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CONSTRUCTED LANGUAGES AS OBJECTS OF PHILOLOGICAL AND LINGUODIDACTIC RESEARCH

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Abstract

This article examines constructed languages as objects of philological and linguodidactic research. The analysis focuses on three constructed languages—Toki Pona, Lojban, and Láadan—which represent different models of language construction. Toki Pona is analyzed as a minimalist linguistic system oriented toward semantic simplification, contextuality, and paraphrasing. Lojban is examined as a logically organized language aimed at reducing syntactic and semantic ambiguity. Láadan is presented as a socioculturally and pragmatically oriented language in which special attention is paid to communicative intention, the source of knowledge, and the speaker's emotional stance. The study is theoretical and comparative in nature and employs theoretical analysis, the comparative-descriptive method, structural and semantic analysis, and linguodidactic generalization. The results of the theoretical and comparative analysis make it possible to consider constructed languages as material for analyzing grammar, semantics, pragmatics, speech acts, and the relationship between language and thought. Furthermore, constructed languages have potential pedagogical significance, as they can be used as supplementary material in foreign language instruction and in the development of tasks aimed at fostering metalinguistic awareness, analytical thinking, paraphrasing skills, and an understanding of utterance structure.

Keywords: constructed languages; Toki Pona; Lojban; Láadan; philology; language pedagogy; semantics; pragmatics; speech acts; metalinguistic awareness.

1. INTRODUCTION

In modern philology and language pedagogy, constructed languages are viewed not only as a cultural or recreational phenomenon, but also as a specific object of scientific analysis. Constructed languages are linguistic systems deliberately created for specific purposes: simplifying communication, organizing discourse logically, expressing social experience, artistic modeling, or pedagogical use (Okrent, 2009; Peterson, 2015; Goodall, 2023; Novikov, 2022). Unlike natural languages, which develop through a long process of historical and social evolution, constructed languages allow for a clearer examination of the principles governing the organization of phonetics, lexicon, grammar, semantics, and pragmatics.

The relevance of this research stems from the fact that constructed languages allow us to view language as a system whose parameters can be consciously designed, compared, and interpreted. Amid growing interest in language construction, digital communities, and interdisciplinary approaches to language study, such systems are becoming important material not only for descriptive linguistics but also for language teaching methodologies (Goodall, 2023; Novikov, 2022). Of particular significance are those constructed languages that do not merely imitate natural languages

but propose alternative models of linguistic organization. This study examines three such languages: Toki Pona, Lojban, and Láadan. They represent different approaches to language construction: Toki Pona demonstrates a minimalist approach to expressing meaning, Lojban is oriented toward logical structure and the reduction of ambiguity, and Láadan is aimed at expressing the speaker's communicative intent, emotional attitude, and social experience (Lang, 2014; Cowan, 1997; Elgin, 1988).

A review of the scholarly literature shows that constructed languages are most often examined from historical-cultural, philosophical, semiotic, or strictly grammatical perspectives. Thus, in studies of constructed languages, significant attention is devoted to the history of their creation, cultural context, principles of language design, and the internal structure of individual systems (Yaguello, 1991; Eco, 1995; Okrent, 2009; Adams, 2011; Peterson, 2015; Goodall, 2023; Novikov, 2022). At the same time, the question of how different types of constructed languages can be used in language teaching as comparative models for developing metalinguistic awareness, paraphrasing, analysis of syntactic roles, and pragmatic competence has been explored in less detail. Descriptions of Toki Pona, Lojban, and Láadan are usually presented as independent language projects (Cowan, 1997; Elgin, 1988; Lang, 2014); however, their joint consideration within a unified philological and linguodidactic model requires further justification.

Despite the existence of works devoted to the history and structure of constructed languages, the existing literature is dominated by cultural, philosophical, and grammatical approaches to their study. Furthermore, some of the available materials on individual constructed languages are of a reference or popular nature; therefore, this study prioritizes academic publications and primary grammatical descriptions, while reference materials are used only as supplementary resources. In this regard, treating constructed languages as comparative pedagogical models requires further theoretical justification.

Given this identified research gap, the scientific novelty of this study lies not in describing the individual properties of Toki Pona, Lojban, and Láadan as already established language projects, but in their joint consideration as comparative pedagogical models with different linguodidactic potential. Unlike studies where these languages are primarily treated as independent language projects, this study analyzes them as pedagogical models: Toki Pona—for developing paraphrasing skills, Lojban—for analyzing syntactic roles and resolving ambiguity, and Láadan—for developing pragmatic competence and understanding communicative intention. The study is theoretical, comparative, and methodology-oriented; it justifies the possible use of constructed languages as supplementary material for developing metalinguistic awareness.

