - Ahmad Dahlan University

- Assoc. Prof. Dr. Rungchacadaporn - Ahmad Dahlan University
- Assoc. Prof. Nazile Abdullazade - Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc Prof. Dr. Feran Aşur - Van Yüzüncü Yıl Üniversitesi
- Assoc Prof. Dr. Erkan EFİLTİ - Kırgızistan-Türkiye Manas University
- Assoc. Prof. Dr. Dini Yuniarti - Ahmad Dahlan University
- Assoc. Prof. Ivaylo Staykov - New Bulgarian Üniversitesi
- Assoc. Prof. Dr. Abbas Ghaffari - Tebriz Üniversitesi
- Assoc. Prof. Dr. Yasemin Taş - Gazi Üniversitesi
- Assoc. Prof. Dr. Yeganə Qəhrəmanova - Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc. Prof. Dr. Bülent Işık - Karamanoğlu Mehmet Bey Üniversitesi
- Assoc. Prof. Dr. Nurkan Yılmaz - İnönü Üniversitesi
- Assoc. Prof. Dr. Həmzə Əliyev- Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc. Prof. Dr. Sevrə Fırıncıoğulları
- Assist. Prof. Ihwan Ghazali - Technic University of Malaysia
- Assist. Prof. Dr. Abışov Elşad Şərəfxan oğlu- Azerbaijan Devlet Pedagoji Üniversitesi
- Assist. Prof. Dr. Mahrukh Dovlatzade - Azerbaijan Devlet Pedagoji Üniversitesi
- Assist. Prof. Dr. Naci Büyükkaracığan- Selçuk Üniversitesi
- Assist. Prof. Dr. Songül Atak - Dicle Üniversitesi
- Lecturer Mehmet Nuri Ödük - Selçuk Üniversitesi
- Dr. Fatih İ. Kurşunmaden - Selçuk Üniversitesi
- Assist. Prof. Dr. Mehdi Meskini Heydarlou –
- Dr. Dadash Mehravari - Tebriz Üniversitesi
- Dr. Aynurə Əliyeva - Azerbaijan Devlet Pedagoji Üniversitesi
- Dr. Gültekin Gürçay
- Dr. Amaneh Manafidizajı

