

USING EMOTIONAL AND EVALUATIVE LINGUISTIC MEANS IN ACADEMIC WRITING ON ARCHITECTURE

Nowadays, publishing research results in international journals in English is one of the requirements for a scientist. Successful promotion of the research developments is based on the profound skills of academic writing and its stylistic features, which have their own specifics at all the essential language levels. One of the skills is a motivated usage of emotional and evaluative means. There is a notion that academic texts do not have emotional and evaluative elements, but many experts prove the opposite thing. These means are used quite widely but they have some specifics, which depends on a number of factors: the field of science, the genre, and the individual specifics of the author's style. The choice of these means is based on the author's desire for logics and objective evaluation. Thus, the aim of this article is to study and to make an inventory of emotional and evaluative linguistic means in scientific articles on architecture. The analysis conducted included the following steps: revealing and inventorying the linguistic means; analyzing their usage depending on the compositional structure of the articles; analyzing the frequency of their use; description of the most frequent linguistic means and specifics of their use. The research found that all the emotional and evaluative means in the articles on architecture can be classified into five main categories: linguistic means with the basic concepts of "good" or "bad"; epithets; clichés of the scientific speech style; figurative expressions and emphatic words. The numerical analysis showed that the categories have different percentage usage: the most frequent category is that of "Linguistic means with the basic concept of "good", the least frequent is "Figurative expressions". All the means have specific functions: positive words are used to emphasize the significance of the scientific problem; negative words describe weak points of scientific views, the lack of studies on the topic; epithets have no vibrant figurative meanings, which is due to the scientific style norms; the clichés do not convey the genuine figurative meanings and express the process of scientist's mental activity to demonstrate logics and convince the reader; emphatic words function as intensifiers of qualities. The results of the study provide the recommendations on motivated usage of the means in academic writing on architecture.

Keywords: scientific speech style, academic writing on architecture, emotional means, evaluative means.

1. Introduction

Well-developed skills to express scientific ideas both in Russian and English is one of the important competencies of modern researchers. They give an opportunity to present the results of their scientific achievements to the world scientific community. This competence needs a good knowledge of scientific (academic) writing and specifically a scientific article genre, such as the features of its structure and specifics of language means at different text levels: grammatical, lexical and syntactic.

One of the features is a set of stylistic rules and restrictions to use emotional and evaluative language means, which are determined by such features of the scientific style as objectivity, logic and impassiveness [1, 7, 10, 16, 17, 18, 20, 25]. However, this does not exclude using

emotional and evaluative means [11]. Despite their standardization, these means have a certain variety characterized by rational evaluation and logical emotionality. At the same time, the number of the means depends on the scientific field: they are not used in engineering and mathematics, whereas in natural sciences they have a wider usage, especially in the humanities [4].

The study of emotional and evaluative means used in scientific writing on architecture is of great interest, as it relies on the achievements of the advanced construction technologies, reflects social conditions of a society and conveys a deep emotional impact [13] at the crossing of technical, social and art sciences. Thus, the aim of this article is to study and to make an inventory of emotional and evaluative linguistic means in scientific articles on architecture.

The main objectives of the study are as follows:

- to make a theoretical review on using emotional-evaluative in terms of text linguistics and its basic categories;

- to systematize and make the list of the typical means based on a numerical analysis of emotional and evaluative means used in architectural texts;

- to systematize and make the list of them;

- to make recommendations to use them in academic writing on architecture.

To study the means we analyzed fifteen scientific articles from architectural journals indexed in the Scopus database.

2. Theory

In terms of text linguistics, emotional and evaluative linguistic means express a text category of modality [4, 8, 15]. Scientifically, modality is a complex of universal categories of logics and truth assessment. Linguistically, this is a set of phenomena that express the speaker's attitude to the message or the message to reality by grammatical, lexical and phonetical means [5, 19, 23]. The concept of modality is based on the ideas of Ch. Bally, a French linguist, who proved that each statement includes two parts: a dictum representing the facts of the surrounding reality and modus reflecting the author's evaluating the facts of the surrounding reality [3].

Based on the speaker's point of view, the scholars [9, 19, 21] distinguish two main types of text modality: objective and subjective ones. The former expresses the relations of a message to reality, the second – speaker's attitude to the message. It is expressed through the meanings of possibility, desirability, necessity, as well as emotionality and evaluation. The subjective modality has a constant relation of the text and its units, that can be described as “the producer of speech and the content of speech”, which is explicitly expressed in each message and forms the integrity of the text and determines the text types [21].

A scientific article is a scientific text type that refers to the scientific style of speech. The basic linguistic means that convey author's emotions in this text type do not express direct emotions (emotional-expressive vocabulary), but use neutral words denoting emotions, i.e. conveying concepts of emotion. A scientist can only convey states of certainty/uncertainty, interest, surprise, regret.