The choice of these languages allows us to view constructed languages not as a homogeneous phenomenon, but as a collection of different models of language understanding. Toki Pona demonstrates how a limited vocabulary and simple grammar can be used to develop paraphrasing and contextual thinking. Lojban demonstrates how grammatical structure can be subordinated to the task of logical precision. Láadan allows us to analyze how language can encode speech acts, sources of knowledge, and the speaker's emotional stance. Thus, these languages are of interest not only to linguistics but also to foreign language teaching methodology.

The topic takes on particular significance in a linguodidactic context. Working with constructed languages can create conditions for developing linguistic awareness, analytical thinking, paraphrasing skills, an understanding of grammatical structure, and an awareness of the connection between language, thought, and culture. Contemporary research in the fields of language awareness and metalinguistic awareness emphasizes that comparing language systems helps learners analyze grammar, vocabulary, and ways of expressing meaning more consciously (Sadouki, 2021; D'Angelo & Sorace, 2022; Drachmann, 2023). In foreign language teaching, including English, constructed languages can be used as comparative material: they demonstrate that grammatical categories, word order, the expression of time, communicative intent, and emotional evaluation can be organized in

different ways, which aligns with the principles of comparative analysis in language teaching (Lado, 1957).

The aim of this study is to analyze constructed languages as objects of philological and linguodidactic research, as well as to identify their functional, structural, and pedagogical features.

To achieve this aim, the following tasks must be addressed:

- to examine Toki Pona, Lojban, and Láadan as different models of constructed language design;
- to identify the functional orientation of each of the selected languages;
- to analyze the structural features of these languages at the phonetic, lexical, grammatical, and pragmatic levels;
- to determine the possibilities for using constructed languages in language pedagogy;
- to demonstrate how constructed languages can be used to develop students' philological competence.

The object of the study is constructed languages as deliberately created linguistic systems.

The subject of the study is the functional, structural, and linguodidactic features of Toki Pona, Lojban, and Láadan.

2. MATERIALS AND METHODS

The study focused on three constructed languages: Toki Pona, Lojban, and Láadan. These languages were chosen because they represent different and comparatively less traditional approaches to constructed language design. Unlike well-known fictional languages associated with popular culture, these languages allow us to focus not on creating a fictional world, but on different ways of organizing meaning, grammar, and communicative intent.

Toki Pona is examined as an example of a minimalist constructed language. Its analysis reveals how a limited vocabulary, simple grammar, and high context dependence can be used to express a wide range of meanings. Particular attention is paid to features such as the absence of grammatical tense, the absence of an obligatory plural form, broad semantic fields of words, and the formation of complex concepts through the combination of basic units (Lang, 2014). According to the language description, Toki Pona was created by Sonja Lang in 2001 and is a minimalist system with a limited set of basic words (Lang, 2014).

Lojban is considered an example of a logically organized constructed language. Its analysis aims to identify ways to reduce syntactic and semantic ambiguity. The focus is on the predicate structure of the sentence, the roles of participants in a situation, ways of expressing time, as well as a comparison of Lojban with English in terms of ambiguous syntactic constructions (Cowan, 1997). In the reference description, Lojban is characterized as a language based on the principles of predicate logic, with a phonetic script and a commitment to unambiguous grammatical structure (The Logical Language Group, 1997).

Láadan is considered an example of a socioculturally and pragmatically oriented constructed language. Its analysis allows us to examine how a linguistic system can be specifically designed to express speech acts, the source of knowledge, the degree of information reliability, the speaker's emotional attitude, and social experience (Elgin, 1988). This perspective aligns with speech act theory, according to which an utterance is not only a conveyance of information but also an action in communication (Austin, 1962; Searle, 1969). Since Láadan was associated with the Native Tongue literary cycle, the study also takes into account its literary context (Elgin, 1982).

The theoretical foundation of the study consists of scientific and methodological works on constructed languages, linguistics, philology, pragmatics, and language teaching, as well as publicly available reference and educational materials containing grammatical descriptions and examples of usage for the languages under consideration. As a general theoretical context, studies of constructed languages as cultural, philosophical, and linguistic phenomena are considered (Yaguello, 1991; Eco,

1995; Okrent, 2009; Adams, 2011; Peterson, 2015; Goodall, 2023; Novikov, 2022), works on the connection between language and thought (Sapir, 1929; Whorf, 1956), the theory of speech acts and pragmatics (Austin, 1962; Searle, 1969; Yule, 1996), as well as a comparative approach to language learning and contemporary research on metalinguistic awareness (Lado, 1957; Sadouki, 2021; D'Angelo & Sorace, 2022; Drachmann, 2023). Descriptions of Toki Pona, Lojban, and Láadan are used as primary sources to analyze the internal logic of these language systems and compare their structural parameters (Cowan, 1997; Elgin, 1988; Lang, 2014).