Scientific & Review Committee

Prof. Dr. Hülya Çiçek – Türkiye

Prof. Dr. Emine Koca – Türkiye

Prof. Dr. Fatma Koç – Türkiye

Prof. Dr. Valide Paşayeva - Türkiye

Prof. Dr. Ali Bilgili - Türkiye

Prof. Dr. Naile Bilgili - Türkiye

Prof. Dr. Başak Hanedan – Türkiye

Prof. Dr. Aysel Güven - Türkiye

Prof. Dr. Bülent Kurtişoğlu – Türkiye

Prof. Dr. Hajar Huseynova – Azerbaijan

Prof. Dr. Dwi Sulisworo – Indonesia

Prof. Dr. Natalia Latygina – Ukraina

Prof. Dr. Yunir Abdrahimov – Russia

Prof. Muntazir Mehdi – Pakistan

Prof. Dr. T.Venkat Narayana Rao – India

Prof. Dr. İzzet Gümüş – Türkiye

Prof. Dr. Mustafa Bayram – Türkiye

Prof. Dr. Saim Zeki Bostan – Türkiye

Prof. Dr. Hyeonjin Lee – China

Prof. Yakup Babayev - Azerbaijan

Prof. Dr. Suyatno – Indonesia

Prof. Dr. Zain Musa – Cambodia

Prof. Dr. Sameer Jain – India

Prof. Mehdi Mohammadzade – Iran

Prof. Dr. Ika Maryani – Indonesia

Prof. Dr. Guler Yenice – Türkiye

Prof. Dr. Elif Akpınar Külekçi – Türkiye

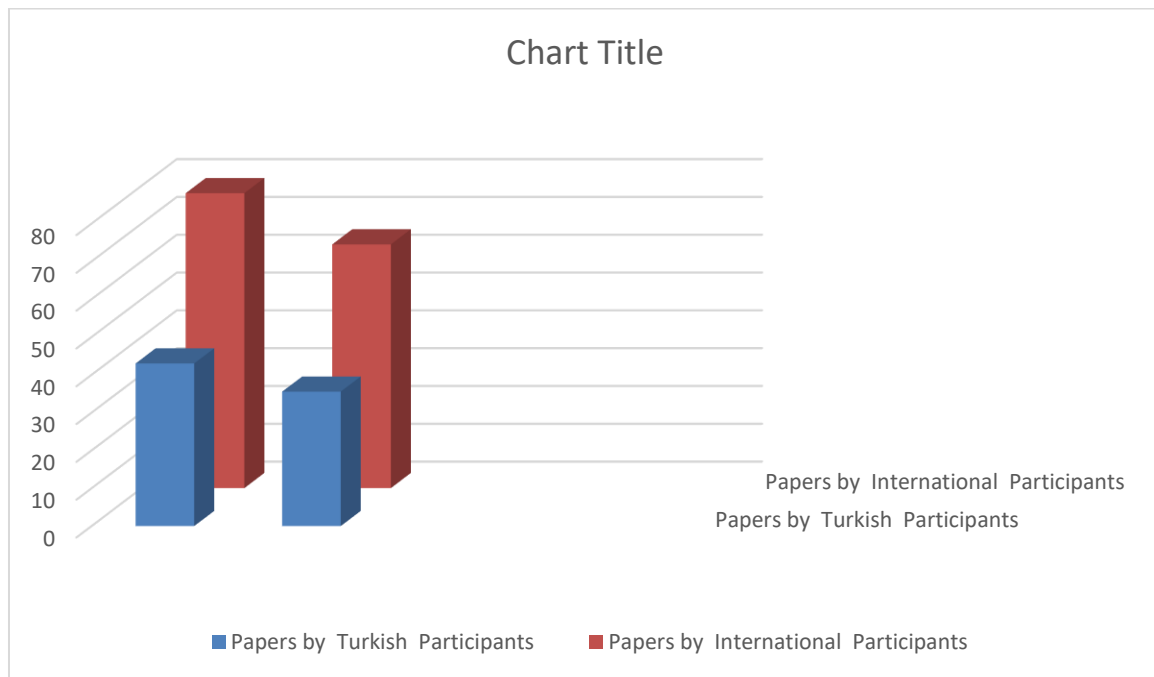
Prof. Dr. Mavlonova Ugiloy Khamdamovna – Uzbekistan

- Prof. Dr. Mehtap Kavurmacı – Türkiye
- Prof. Dr. Belkıs Özkara – Türkiye
- Prof. Dr. Al-Rashiff Hamjilani Mastul – Philipinnes
- Prof. Dr. Alhisan U. Jemsy – Philippines
- Assoc. Prof. Dr. Aysel Arslan - Turkiye
- Assoc. Prof. Dr. Siddık Bakır – Turkiye
- Assoc. Prof. Dr. Meryem Öztürk - Turkiye
- Assoc. Prof. Dr. Yeliz Çakır Sahilli - Turkiye
- Assoc. Prof. Dr. Berna Koçak - Turkiye
- Assoc. Prof. Dr. Dhesi Ari Astuti – Indonesia
- Assoc. Prof. Dr. Abdulkadir Aydın - Turkiye
- Assoc Prof. Dr. Feran Aşur – Turkiye
- Assoc. Prof. Dr. Yasemin Taş – Turkiye
- Assoc. Prof. Dr. Bülent Işık - Turkiye
- Assoc. Prof. Dr. Nurkan Yılmaz - Turkiye
- Assoc. Prof. Dr. Sevra Fırınıoğulları - Turkiye
- Assoc. Prof. Dr. Abdulsemet Aydın – Turkiye
- Assoc. Prof. Dr. Mehmet Fırat Baran - Turkiye
- Assoc. Prof. Dr. Dilorom Hamroeva - Ozbekistan
- Assoc. Prof. Dr. Abbas Ghaffari – Iran
- Assoc. Prof. Ivaylo Staykov - Bulgaria
- Assoc. Prof. Dr. Dini Yuniarti – Indonesia
- Assoc. Prof. Dr. Ümit Ayata – Turkiye
- Assoc. Prof. Dr. Həmzə Əliyev - Azerbaijan
- Assoc. Prof. Dr. Okan Sarıgöz – Turkiye
- Assoc. Prof. Dr. Eda Bozkurt – Turkiye
- Assoc. Prof. Dr. Ahmet Topal – Turkiye
- Assoc. Prof. Dr. Abdulkadir Kırbaş – Turkiye
- Assoc. Prof. Dr. Mesut Bulut – Turkiye
- Assoc. Prof. Dr. Fahriye Emgili – Turkiye
- Assoc. Prof. Dr. Sandeep Gupta – India