A scientific text can use figurative means as well. They include epithets or figurative expressions, which are clichés of the scientific speech style. It is also possible to use emphatic words (e.g. strong, most, only).

The meaning of evaluation is not used to

evaluate the problem itself, but to evaluate the degree of developing the problem in the scientific literature. Semantically, these linguistic means are associated with the basic concepts of “good” or “bad”, e.g. persuasive/unpersuasive, productive/unproductive, effective/inefficient). The evaluative means can also include lexical means that characterize the accuracy, novelty, relevance and logics of a study (e.g. contradiction, mistake, exactly, logical, illogical, important) [14].

A scientific article is a scientific type of text that refers to the scientific style of speech. The use of emotional means in a scientific text is determined by several factors. First, the choice of emotional means depends on the field of knowledge to which the text belongs. For example, in scientific papers in mathematics, the results of research should be presented so that they can be formalized easily and verified experimentally, so emotional means are not used here. Humanitarian texts focus on society and humans and use emotional means widely enough.

A genre of scientific writing is also of great importance. For example, abstracts have no emotional elements in it, whereas monographs use them quite often. The author's individuality also plays a role in using emotional means.

One more factor is the compositional structure of the text. For example, its elements where the history of the scientific problem is presented, may have emotional means.

In general, in scientific texts emotional elements act as an auxiliary speech tool. Their specifics is that they do not carry real emotional meanings. They contribute to better expression of the content and more effective communication. They help to prove the scientific ideas and make them more convincing and clearer. They also emphasize the significant points of the study and more accurately express the author's assessment or attitude to the events presented, points of view, etc. [2, 6, 12, 24].

3. Results

Our analysis of the evaluative and emotional means included the following steps:

- revealing and inventorying the linguistic means;

- analyzing their usage depending on the compositional structure of the articles;

- analyzing the frequency of their usage;

- description of the most frequent linguistic means and specifics of their use.

For this purpose, we used the method of observation of linguistics means accomplished by the numerical and structural analysis.

The study showed that compositionally, these means have some specifics as well. They are

mostly used in introduction. This is explained by the fact that in this part the author draws the reader's attention to the problem, assesses the degree of the knowledge, proves the importance of it using the words and phrases with emotional and evaluative meanings.

Also, the conclusion may have these means as here the author summarizes and evaluates the results obtained, determines its significance and usefulness, and evaluates the prospects for its further research.

Evaluative and emotional means can be used in other compositional parts as well. Additionally, they are typically used at the initial

and conclusive parts. The categories are based on a specific variety of linguistic means with different degree of frequency.

The study showed that architectural articles have the following categories of emotional and evaluative means:

- linguistic means with the basic concepts of "good" or "bad";
- epithets;
- clichés of the scientific speech style;
- figurative expressions;
- emphatic words.

But their numerical correlation varies greatly. It is presented in table.

Table

The category	%
Linguistic means with the basic concepts of «good»	39
Linguistic means with the basic concepts of «bad»	14
Epithets	21
Clichés of the scientific speech style	10
Figurative expressions	3
Emphatic words	10

4. Results

Here we present the specifics of emotional and evaluative means of architectural articles, which can be used as a set of basic recommendations of how to use the means in the process of article writing.

4.1. Linguistic means with the basic concepts of "good" and "bad"

The means from this category have the widest range to be used. Semantically, they can be subdivided into two main groups.

The first group includes the words that have positive and negative connotations that are contextually free. The most frequent positive ones are the verb "improve" and its derivatives "improved", "improvement", "improving". The next the most frequent word is "success" and its derivatives "successful", "successfully" and "successfulness". The other frequent words are "best" (in combination with "practices"), "efficiency", "efficient" "quality", "qualitative", "effectiveness", "effective", "effectively", "positive", "positively", etc. The most frequent negative words are "lack of smth", "inefficient", "challenging", "negatively", "poor", "inefficient", "failure", "problematic", etc.

The second group includes the evaluative words which positive meaning is revealed though the context, but they are not widely used as their meaning is specified by the research

field: "healthy", "less costly", "preferable", "optimal", "useful", "stable", "clearly", "adequate", "undesirable", "harmful", etc. The most typical negatives are "complicated", "vulnerable", "loose", "elaborate", "limited", etc.

Positive words are used to emphasize the importance of the scientific problem, to describe the importance of the scientific results received, their theoretical and practical significance. The negative words are used to describe weak points of scientific views, the lack of knowledge and research on the studied issue and the importance of its further studies.

4.2. Epithets

The study showed that the epithets used in architectural articles have now vibrant figurative meanings, which is limited by the scientific style norms. However, we observed a wide range of adjectives that have emotional evaluation, through in a rather moderate degree. The adjectives can be divided into two main groups.