The following research methods are used in this study: theoretical analysis, the comparative-descriptive method, structural analysis, semantic analysis, and linguodidactic generalization. Theoretical analysis is used to identify the main approaches to the study of constructed languages. The comparative-descriptive method is used to compare Toki Pona, Lojban, and Láadan according to predefined parameters: purpose of creation, method of organizing meaning, grammatical structure, pragmatic marking, degree of context dependence, and potential application in language teaching. Structural analysis allows us to examine the phonetic, lexical, grammatical, and pragmatic features of the selected languages. Semantic analysis is applied when examining the means of expressing meaning, context, and communicative intent. Linguodidactic generalization allows us to determine which elements of constructed languages can be used in the teaching of foreign languages and philological disciplines.

Table 1. Parameters for Comparative Analysis of Constructed Languages

Analysis parameter	Purpose of the parameter
Purpose of language creation	To determine which communicative, philosophical, social, or pedagogical objective underlies the language project.
Organization of meaning	To show how the language expresses meaning: through minimalism, formal precision, context, or pragmatic markers.
Grammatical structure	To identify the ways in which syntactic roles, tense, complements, word order, and functional elements are expressed.
Pragmatic devices	To determine how the language conveys speech acts, the source of knowledge, the degree of certainty, and the speaker's stance.
Context dependence	To show the extent to which interpretation depends on the communicative situation and additional explanations.
Linguodidactic potential	To assess the language's applicability for developing metalinguistic awareness, paraphrasing skills, and the analysis of structure and pragmatics.

This study is qualitative, theoretical, and comparative in nature. It does not aim to experimentally test the effectiveness of constructed languages in classroom practice, but to identify their structural, functional, and methodological potential through the analysis of grammatical descriptions, usage examples, and language-teaching objectives. No pedagogical experiment, student survey, or statistical analysis was conducted; therefore, the proposed tasks should be regarded as theoretically grounded methodological recommendations requiring further empirical testing.

3. RESULTS AND ANALYSIS

This section presents the results of a comparative analysis of three constructed languages: Toki Pona, Lojban, and Láadan. The analysis is conducted along three main lines: the functional orientation of the languages, their structural features, and their linguodidactic potential. This approach allows us to consider constructed languages not only as separate linguistic projects but also as models of various ways of organizing meaning, grammar, and communicative intent.

A comparison of the selected languages shows that each emphasizes different aspects of the linguistic system. Toki Pona demonstrates a model of semantic economy, in which context and

paraphrasing take on great importance. Lojban represents a model of syntactic formalization aimed at reducing syntactic and semantic ambiguity. Láadan, in turn, allows us to view language as a system of pragmatic marking, where the speaker's communicative intention, source of knowledge, emotional evaluation, and social experience are specifically marked; this approach is particularly important in light of research on pragmatics and speech acts (Austin, 1962; Searle, 1969; Yule, 1996). Further analysis reveals the linguistic means by which these functions are realized and how they can be used in philological and linguodidactic contexts.

Table 2. Summary Characteristics of Selected Constructed Languages

Language	Core principle	Key means	Linguodidactic function
Toki Pona	Semantic economy	Limited vocabulary, broad word meanings, context dependence	Paraphrasing, semantic generalization, work with context
Lojban	Syntactic formalization	Predicate structure, argument positions, logical relations	Analysis of sentence structure, semantic roles, and ambiguity
Láadan	Pragmatic marking	Speech-act markers, evidential markers, emotional and social vocabulary	Study of speech acts, modality, certainty, and speaker stance

3.1. The Functional Orientation of Constructed Languages

An analysis of selected constructed languages shows that their structure and scope of application are directly linked to their purpose. Unlike natural languages, which evolve over the course of long-term historical and social development, constructed languages are typically designed to address a specific communicative, philosophical, social, or pedagogical goal. Therefore, when studying them, it is important to consider not only individual grammatical or lexical features, but also the language's overall functional orientation—that is, the purpose for which it was created and which aspects of communication it was intended to express most clearly.

This study examines three constructed languages representing different models of language construction: Toki Pona as a minimalist model, Lojban as a logical-structural model, and Láadan as a sociocultural and pragmatic model. Comparing them demonstrates that constructed languages are not a homogeneous phenomenon: each reflects a specific conception of what a language can be and what functions it is capable of performing.

