**ABSTRACT**

**of the dissertation for the degree of Doctor of Philosophy (PhD) in the specialty «6D021000 – Foreign Philology» by Zhansaya Amangeldykyzy Tatyyeva on the topic: «Linguocognitive and sociocultural characteristics of the marketing discourse representing the identity of universities in the UK, the USA, and Kazakhstan»**

Modern society is facing with challenges related to the structuring and presentation of information, which compels organizations to adapt to new conditions by implementing effective methods of information delivery. **The relevance of this study** stems from the fact that, with the advent of new technologies, the internet has become a primary information channel through which universities can fully articulate their organizational identity via texts published on official websites. The analysis of texts that represent the organizational identity of universities is of particular interest both within the broader field of discourse studies and, more specifically, within the domain of marketing communication, as marketization trends increasingly influence various spheres of life, including higher education. Examining the marketing discourse representing the identity of universities (MDRIU) enables the identification of textual features that convey the core characteristics of higher education institutions while simultaneously reflecting key societal development trends. Well-crafted organizational identity texts allow universities to assert their positioning, highlight their uniqueness, demonstrate adherence to high standards, and express commitment to both national and international priorities. The relevance of this research is further underscored by the task of identifying the most significant features of universities’ organizational identity that contribute to their competitiveness, reflecting Kazakhstan’s ambition to cultivate a highly educated nation in line with the “Kazakhstan-2050” Strategy (Section 4: “Knowledge and professional skills as key guidelines for the modern system of education, training, and retraining of personnel”) and the Concept of development of higher education and science in the Republic of Kazakhstan for 2023-2029 (approved by the Decree of the Government of the Republic of Kazakhstan dated March 28, 2023 No. 248).

**The object of the study** is the marketing discourse representing the identity of universities in the United Kingdom, the United States, and Kazakhstan.

**The subject of the research** is the cognitive-conceptual, linguistic, and linguo-sociocultural features of the marketing discourse representing the identity of higher education institutions in these three countries, which underpin the formation of organizational identity texts.

**The aim of the study** is to characterize the cognitive-conceptual, linguistic, and linguo-sociocultural features that constitute the marketing discourse representing the identity of universities in the United Kingdom, the United States, and Kazakhstan.

In accordance with this aim, the following research tasks were formulated:

– To identify the key characteristics of MDRIU, revealing the primary features of the organizational identity of higher education institutions;  
– To examine the concept of the University and its development models;  
– To outline the priority cognitive domains of MDRIU in the United Kingdom, the United States, and Kazakhstan;

– To identify the linguistic methods and means used to represent MDRIU in these countries;  
– To describe the linguo-sociocultural characteristics of MDRIU in the United Kingdom, the United States, and Kazakhstan;

– To conduct a comparative analysis of MDRIU across the three national contexts.

**The methodological basis** of the study is grounded in the works of both foreign and domestic scholars in the following fields: **Cognitive linguistics**: J. Lakoff, R. Langacker, L. Talmy, C. Fillmore, C. Hart, D. Zlatev, M. Koptjevskaja-Tamm, A. Cienki, E.S. Kubryakova, N.D. Arutyunova, N.N. Boldyrev, Yu.S. Stepanov, S.S. Kunanbaeva, S.I. Isabekov, O.K. Iriskhanova. **Discourse analysis**: T. van Dijk, N. Fairclough, T. van Leeuwen, R. Wodak, V.Z. Demyankov, V.I. Karasik, V.V. Krasnykh, A.A. Kibrik, V.E. Chernyavskaya, L.O. Cherneyko, A.K. Khurmatullin, V.S. Grigorieva, B.A. Akhatova, G.G. Burkitbaeva, G.G. Gizdatov. **Marketing discourse**: J.T. Svendsen, G. Mautner, I.A. Huseynova, L.V. Ukhova, S.L. Furmanova, M.Yu. Sokolova, S.U. Nuraliev. **Linguocultural studies**: S. Levinson, V. Koller, H. Wolf, N.F. Alefirenko, V.I. Karasik, V.A. Maslova, S.S. Kunanbaeva, A.I. Islam, G.I. Isina, K.K. Duisekova, B.S. Zhumagulova, V.U. Makhpirov, T.V. Shevyakova, A.A. Zagidullina. **Corpus linguistics**: P. Rayson, E. Tognini-Bonelli, P. Baker, S.Yu. Bogdanova. **Studies on the functions of universities**: J. Huisman, B. Kheovichai, I. Askehave, Sh.K. Zharkynbekova, V.E. Chernyavskaya, B.A. Akhatova, N.V. Mongileva, G.B. Noruzova, V.S. Belousova, I.Yu. Parulina.