- Assoc. Prof. Dr. Veysel Parlak – Turkiye
- Assoc. Prof. Dr. Mahmut İslamoğlu – Turkiye
- Assoc. Prof. Dr. Nazile Abdullazade – Azerbaijan
- Assoc. Prof. Dr. Irade Kerimova - Azerbaijan
- Assoc. Prof. Dr. Yeganə Qəhrəmanova – Azerbaijan
- Assoc. Prof. Dr. Ali Vandshoari – İran
- Assoc. Prof. Dr. Dinara Fardeeva – Rusya
- Assoc. Prof. Dr. Göksel Ulay – Turkiye
- Assoc. Prof. Dr. Erkan Efilti - Kirgizhstan
- Assist. Prof. K. R. Padma – India
- Assist. Prof. Dr. Omid Afghani - Afghanistan
- Assist. Prof. Dr. Maha Hamdan Alanazi - Saudi Arabia
- Assist. Prof. Dr. Dzhakipbek Altaevich Altayev - Kazakhstan
- Assist. Prof. Dr. Amina Salihi Bayero – Nigeria
- Assist. Prof. Dr. Ahmad Sharif Fakheer - Jordania
- Assist. Prof. Dr. Dody Hartanto - Indonesia
- Assist. Prof. Dr. Ihwan Ghazali - Malaysia
- Assist. Prof. Dr. Mehdi Meskini Heyladou – Iran
- Assist. Prof. Dr. Bazarhan İmangalieva - Kazakhstan
- Assist. Prof. Dr. Keles Nurmaşulı Jaylıbay - Kazakhstan
- Assist. Prof. Dr. Mamatkuli Juraev – Ozbekistan
- Assist. Prof. Dr. Kalemkas Kalibaeva – Kazakhstan
- Assist. Prof. Dr. Bouaraour Kamel – Algeria
- Assist. Prof. Dr. Alia R. Masalimova - Kazakhstan
- Assist. Prof. Dr. Amanbay Moldibaev - Kazakhstan
- Assist. Prof. Dr. Ayslu B. Sarsekenova - Kazakhstan
- Assist. Prof. Dr. Bhumika Sharma - India
- Assist. Prof. Dr. Gulşat Şugaeva – Kazakhstan
- Assist. Prof. Dr. K.A. Tleubergenova - Kazakhstan
- Assist. Prof. Dr. Cholpon Toktosunova – Kirgizia
- Assist. Prof. Dr. Hoang Anh Tuan – Vietnam