The first model is represented by Toki Pona—a constructed language created by Sonja Lang in 2001 as an experiment in creating a minimal language (Lang, 2014). Its functional orientation is linked to semantic economy: the language aims to express a wide range of meanings through a limited number of basic words. Toki Pona is not oriented toward terminological detail or a detailed classification of the world; on the contrary, it emphasizes generalization, contextual understanding, and the ability to express complex meanings through simple means.

This feature is evident in the fact that many concepts in Toki Pona are conveyed through combinations of basic words. For example, *jan lili* literally means *"little person"* and can be translated as *"child,"* while *pilin pona* literally means *"good feeling"* and can be translated as *"happiness"* (Lang, 2014). Such examples show that the language encourages the speaker not to seek a separate word for every concept, but to break down the meaning into simpler semantic elements. From a linguodidactic perspective, this makes Toki Pona a useful model for developing skills in paraphrasing, semantic analysis, and contextual interpretation.

The second model is represented by Lojban—a logically organized constructed language designed to minimize grammatical and syntactic ambiguity (Cowan, 1997). While Toki Pona demonstrates a tendency toward semantic economy, Lojban reflects the opposite tendency—a drive toward syntactic formalization and structural precision. Its primary function is to make the

relationships between elements of an utterance as explicit as possible and to reduce the dependence of meaning on unstated context.

Lojban's functional orientation is particularly noticeable when compared to natural languages. For example, the English phrase *"John sees Mary with a telescope"* can be understood in two ways: either *"John is looking at Mary through a telescope"* or *"John sees Mary, who has a telescope."* Such ambiguity is not tied to a single word but to the structure of the sentence. As a logic-oriented language, Lojban aims to eliminate such cases by more precisely expressing the relationships between the participants in a situation. Therefore, it is of interest as a model of a language in which grammatical organization is subordinated to the goal of logical transparency (Cowan, 1997).

The third model is represented by Láadan—a constructed language created by linguist and writer Suzette Hayden Elgin. Láadan was conceived as an experimental language capable of expressing those aspects of experience, emotions, and communicative intent that, in its creator's view, are not conveyed clearly enough in existing languages (Elgin, 1988). Unlike Toki Pona, where minimalism is the central principle, and Lojban, where logical structure is important, Láadan is notable primarily for its pragmatic and sociocultural orientation.

Láadan is associated with feminist linguistics and was created as an experimental linguistic system aimed at testing the possibility of more explicit expression of certain aspects of social, emotional, and communicative experience (Elgin, 1988). However, within the scope of this study, it is considered more broadly—as an example of a constructed language in which special attention is paid to pragmatic marking: speech act, source of knowledge, reliability of information, and the speaker's emotional stance. For example, Láadan uses special speech act markers: *Bíi* denotes an assertion, *Báa* a question, *Bóo* a request, and *Bée* a warning. This allows the speaker to indicate right at the beginning of the utterance what exactly they are doing: reporting, asking, requesting, or warning.

Of particular importance for analysis is the system of evidential markers, that is, indicators of the source of knowledge. For example, the same basic utterance *Bíi mehada ben* can be interpreted differently depending on the final particle: *wa* indicates the speaker's personal perception, *wáa*—trust in the source, *waá*—distrust of the source, and *wóo*—a lack of certainty regarding the truth of the information (Elgin, 1988). Thus, Láadan makes explicit not only the content of the message but also the speaker's stance regarding the reliability of the information.

A comparison of Toki Pona, Lojban, and Láadan shows that each of these languages models different functions of language. Toki Pona presents language as a tool for minimization and paraphrasing; Lojban—as a means of logically organizing utterances and reducing ambiguity; Láadan—as a system aimed at expressing communicative intention, the source of knowledge, and emotional attitude. This distinction allows us to view constructed languages not only as linguistic experiments but also as models of different approaches to organizing human experience in language.

This is particularly important for philology and language pedagogy, as these languages provide material for analyzing semantics, grammar, pragmatics, speech acts, paraphrasing, and the connection between language and thought (Sapir, 1929; Whorf, 1956; Austin, 1962; Searle, 1969; Yule, 1996). A more detailed examination of the specific structural mechanisms through which these functions are realized is presented in the following section.

3.2. Structural Features of the Selected Constructed Languages

While the previous section examined constructed languages from the perspective of their functional orientation, this section focuses on the linguistic means by which these functions are realized. Toki Pona, Lojban, and Láadan differ not only in their purpose but also in their internal organization: phonetics, vocabulary, grammar, and the ways in which meaning and pragmatic information are expressed. It is precisely these structural features that allow us to see how an abstract idea of language is embodied in concrete linguistic mechanisms.