**The research methods include** both general scientific and linguistic approaches. The **general scientific methods** comprise analysis and synthesis. The **linguistic methods** include discourse analysis, cognitive-conceptual analysis, linguocognitive analysis, linguocultural analysis, semiometric analysis, semantic domain analysis using the Wmatrix 5.0 program, concordance analysis within corpus linguistics, collocational analysis, the analytical categorization scheme, transitivity analysis within Systemic Functional Linguistics, and comparative analysis.

**The propositions submitted for defense:**

– Contemporary discursive practices increasingly incorporate key features of marketing discourse. MDRIU is a subtype of marketing discourse that is formed as a result of the fusion of various discourses, representing a form of linguistic presentation of the main characteristics of universities, which form the basis for the creation of organizational identity texts on university websites.  
The organizational identity of universities is characterized by a set of institutional standards that define the basic and stable features of various organizations, including higher education institutions, thereby forming collective self-awareness. The organizational identity of a university is a cognitively structured, value-laden, and socially conditioned self-representation, which conveys, through language, the main, stable, and differential (yet variable) characteristics of the university. It is a fundamental component of the MDRIU. MDRIU represents the university by taking into account its core characteristics — education, science, and specialist training — while also focusing on business and entrepreneurship in the educational sphere, functioning as a tool for promoting educational services. MDRIU is characterized by its own specific cognitive, linguistic, and linguo-sociocultural components.

– The cognitive-conceptual component of the MDRIU is represented by basic and additional cognitive domains that form a single cognitive-conceptual base and provide a foundation for the creation of organizational identity texts, emphasizing the university's universal functions and social roles. According to the identified additional domains in the texts representing organizational identity, universities position themselves as education systems (Education in General domain), collective communities (Belonging to a Group domain), geographically situated institutions (Geographical Names domain), as well as entities engaged in administrative management (In Power domain) and social support for university participants (Helping domain). Each country's MDRIU has its own specific additional domains. Common domains for the MDRIU of the UK and the USA are: Social Actions, States and Processes; The Universe. Common domains for the MDRIU of the UK and Kazakhstan include: Evaluation in General. Characteristic domains: for the MDRIU of the UK: Evaluation: Good; Investigate, Search; for the MDRIU of the USA: Inclusion; Personal Names; for the MDRIU of Kazakhstan: Changes; Time: New and Young; Business in General. The identified unique additional domains allow for the differentiation of universities in the international educational arena, facilitating the effective positioning of their organizational identity in the global education market.

– **Categories representing the identity of organizations as a whole** are inherent in the texts that convey the organizational identity of universities. These categories, identified in the MDRIU, are expressed through contextually mediated vocabulary and specific grammatical constructions used in the creation of organizational identity texts. The Category Selection in the MDRIU is used to construct a prototype image of university identity and is realized through lexical units with positive evaluative meaning. The Category Boundaries and Internal Structure presents the university's organizational identity as unique and aligned with the expectations and requirements of social stakeholders; in such cases, generalizing terms and specific enumerations are employed. The Category Positioning aims to create a positive image and is realized through evaluative adjectives and superlatives. The Category Movement reflects the dynamics of organizational development and is expressed through verbs denoting growth or strengthening, as well as verbs that describe actions aimed at minimizing deficiencies. The Category Interaction describes relationships between social participants within the organization and is conveyed through verbs indicating the receipt and provision of resources or services, along with prepositions reflecting interaction processes. These categories constitute a matrix for constructing the core organizational identity of universities.