- Assist. Prof. Dr. Songül Atak - Türkiye
- Assist. Prof. Dr. Botagul Turgunbaeva - Kazakhstan
- Assist. Prof. Dr. Dinarakhan Tursunaliyeva - Kirgizia
- Assist. Prof. Dr. Yang Zitong – China
- Assist. Prof. Dr. Gulmira Abndirasulova – Kazakhstan
- Assist. Prof. Dr. Imran Latif Saifi – South Africa
- Assist. Prof. Dr. Murat Genç – Türkiye
- Assist. Prof. Dr. Monisa Qadiri – India
- Assist. Prof. Dr. Vaiva Balciuniene – Lithuania
- Assist. Prof. Dr. Meltem Avan – Türkiye
- Assist. Prof. Dr. Abışov Elşad Şərəfxan oğlu - Azerbaijan
- Assist. Prof. Dr. Mahrukh Dovlatzade – Azerbaijan
- Assist. Prof. Dr. Naci Büyükkaracıgan – Türkiye
- Assist. Prof. Dr. Raihan Yusoph – Philippines
- Dr. Que-Nhu Duong - Vietnam
- Dr. Fatih İ. Kurşunmaden – Türkiye
- Dr. Mehmet Nuri Ödük – Türkiye
- Dr. Ayşe Baran - Türkiye
- Dr. Aynurə Əliyeva - Azerbaijan
- Dr. Sonali Malhotra – India
- Dr. Amaneh Manafidizaji – Iran

	<i>Number of paper</i>	<i>%</i>
<i>Papers by Turkish Participants</i>	43	35,54
<i>Papers by International Participants</i>	78	64,46





T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Veteriner Fakültesi Dekanlığı



Sayı : E-36643897-000-2300315795
Konu : Görevlendirilme.

05.10.2023

KLİNİK BİLİMLER BÖLÜMÜ BAŞKANLIĞINA

İlgi : 04.10.2023 tarihli ve E-36643897-000-2300313904 sayılı belge.

İlgide kayıtlı yazıda belirtildiği üzere, Bölümünüz Veterinerlik İç Hastalıkları Anabilim Dalı öğretim üyelerinden Prof. Dr. Başak HANEDAN'ın, "Academy Global Conferences & Publishing tarafından önümüzdeki tarihlerde düzenlenecek olan uluslararası kongrelerde; kongre başkanı, kongre düzenleme ve bilim kurulu üyesi olarak görevlendirilmesi Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Yavuz Selim SAĞLAM
Dekan

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Do rulama Kodu: c147f559-545f-45be-8400-8ecc2b215b38
Atatürk Üniversitesi Veteriner Fakültesi 25240 Erzurum
Tel: +90 442 2317222
Elektronik A : <http://www.atauni.edu.tr/#!birim=veteriner-fakultesi>
Kep Adresi: atauni@hs01.kep.tr

Do rulama Adresi: <https://www.turkiye.gov.tr/aturk-universitesi-ebys>

Bilgi: Derya FİNDİK
Faks: +90 442 2317244
E-Posta: vetfak@atauni.edu.tr





ABANT 6TH INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC RESEARCHES
FEB 20-22, 2026
ABANT - BOLU

NO : AC- 6I - 2026. 346M- 2036

Konu : Akademik Teşvik Uygunluk Belgesi

10/03/2026

İLGİLİ MAKAMA

Academy Global Conferences tarafından düzenlenen **ABANT 6TH INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC RESEARCHES** 20-22 Şubat 2026 tarihlerinde Bolu'da 26 farklı ülkeden akademisyenin katılımıyla gerçekleştirilmiştir. Kongre kapsamında sunulan 121 bildirinin 43'ü Türkiye'den, 78'i ise farklı 25 ülkeden katılan akademisyenler tarafından sunulmuştur. Kongre, 16 Ocak 2020 Akademik Teşvik Ödeneği Yönetmeliğine getirilen "Tebliğlerin sunulduğu yurt içinde veya yurt dışındaki etkinliğin uluslararası olarak nitelendirilebilmesi için Türkiye dışında en az beş farklı ülkeden sözlü tebliğ sunan konuşmacının katılım sağlaması ve tebliğlerin yarıdan fazlasının Türkiye dışından katılımcılar tarafından sunulması esastır." değişikliğine uygun olarak düzenlenmiştir.