Toki Pona implements a minimalist model primarily by limiting its phonetic and lexical inventory. The language uses 9 consonants and 5 vowels, making its sound system relatively simple and easy to learn (Lang, 2014). This phonetic economy aligns with the language's overarching goal: to reduce the number of elements required for communication and make the system as accessible as possible to the user.

The lexical structure of Toki Pona is also based on the principle of minimalism. Many words have broad meanings and can cover entire semantic fields. For example, *soweli* can mean *"cat," "dog,"* or *any land mammal*, while *kili* can mean *any fruit or vegetable* (Lang, 2014). This means that the exact meaning of a word is determined not only by the word itself but also by the context. On the one hand, such a system reduces the number of lexical items that need to be memorized; on the other hand, it requires the speaker to be able to interpret the meaning in a specific situation.

The grammar of Toki Pona is built on a small number of function words. For example, the particle *li* separates the subject from the predicate: *soweli li moku — "the cat eats," jan li lape — "the person sleeps."* However, the particle *li* is not used after the pronouns *mi — "I / we"* and *sina — "you"* (singular / plural): *mi moku — "I eat," sina pona — "you are good"* (Lang, 2014). Another important element is the particle *e*, which separates the direct object: *soweli li moku e telo — "the cat drinks water."* These examples show that Toki Pona syntax remains simple, yet uses clear markers to distinguish the main parts of the sentence.

The role of context deserves special attention. In Toki Pona, verbs have no grammatical tense: *mi moku* can mean *"I am eating," "I ate," or "I will eat."* If necessary, tense is specified using a contextual construction with the particle *la: tenpo ni la mi lape — "I am sleeping now," tenpo kama la mi lape — "I will sleep in the future," tenpo pini la mi lape — "I slept in the past"* (Lang, 2014). Consequently, Toki Pona does not eliminate the category of tense entirely, but expresses it not through verb form, but through additional contextual elements.

Lojban, unlike Toki Pona, realizes its functional orientation through formal precision and predicate structure. The central element of the sentence is the predicate, which defines the possible roles of the participants in the situation. For example, *klama* denotes not simply *"to go" or "to move,"* but an entire movement scheme: who is moving, where, from where, through what, and by what means (Cowan, 1997). In the sentence *mi klama le kumfa,* the word *mi* means *"I," klama* means *"move,"* and *le kumfa* means *"into the room."* This structure allows for the explicit designation of relationships between the participants in the action and reduces the dependence of meaning on unstated context.

Lojban's structural precision is also evident in the ability to shift the focus of an utterance using special elements. Lojban materials mention the particles *se, te, ve,* and *xe*, which alter the order of the predicate's arguments (Cowan, 1997). For example, if in the base structure of *klama* the first argument is the one who is moving, then using such elements one can bring the destination, the starting point, or the means of movement to the foreground. This makes Lojban a convenient material for analyzing syntactic roles and ways of expressing focus in a sentence.

Another structural feature of Lojban is the formal expression of tense. Unlike English, where tense is often associated with verb inflection, in Lojban temporal meanings are expressed by separate markers: *pu* denotes the past, *ca* the present, and *ba* the future (Cowan, 1997). This organization allows the action to be separated from its temporal characteristic and demonstrates that grammatical information can be distributed in a language in various ways.

In addition, Lojban exhibits sophisticated word-formation mechanisms. New words can be created by combining roots. For example, *balvi—"future"—has the root bav, lamji—"adjacent"—has the root lam, and djedi—"day"—has the root dei; the combination bav + lam + dei forms bavlamdei—"tomorrow"* (Cowan, 1997). This example shows that word formation in Lojban is structured as a compositional process, in which the meaning of the new word is derived from the meanings of its components.

Láadan realizes its specificity primarily at the pragmatic level. While Toki Pona minimizes the linguistic system and Lojban formalizes logical relations, Láadan structurally highlights those meanings that in natural languages often remain dependent on intonation, context, or additional explanation (Elgin, 1988). One of the most characteristic features of Láadan are speech act markers; their analysis is based on the understanding of an utterance as a communicative act (Austin, 1962; Searle, 1969). For example, *Bíi* denotes an assertion, *Báa* a question, *Bóo* a request, and *Bée* a warning. Thanks to this, the speaker indicates at the very beginning of the utterance what communicative function the sentence serves.

This system is particularly revealing when compared to English. For example, the sentence *"You are coming"* can be a statement, a question, a demand, or a warning depending on intonation and context. In Láadan, this function is expressed grammatically: the speaker marks in advance whether they are providing information, asking a question, making a request, or issuing a warning (Elgin, 1988). This makes Láadan a convenient material for analyzing speech acts and the pragmatic structure of utterances, since pragmatics studies meaning in relation to the communicative situation and the speaker's intention (Yule, 1996).