– **Semantically agentive participants** of the MDRIU — the **University** and **Students** — are described using verbs and verbal constructions representing various process types. These linguistic structures were identified using the methodology of Systemic Functional Linguistics (SFL), which makes it possible to determine how different linguistic forms serve specific social functions and communicative goals. The university, as a semantically agentive participant, is represented in organizational identity texts through verbs of **relational**, **material**, and **mental** processes to convey identification (e.g., university is the first, we are a research-intensive university), actions (developed, initiated, creates), and evaluation (recognize, value). Students, likewise, are described using verbs of **behavioral**, **material**, **relational**, **verbal**, and **mental** processes to represent actions (engage, arrived, solve, work), identification (you are international, students are modern), statements (commented, call), and evaluation (believe, hope). This algorithm for structuring organizational identity texts is generally consistent across the MDRIU of all three countries studied.

**Additional characteristics** that allow for a more nuanced representation of the main participants — the **University** and the **Students** — were identified via collocational analysis of corpus linguistics. In the MDRIU of all three countries, universities are characterized by lexical collocates that reflect organizational structure, administrative systems, and governance. In the **UK**, collocates highlight national identity, corporate associations, and institutional achievements; in the **USA**, they emphasize institutional mission, leadership status, and implemented initiatives; in **Kazakhstan**, they focus on the role of the state, institutional longevity, development objectives, and available services. Students are characterized by collocates referring to identification, status, education, and international engagement. These identified collocations construct a distinct image of both Universities and Students, emphasizing their significance and strengths — all of which are reflected in the texts representing universities' organizational identity.

– **The interdiscursivity of the MDRIU**, revealed with the help of concordance analysis of university organizational identity texts, which reflects its multifaceted communicative orientation and demonstrates that MDRIU incorporates elements of university, educational, academic, entrepreneurial, advertising, managerial, political, and social discourses. Concordance analysis also revealed that, in forming organizational identity texts, MDRIU employs linguistic strategies typical of marketing discourse, including the following linguistic features: **Lexical and semantic** — emotionally charged vocabulary; vocabulary emphasizing reliability and quality; terms highlighting social benefit and significance; vocabulary reflecting engagement with the business community; and language associated with commercial activity. **Grammatical** — the use of superlatives, personalized forms of address, and imperative constructions. **Pragmatic** — argumentation involving references to authoritative figures and citations, as well as references emphasizing the university’s advantageous geographical location.

– **The linguo-sociocultural characteristics of MDRIU** in the UK, the USA, and Kazakhstan demonstrate a dual nature: on the one hand, they reflect and reinforce national, social, and cultural traits; on the other hand, they are actively integrated into the international educational and scientific environment.  
General trends found in the linguo-sociocultural features of MDRIU in the university texts from the three countries correlate with their respective national-historical contexts, a shared focus on high-ranking institutional status, and aspirations toward internationalization — all of which are reflected in the texts representing university organizational identity. Priority linguo-sociocultural **characteristics** of MDRIU for each country were identified based on statistically significant words revealed by semiometric analysis: **United Kingdom**: personalization (our, we, you); excellence and reputation (excellence, reputation); global recognition (world-leading, global, impact);

**United States**: inclusion (inclusion, equity, diversity); financial support (financial aid, scholarship); service (service); initiative and leadership (initiative, leadership); **Kazakhstan**: multilingualism and national identity (language, Kazakh, Russian); business partnerships (business, partnership); the role of the state (state, programs). These linguo-sociocultural features reflect underlying sociocultural values, national priorities, and historically established models of interaction between universities, the state, and society. They also have **strategic marketing significance** in the construction of texts that represent the organizational identity of universities.