Bilgilerinize arz ederiz

Saygılarımızla

Prof. Dr. Başak Hanedan

ABANT 6th INTERNATIONAL CONFERENCE ON CURRENT SCIENTIFIC RESEARCHES				
Feb 20-22, 2026				
Abant - Bolu				
Meeting ID: 885 7151 8350 Passcode: 202224				
21 Subat / Feb 21, 2026 / 11:00 – 13:00 Time zone in Turkey (GMT+3)				
Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 4	Prof. Dr. İlknur MAYA	1	THE PRAGMATIC USE OF HYPERBOLE IN STUDENT COMMUNICATION: A STUDY AMONG STUDENTS AT GOCE DELCEV UNIVERSITY	Sashka Jovanovska Brikena Xhaferri Biljana Ivanovska Ana Koceva
		2	GÖÇMEN ÇOCUKLAR İÇİN TÜRKÇENİN İKİNCİ DİL OLARAK ÖĞRETİMİ HAKKINDA ÖĞRETMEN GÖRÜŞLERİ	Orhan AÇIKGÖZ Prof. Dr. İlknur MAYA
		3	ÖĞRETMEN ADAYLARININ SAĞLIK OKURYAZARLIĞI KAPSAMINDA GÖRÜŞ VE DÜŞÜNCELERİNİN BELİRLENMESİ	SEVİM ALPER Prof. Dr. MUNİŞE HANDAN GÜNEŞ
		4	A REVIEW OF POSTGRADUATE STUDIES IN TÜRKİYE ON SPECIAL EDUCATION SCHOOL ADMINISTRATORS AND INCLUSIVE LEADERSHIP	Betül DEMİR Prof. Dr. İlknur MAYA

THE PRAGMATIC USE OF HYPERBOLE IN STUDENT COMMUNICATION: A STUDY AMONG STUDENTS AT GOCE DELCEV UNIVERSITY

Sashka Jovanovska¹, Brikena Xhaferri², Biljana Ivanovska³, Ana Koceva⁴

¹ Faculty of Philology, Goce Delcev University, Stip, North Macedonia

² South East European University, Tetovo, North Macedonia

³ Faculty of Philology, Goce Delcev University, Stip, North Macedonia

⁴ Faculty of Philology, Goce Delcev University, Stip, North Macedonia

Abstract

This paper examines the pragmatic use of hyperbole in the communication of students at Goce Delcev University. Within the framework of pragmatics, hyperbole is understood as an intentional exaggeration employed to achieve specific communicative effects rather than to convey literal meaning. The study focuses on identifying the pragmatic functions of hyperbole in everyday student discourse, particularly its role in expressing emotions, strengthening interpersonal relations, creating humor, and establishing solidarity and group identity among young speakers.

The empirical research was conducted using a questionnaire distributed among university students, collecting data on their perceptions and usage of hyperbolic expressions in informal communication. The analysis explores the frequency, contexts, and communicative purposes of hyperbole, highlighting its function as a discourse strategy characteristic of youth language.

The paper consists of two main parts. The theoretical section provides an overview of key concepts in pragmatics, with particular attention to hyperbole as a pragmatic and rhetorical device, as well as a brief discussion of the main features of youth language. The empirical section presents the research methodology, followed by data analysis, interpretation of results, and concluding remarks. The findings contribute to a better understanding of hyperbole as a pragmatic resource in student communication and its significance in contemporary youth discourse.

Keywords: *pragmatics, hyperbole, pragmatic strategies, youth language, student communication*

Introduction: Hyperbole in Pragmatics

From a pragmatic perspective, hyperbole is understood as a form of non-literal language through which speakers intentionally exaggerate certain properties of an object, action, or person in order to convey evaluative, emotional, or interpersonal meanings. Rather than constituting a violation of communicative norms, hyperbole operates as a conventionalized pragmatic strategy whose interpretation depends on shared contextual knowledge and inferential processes.

Within the Gricean framework, hyperbole is commonly analyzed as a deliberate flouting of the Maxim of Quality, whereby speakers say something that is literally false in order to

prompt the hearer to derive an implicature. The exaggerated nature of hyperbolic expressions signals to the interlocutor that a literal interpretation is inappropriate, thus encouraging an inferential interpretation aligned with the speaker's communicative intention. In this sense, hyperbole contributes to meaning construction through conversational implicature rather than propositional content.