Another important structural feature of Láadan is its system of evidential markers, that is, indicators of the source of knowledge. For example, the basic utterance *Bíi mehada ben* conveys the meaning *"they are laughing."* However, the final particle changes the interpretation of the utterance: *wa* indicates that the speaker knows this based on personal perception; *wáa* indicates trust in the source*; waá* expresses distrust of the source; *wóo* indicates a lack of confidence in the truth of the information (Elgin, 1988). Thus, Láadan encodes not only the event but also the speaker's epistemic stance regarding the reliability of the message.

The lexical level of Láadan is also linked to its sociocultural and pragmatic orientation. The language has specific words for complex emotional and social situations. For example, *Rathóo* means *"non-guest,"* that is, a person who comes even though they know they are not expected; *Radiidin* means *"non-holiday,"* that is, a formally festive day that in practice becomes burdensome due to preparations and work; *Ramimelh* means *"to refrain from asking a question with malicious intent,"* especially when it is obvious that the other person wants to be asked something (Elgin, 1988). Such lexemes show that Láadan not only describes events but also strives to express the socio-psychological nuances of a situation more precisely.

A comparison of the structural features of the three languages shows that each of them fulfills its function through different means. Toki Pona achieves minimalism through a small number of sounds, broad word meanings, and context dependence. Lojban achieves logical precision through predicate structure, argument positions, and the formal expression of grammatical relations. Láadan distinguishes pragmatic and sociocultural meanings through speech act indicators, evidential markers, and vocabulary for complex emotional situations. Thus, the structure of each language reflects its underlying concept and makes constructed languages valuable material for philological and linguodidactic analysis.

3.3. The Pedagogical Potential of Constructed Languages

The constructed languages discussed here are of interest not only to theoretical linguistics and philology, but also to language pedagogy. They should be used not as a substitute for natural languages or as a standalone course for all students, but rather as supplementary comparative material. This approach aligns with contemporary concepts of language awareness, according to which comparing linguistic systems helps students recognize the structure of grammar, semantics, and pragmatics, as well as develop the ability to think about language as a system (Sadouki, 2021; D'Angelo & Sorace, 2022; Drachmann, 2023).

In this regard, constructed languages can be incorporated into instruction at specific points: when explaining a new grammatical phenomenon, when comparing linguistic structures, in project-based work, or when developing paraphrasing strategies. This approach is particularly important

because contemporary research emphasizes the role of metalinguistic awareness in the acquisition of a second, third, or additional language (Sadouki, 2021; D'Angelo & Sorace, 2022). Below are specific examples of tasks that can be considered as potential material for classroom practice.

Table 3. Examples of Learning Tasks Based on Constructed Languages

Language	Specific learning task	Expected outcome
Toki Pona	Paraphrasing complex concepts using simple words: *telephone — "instrument for speech", dictionary — "book of words", school — "place of knowledge"*. After completing the task, students compare their descriptions with the English equivalents.	Compensation for limited vocabulary, identification of the semantic core of a concept, avoidance of literal translation.
Toki Pona	Context analysis: the same utterance mi moku can be translated as *"I eat", "I ate",* or *"I will eat"* depending on the situation; students add temporal clarifications.	Understanding that tense can be expressed not only through verb forms, but also through contextual means.
Lojban	Analysis of argument structure: in the examples *mi klama le kumfa* and *do viska mi*, students identify the participants in the action and their syntactic roles.	Awareness of the relationship between the verb, the participants in the situation, and the structure of the sentence.
Lojban	Resolving ambiguity: students analyze the sentence John sees Mary with a telescope and suggest two clarified translation variants.	Understanding syntactic ambiguity and ways of resolving it.
Láadan	Comparison of speech acts: *Bíi* — statement, *Báa* — question, *Bóo* — request, *Bée* — warning. Students determine the function of the English phrases *You are leaving / Are you leaving? / Could you leave?*	Development of pragmatic competence and the ability to distinguish between sentence form and speaker intention.
Láadan	Working with the source of knowledge: students translate messages with shades of meaning such as *I saw it myself, I was told,* apparently, I am not sure and compare them with the markers *wa, wáa, waá, wóo.*	Conscious use of means expressing certainty, doubt, and reference to the source of information.
Project task	Creating a mini-language: a group develops 10–15 words, 2–3 grammatical rules, and 1–2 pragmatic markers, then explains which meanings are expressed explicitly and which remain dependent on context.	Application of concepts from phonetics, grammar, semantics, and pragmatics in the students' own language model.