**Scientific novelty.** This study represents the first comprehensive investigation of the marketing discourse representing identity of universities (MDRIU) in the United Kingdom, the United States, and Kazakhstan. Notably, the MDRIU of Kazakhstan has not previously been examined in this context. The novelty of the work also lies in its simultaneous application of several advanced methodological approaches—namely, the analytical categorization scheme, the transitivity framework of Systemic Functional Linguistics, and collocational analysis of corpus linguistics—for the analysis of the cognitive-conceptual, linguistic, and linguo-sociocultural characteristics of MDRIU across these three countries. For the first time, the Wmatrix 5.0 software is employed to analyze MDRIU in the United Kingdom, the United States, and Kazakhstan. The linguo-sociocultural features of MDRIU in the studied countries are integrally connected to their socio-historical contexts and are reflected in organizational identity texts, contributing to the creation of a marketing-attractive institutional image.

**The** **theoretical significance** of the study lies in its examination and systematization of diverse discourse types, contributing to a deeper theoretical understanding of discourse studies. The research expands the theory of marketing discourse by focusing on the cognitive-conceptual, linguistic, and linguo-sociocultural aspects that shape universities’ organizational identity. By applying an integrated analytical framework and multiple contemporary linguistic methods, the study proposes a methodology for analyzing the contextual content of various discourse types. The dissertation also provides original definitions of university organizational identity and MDRIU.

**The practical significance** of this study is demonstrated by its interdisciplinary scope and its broad applicability in both educational and professional contexts. The results can be used in the development of academic curricula in disciplines such as discourse studies, communication studies, marketing linguistics, marketing discourse analysis, and cognitive marketing. The findings are also relevant to research on organizational identity formation. Furthermore, the results are applicable to the development of web-based content that communicates universities’ organizational identity through official websites.

**The material for this study** consists of texts representing the identity of higher education institutions, published on the official websites of universities in the United Kingdom, the United States, and Kazakhstan. A total of 60 universities were selected—20 from each country. Based on these texts, a corpus of approximately 90,000 words was compiled and analyzed using the Wmatrix 5.0 software (Lancaster University, UK).

**Dissemination of Research Results**. A total of 10 articles have been published on the topic of this research: 1 article in an international peer-reviewed journal indexed in the Scopus database; 3 articles in journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan; and 6 articles in the proceedings of international scientific conferences.

– Comparative discourse analysis of Kazakhstani universities' organisational identity // Discourse and Communication. – 2023. – Vol. 17(4). - 494–521. – Sage Cite Score: 3.3; percentile Language and Linguistics 89. Contribution doctoral student V preparation articles – 90%

– Strategic communication: Value attributes of higher education organizations self-presentation: case study Kazakhstani and the USA universities // Khabarshy - Bulletin. Series "Philological Sciences". – KazNPU named after Abai, 2019. – No. 2 (68). – P. 155–160. The contribution of the doctoral student in the preparation of the article is 90%.

– Discourse analysis of organizational identity presented by pedagogical universities of Kazakhstan // Khabarshy - Bulletin. Series "Philological Sciences". - KazNPU named after Abai, 2020. - No. 1 (71). - P. 635-640. The contribution of the doctoral student in the preparation of the article is 100%

– Lingua-cognitive analysis of marketing discourse representing universities identity // Science And life Kazakhstan. – 2020. – No. 12/2. The doctoral student’s contribution to the preparation of the article is 100%

**Structure of the work.** The dissertation consists of an introduction, three sections, a conclusion, a list of references, and an appendix. The **first section** presents the theoretical foundations of discourse in general and marketing discourse in particular, and provides definitions of university organizational identity and the MDRIU. The **second section** is dedicated to the conceptual and linguocognitive analysis of MDRIU in the United Kingdom, the United States, and Kazakhstan. The **third section** explores the linguo-sociocultural features of MDRIU in the same countries. The **conclusion** summarizes the findings of the study and outlines its scientific and practical significance.