Relevance Theory (Sperber & Wilson) offers a complementary account by viewing hyperbole as an instance of loose use of language. According to this approach, hyperbolic utterances are not interpreted as false statements but as approximations that achieve optimal relevance by conveying strong attitudes or evaluations with minimal processing effort. The hearer recognizes the intended meaning by adjusting the literal interpretation to a more relevant, contextually appropriate one, thereby accessing the speaker's intended pragmatic effect.

From a sociopragmatic perspective, hyperbole has been closely linked to politeness theory, particularly to strategies of positive politeness as proposed by Brown and Levinson. Exaggeration is explicitly identified as a positive politeness strategy used to intensify interest, approval, or sympathy toward the addressee. Hyperbolic compliments, for instance, function as face-enhancing acts that support the addressee's positive face by expressing exaggerated admiration or emotional involvement, especially in contexts of familiarity and social closeness.

Taken together, these theoretical frameworks demonstrate that hyperbole is not a marginal rhetorical device but a core pragmatic resource that enables speakers to negotiate meaning, express evaluation, and manage interpersonal relations. Its effectiveness relies on the interlocutors' shared assumptions and pragmatic competence, making it particularly salient in informal and relational discourse.

Literature Review: Hyperbole in Pragmatics

Hyperbole, commonly defined as deliberate exaggeration beyond literal truth, has long been recognized as a salient linguistic and rhetorical device, yet its pragmatic dimension has only relatively recently attracted systematic scholarly attention. Early research on hyperbole often treated it within the realms of rhetoric and stylistics; however, pragmatics scholars have moved beyond purely literary or semantic accounts to emphasize its role in real interactional contexts.

A foundational corpus-based investigation by McCarthy and Carter (2004) demonstrates that hyperbole frequently occurs in everyday conversational discourse, not only in literary texts. Their analysis of a large spoken English corpus revealed hyperbolic formulations are interactive and dependent on the listener's interpretive cooperation, indicating that hyperbole operates as a negotiation of meaning in context rather than a mere stylistic ornament.

Subsequent studies have broadened this pragmatic perspective. Saffah (2021) argues that the listener's recognition of the difference between literal and intended meanings is essential for hyperbole to function effectively in interaction, and that context plays a crucial role in this interpretive process. This work attempts to synthesize functions, types, and forms

of hyperbole, and to situate it as an interactional phenomenon within everyday communication rather than as an isolated rhetorical trope.

Similarly, Saleem and Moussa (2021) highlight that hyperbole pervades multiple facets of pragmatic meaning, finding that exaggerated expressions contribute to pragmatic phenomena such as conversational implicature and speech acts. Their descriptive-analytical approach suggests that hyperbole is intertwined with other pragmatic elements like deixis and presupposition, further reinforcing its functional significance in context-bound language use.

A major contribution to theoretical understanding comes from studies that distinctly separate hyperbole from other non-literal figures such as metaphor and irony. Carston and Wearing's (2015) work in the *Journal of Pragmatics* argues that hyperbolic language should be treated as a unique non-literal device characterized by 'blatant exaggeration' of relevant scalar properties for evaluative purposes, rather than as a subtype of metaphor or irony. This distinction foregrounds hyperbole's pragmatic mechanisms—its use of scalar exaggeration to signal attitudes and evaluations—which are negotiated through shared contextual knowledge between speaker and hearer.

Beyond basic interaction, research has also explored the socio-pragmatic and discourse-historical effects of hyperbole. For example, in analyses of political discourse, hyperbolic exaggeration has been shown to amplify emotional resonance and shape ideological positioning, illustrating how pragmatic use of hyperbole can influence public perception and discourse dynamics.

More recent corpus and discourse studies (e.g., in social media settings) apply frameworks such as McCarthy & Carter (2004) and Claridge (2010), demonstrating that hyperbole appears across multiple forms—single-word, phrasal, and numerical—and serves functions ranging from emotionalisation to emphasis in contemporary digital communication. These works show that hyperbole continues to be a dynamic area of pragmatic research with cross-cultural relevance.