These exercises are primarily analytical and practice-oriented. They do not require a comprehensive study of Toki Pona, Lojban, or Láadan, but rather use specific elements of these systems as illustrative models. For example, Toki Pona can be useful for teaching strategies to compensate for lexical gaps, Lojban for explaining semantic roles and syntactic ambiguity, and Láadan for analyzing speech acts, modality, and the source of knowledge. Such use of constructed languages aligns with the idea of language awareness activities, in which students not only memorize linguistic material but also compare ways of organizing meaning across different systems (Drachmann, 2023).

The practical application of constructed languages should be methodologically limited and appropriate to the students' level. At the beginner level, short exercises on paraphrasing and comparing meanings are suitable. At the intermediate level, tasks involving syntactic ambiguity,

articles, prepositions, and logical connections can be used. At the advanced level, project-based tasks are possible, in which students model their own mini-language system and explain its rules. Such tasks do not prove the effectiveness of constructed languages in teaching, but they provide a methodological foundation for further testing and empirical verification (D'Angelo & Sorace, 2022; Drachmann, 2023).

Thus, the pedagogical potential of Toki Pona, Lojban, and Láadan lies in the possibility of using them as compact models for analyzing various aspects of language. Toki Pona demonstrates strategies for paraphrasing and semantic generalization; Lojban helps examine syntactic roles, logical connections, and ambiguity; Láadan provides material for analyzing speech acts, modality, evidentiality, and speaker position. Collectively, these languages can be used as supplementary resources in foreign language and philological education, particularly in tasks aimed at developing metalinguistic awareness.

4. DISCUSSION

The analysis conducted here allows us to view constructed languages as models for studying three aspects of a linguistic system: semantic economy, syntactic formalization, and pragmatic marking. Such a comparison reveals which elements of language can be deliberately emphasized, simplified, or specifically highlighted in the process of language design. Contemporary research also emphasizes that constructed languages deserve closer attention from linguists, as they raise questions about typology, the goals of language construction, experimental modeling, and the relationship between language structure and function (Goodall, 2023; Novikov, 2022).

From a philological perspective, Toki Pona, Lojban, and Láadan offer a new way to examine the relationship between form, meaning, and function. Toki Pona demonstrates the role of context, generalization, and paraphrasing (Lang, 2014). Lojban demonstrates how the formal organization of a sentence can be aimed at reducing ambiguity and more explicitly expressing the relationships between participants in a situation (Cowan, 1997). Láadan shows that a language system can specifically mark speech acts, sources of knowledge, the degree of trust in information, and the speaker's emotional stance (Elgin, 1988). Consequently, these languages provide material not only for the analysis of vocabulary and grammar but also for the discussion of semantics, pragmatics, and the linguistic worldview.

From a linguodidactic perspective, the languages under consideration are best used as comparative models rather than as the primary focus of instruction. This approach aligns with the contrastive methodology, where analyzing differences between linguistic systems helps students recognize the grammatical and semantic challenges of learning a foreign language (Lado, 1957). Furthermore, it aligns with contemporary research on language awareness, which emphasizes the need for specifically designed tasks aimed at understanding language structure and modes of meaning expression (Sadouki, 2021; D'Angelo & Sorace, 2022; Drachmann, 2023).

The connection between constructed languages and the development of metalinguistic awareness deserves special attention. This refers to the ability to analyze language as a system, identify grammatical categories, compare ways of expressing meaning, and explain why the same communicative task can be accomplished through different means. Research on metalinguistic awareness shows that this ability plays an important role in learning multiple languages and can be enhanced through comparative tasks (Sadouki, 2021; D'Angelo & Sorace, 2022). Working with Toki Pona, Lojban, and Láadan can be used precisely in this direction: using these languages as material, students can see that tense is expressed not only by verb form, communicative intent not only by intonation, and word meaning not only by lexical definition, but also by context.

For subsequent pedagogical testing, it is advisable to define in advance possible criteria by which the effectiveness of tasks based on constructed languages can be evaluated in the future. Such criteria are not the result of a pedagogical experiment, but rather serve as guidelines for future

empirical testing and allow the theoretical propositions of the study to be linked to potentially observable learning outcomes.