In sum, the literature indicates a clear trend from viewing hyperbole as a peripheral stylistic device toward understanding it as a core pragmatic resource that facilitates interpersonal evaluation, emotional engagement, and interactive meaning-construction. This body of research situates hyperbole within pragmatic theories of meaning, implicature, and discourse, emphasizing its interpretive reliance on context and shared knowledge.

Methodology

Questionnaire

For the purposes of this study, a questionnaire was administered during the workshop *Mind the Meaning: Developing Language Competences in Pragmatics*. The questionnaire was specifically designed to examine the use of positive politeness strategies, with a focus on hyperbole in the form of exaggerated compliments. Participants were asked to indicate, on a 5-point Likert scale (1 = never, 5 = always), how frequently they employ hyperbolic expressions in communication with their close friends (e.g., “*Your jacket is amazing*”, “*You are absolutely hilarious*”).

The questionnaire consisted of two sections: the first section collected demographic information, while the second focused on the use of hyperbole and other strategies of positive politeness. The questionnaire was written in English to ensure clarity and consistency in comprehension among participants.

Participants / Sample

The study involved 40 students from Goce Delcev University. All participants were native speakers of Macedonian, aged between 18 and 22 years. The sample included both male and female students. Participation was voluntary, and all respondents were informed about the purpose of the study. Confidentiality and anonymity were strictly maintained throughout the data collection process.

Data Analysis

The collected data were analyzed quantitatively using descriptive statistical methods. Frequencies, percentages, and mean scores were calculated to determine how often students employ hyperbolic expressions.

From a theoretical standpoint, the analysis was guided by Grice's theory of conversational implicature, Relevance Theory (Sperber & Wilson, 1986/1995), and Brown and Levinson's (1987) politeness framework. Hyperbolic expressions were interpreted as deliberate floutings of the Maxim of Quality, intended to convey additional pragmatic meaning beyond literal content. Relevance Theory provided insight into how hearers infer intended meaning from exaggeration, recognizing it as a signal of approval, humor, or emotional engagement. According to Brown and Levinson, hyperbolic compliments function as positive politeness strategies, supporting the addressee's positive face by expressing admiration, solidarity, and closeness.

This combination of quantitative analysis and pragmatic interpretation allows for a comprehensive understanding of hyperbole as a linguistic form and as a strategic tool for

Data for this study were collected through a self-assessment questionnaire administered to 40 students from Goce Delcev University. Task 10 examined the frequency with which students use hyperbolic, or exaggerated, compliments when addressing their best friend. Participants were asked to indicate their responses on a five-point Likert scale: *Always*, *Often*, *Sometimes*, *Rarely*, and *Never*.

The results indicate a high frequency of hyperbolic compliment use among participants. A total of 20% of respondents (8 students) reported that they *always* use exaggerated compliments, while 40% (16 students) stated that they use them *often*. Additionally, 32.5% of participants (13 students) indicated that they *sometimes* employ hyperbolic compliments. Only 7.5% of respondents (3 students) reported *rare* use of such expressions, whereas 0% indicated that they *never* use exaggerated compliments.

Overall, the findings demonstrate that 92.5% of the participants use hyperbolic compliments at least sometimes, suggesting that hyperbole is a highly prevalent pragmatic strategy in student communication. This supports the assumption that exaggerated compliments

function as a strategy of positive politeness, reinforcing interpersonal closeness, emotional engagement, and solidarity in interactions among close friends.