Table 4. Possible Criteria for Assessing the Effectiveness of Tasks Based on Constructed Languages During Subsequent Testing

Criterion	Effectiveness indicator	Possible assessment method
Metalinguistic awareness	The student explains how an utterance is structured, distinguishes form, meaning, and the function of a linguistic unit.	Comparison of written responses before and after completing the task; expert evaluation of explanations.
Paraphrasing and semantic generalization	The student conveys a complex concept using simple words and identifies its semantic core.	Tasks requiring the description of concepts based on the Toki Pona model; analysis of the accuracy and completeness of paraphrasing.
Understanding of syntactic roles	The student identifies the participants in a situation, their roles, and possible sources of ambiguity.	Sentence analysis based on the Lojban model; comparison of translation and interpretation variants.
Pragmatic competence	The student distinguishes between statements, questions, requests, warnings, degrees of certainty, and sources of knowledge.	Tasks on speech acts and evidentiality based on the Láadan model; analysis of selected markers.
Learner reflection	The student recognizes which tasks helped them better understand the structure and functions of language.	Brief written self-assessment, mini-questionnaire, or discussion after completing the exercises.

The limitations of this approach should also be taken into account. First, constructed languages lack the historical depth, dialectal variation, frequency of use, and communicative spontaneity that characterize natural languages. Therefore, conclusions drawn from them cannot be automatically applied to all natural languages. Second, since the study is theoretical and comparative, the proposed exercises should be regarded as methodological premises rather than empirically verified teaching techniques. Third, the use of constructed languages in the classroom should be methodologically limited and subordinate to a specific goal; otherwise, the material may be perceived as abstract or overly complex. Fourth, each of the selected languages has its own difficulties: Toki Pona's minimalism limits the analysis of complex grammatical categories; Lojban's formal rigor can be difficult for unprepared students; and Láadan's sociocultural orientation requires neutral and cautious interpretation.

Thus, the research results are analytical and methodological in nature. They demonstrate which elements of constructed languages can be used to develop exercises, project tasks, and comparative analyses, and they outline directions for subsequent pedagogical testing. Further work may involve the empirical application of the proposed exercises based on Toki Pona, Lojban, and Láadan. Such testing could be organized in a study group of philology students or foreign language learners and include three stages: preliminary assessment of the level of metalinguistic awareness, completion of a series of tasks on paraphrasing, syntactic analysis, and identification of speech acts, followed by a repeat assessment and analysis of the students' written responses. Comparing the results before and after the exercises would make it possible to determine whether constructed languages contribute to the development of the ability to recognize the structure of utterances, distinguish between the form and function of sentences, infer meaning from context, and identify the source of knowledge. Additionally, observation of students' work, expert evaluation of completed tasks, and student self-

reflection can be used. Such an empirical perspective would allow us to test the methodological potential of constructed languages in practice and correlate the theoretical conclusions of the study with specific learning outcomes, which is consistent with contemporary approaches to the development of language awareness activities (Drachmann, 2023).

5. CONCLUSION

This study has shown that constructed languages can be considered a significant object of philological and linguodidactic analysis. The analysis of Toki Pona, Lojban, and Láadan showed that constructed languages are not a homogeneous phenomenon: each is created for a specific purpose and exhibits a distinct model of linguistic system organization.

Comparing the three languages according to common parameters allowed us to identify three principles of language design. Toki Pona exemplifies the principle of semantic economy, in which complex meanings are expressed through a limited set of basic units and context. Lojban demonstrates the principle of syntactic formalization, focused on the precise expression of relationships between participants in a situation. Láadan implements the principle of pragmatic marking, as it makes explicit the speaker's intention, the source of knowledge, the degree of information reliability, and the speaker's emotional stance.

The theoretical significance of the study lies in the fact that constructed languages are presented as models for analyzing form, meaning, and function. Comparing them helps demonstrate which elements of a language system can be consciously designed, emphasized, or simplified, as well as how different linguistic means can influence the ways in which experience is categorized (Sapir, 1929; Whorf, 1956). The practical significance of the study lies in demonstrating the possibility of targeted use of these languages in foreign language instruction and philological disciplines: Toki Pona can be viewed as material for practicing paraphrasing and semantic generalization, Lojban for analyzing syntactic roles and ambiguity, and Láadan for studying pragmatics, modality, and speech acts.

Consequently, constructed languages are valuable not only as linguistic experiments but also as a potential methodological resource, provided they are used in a methodologically limited and targeted manner. They can be viewed as an auxiliary tool in the development of metalinguistic awareness, analytical thinking, and an understanding that language is a flexible mechanism for organizing meaning, communication, and social experience. From a linguodidactic perspective, such use of constructed languages can be viewed as a form of comparative analysis aimed at fostering a conscious understanding of the differences between linguistic systems and the development of language awareness (Lado, 1957; Sadouki, 2021; D'Angelo & Sorace, 2022; Drachmann, 2023). Further research may focus on the empirical testing of learning tasks based on Toki Pona, Lojban, and Láadan in order to assess their impact on students' metalinguistic awareness.

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