Table 1. Frequency and Percentage Distribution of Responses to Task

Task: How often do you give your best friend “exaggerated” compliments? (N = 40)

Response option	Frequency (N)	Percentage (%)
Always	8	20.0%
Often	16	40.0%
Sometimes	13	32.5%
Rarely	3	7.5%
Never	0	0.0%
Total	40	100%

CONCLUSION

In conclusion, the results of Task demonstrate that hyperbolic compliments are a salient feature of student communication. With over ninety percent of participants reporting at least occasional use of exaggerated compliments, hyperbole emerges as a highly conventionalized pragmatic strategy among Macedonian students. These findings support the view that hyperbole plays a significant role in the realization of positive politeness, functioning as a means of intensifying approval, expressing emotional closeness, and strengthening interpersonal bonds in peer interaction.

According to Brown and Levinson’s (1987) politeness theory, exaggeration is explicitly identified as a strategy of positive politeness, described as *exaggerating interest, approval, or sympathy with the hearer*. In this sense, hyperbolic compliments such as “*Your jacket is amazing*” or “*You’re so funny*” function as face-enhancing acts that support the addressee’s positive face by expressing heightened admiration and emotional involvement.

The high frequency of exaggerated compliments reported by the participants indicates that students regularly employ hyperbole to intensify approval and reinforce interpersonal closeness. This finding aligns with Brown and Levinson’s claim that exaggeration is particularly common in interactions characterized by familiarity and solidarity, such as communication between close friends. Hyperbole thus serves not only an expressive function but also a relational one, contributing to the maintenance of positive social relations.

REFERENCES

- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Carston, R., & Wearing, C. (2015). Hyperbolic language and its relation to metaphor and irony. *Journal of Pragmatics*, 79, 79–92. <https://doi.org/10.1016/j.pragma.2015.01.011>
- Claridge, C. (2010). *Hyperbole in English: A corpus-based study of exaggeration*. Cambridge: Cambridge University Press.
- Culpeper, J., Haugh, M., & Kádár, D. Z. (2017). *The pragmatics of politeness*. Oxford: Oxford University Press.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics* (Vol. 3, pp. 41–58). New York: Academic Press.
- Koceva, Ana (2023) The variability of linguistic politeness. *Yearbook Faculty of Philology*, 14 (21). pp. 99-105.
- Kreuz, R. J., & Roberts, R. M. (1995). Two cues for verbal irony: Hyperbole and prosody. *Metaphor and Symbolic Activity*, 10(1), 21–31.
- Kulkarni, Aniket and Surya Bhavana Harish Gollavilli, Venkata and Alsalami, Zaid and Kaur Bhatia, Manpreet and Jovanovska, Sashka and Nurul Absur, Md (2024) [Leveraging Deep Learning for Improved Sentiment Analysis in Natural Language Processing](#). Odisha International Conference on Electrical Power Engineering, Communication and Computing Technology (ODICON).
- McCarthy, M., & Carter, R. (2004). “There’s millions of them”: Hyperbole in everyday conversation. *Journal of Pragmatics*, 36(2), 149–184. [https://doi.org/10.1016/S0378-2166\(03\)00025-2](https://doi.org/10.1016/S0378-2166(03)00025-2)
- McCarthy, M., & Carter, R. (2004). “There’s millions of them”: Hyperbole in everyday conversation. *Journal of Pragmatics*, 36(2), 149–184. [https://doi.org/10.1016/S0378-2166\(03\)00025-2](https://doi.org/10.1016/S0378-2166(03)00025-2)
- Partington, A. (2007). Irony and reversal of evaluation. *Journal of Pragmatics*, 39(9), 1547–1569.
- Saffah, M. A. (2021). Hyperbole as a pragmatic phenomenon: A theoretical perspective. *Advances in Social Sciences Research Journal*, 8(3), 1–10.
- Seto, K.-I. (1998). On nonliteral uses of language. *Pragmatics*, 8(4), 547–560.
- Sperber, D., & Wilson, D. (1986/1995). *Relevance: Communication and cognition* (2nd ed.). Oxford: Blackwell.

Xhaferri, B., Xhaferri, G., Ivanovska, B., & Jovanovska, S. (2025). *Review and analytical reflection on the project: "Contemporary approaches in intercultural pragmatics research and its application in teaching – From scientific concepts to practical implementation*. Palimpsest, 10(20).