The first group are so called "dead" metaphors. They have a figurative meaning, but it is not vibrant due to their frequent use. They do not convey any new bright figurative meanings: "rich proves", "huge proportion", "tremendous effect", "in-depth understanding", "strong evidence", "sharp increase", "flexible structure", "shocking points", "tiny", "close-knit", etc.

The second group is much wider. It includes the

adjectives that convey the meaning of “intensified” importance: “crucial”, “significant”, “critical”, “vital”, “valuable”, “substantial”, “considerable”, “remarkable”, “essential”, “fundamental”. They are used to underline the importance of different aspects of the research.

4.3. Clichés

The clichés observed in the architectural articles do not have figurative meanings and express mainly the process of scientist’s mental activity and used to make the writing logical and convincing.

Usually they have analogous clichés in Russian: “strengths and weaknesses”, “from many angles”, “key factor”, “take into account”, “talk nonsense”, “the first step”, “take interest”, “the problem arises”, “it is worth noting”, “act in opposite directions”, “play a key role”, “on the other hand”, “the easy way to”.

4.4. Figurative expressions

The figurative expressions in architectural articles are in fact dead metaphors though originally, they had the elements with indirect figurative meanings: “shed the light”, “overall picture”, “cloud of objective criteria”, “wicked problem”, “driving forces”, “gaps in the research”, “put in a nutshell”, “show a fiasco”.

The study showed, that the expressions have the least frequent use in the architectural articles. We believe that they convey a very subtle ironic or humor effect and make the scientific writing a bit less formal.

4.5. Emphatic words

The first group of emphatic words includes such means as: the pronoun “also”; adverbs “highly”, “extremely”, “particularly”, “especially”, “significantly”, “much”. The second group are the adjectives in the superlative degree, e.g. “the most important”, “the most objective”, “the most essential” etc.

The third group is the grammatical structure “the + adjective in the comparative degree, the

+ adjective in the comparative degree”, e.g. “The bigger the land size ..., the more descent they become ...”. But the structure is not widely used, it is mainly the feature of an individual manner of writing.

5. Conclusion

The study showed that emotional and evaluative means in architectural articles meet the requirements of the scientific writing, such as standardization, rational evaluation and logics. However, they also have certain specifics, which is manifested in the use of means that have figurative meanings.

We believe that they not only help to prove the scientific ideas, make them convincing and emphasize the significant points of the research but also attract the scientific society’s attention to the problem that can have not only purely scientific but also social significance.

All the means act in five categories: linguistic means with the basic concepts of “good” or “bad”; epithets; clichés of the scientific speech style; figurative expressions; emphatic words. Each category can be subdivided into two or even three subcategories. Most of the means have a frequent usage, which prove their standardization.

Their standardization allows us to systematize them and helps to identify certain rules and patterns to use them. The feature can become the basis for developing recommendations on how to use them when writing scientific articles.

Additionally, the tools and concepts of text linguistics allow us to parse the text into its constituent parts and understand how the text is arranged, what text elements help the author achieve the intended communicative effect.

It should also be noted that emotional and evaluative means are part of the means that realize the category of the text subjective modality. Thus, further studies of all the means of this category can be the subject of further research of scientific writing on architecture.

References

1. Arnold I. Semantics. Stylistics. Intertextuality: a collection of articles. – SPb.: Publishing House of St. Petersburg. University, 1999. – 444 p.
2. Arnold A. Stylistics. Modern English. – M.: Flinta, 2002. – 384 p.
3. Bally Sh. French stylistics. – M.: Editorial, URSS, 2001. – 392 p.
4. Biryulin L., Kordi E. The main types of modal meanings distinguished in linguistic literature // Theory of Functional Grammar. Temporality. Modality. – L.: Nauka, 1990. – P. 67-71.
5. Bondarko A. Introductory remarks // Theory of functional grammar. Temporality. Modality. – L.: Nauka, 1990. – P. 67-71.
6. Galperin I. Text as an object of linguistic research. – M.: Nauka, 1981. – 137 p.
7. Galperin I. Essays on the style of the English language. – M, 1958. – 459 p.
8. Genre and cultural specifics of manuals for the operation of household appliances. Aspects of translation (on the material of English and Russian languages): Autoabstract

- of dissertation of cand. philol. spec. 10.02.20 / Elena Valerievna Shapkina. – Chelyabinsk, 2007. – 23 p. – Chelyabinsk, 2007. – 23 p.
9. Kasevich V. Semantics. Syntax. Morphology. – М.: Nauka, 1988. – 309 p.
 10. Kotyurova M. , Bazhenova E. Culture of scientific speech: Text and its editing. – М.: Flinta: Nauka, 2008. – P.11.
 11. Kozhina M. On the problem of expressiveness in scientific speech. – Studies in Stylistics, issue 3. Perm, 1971. – P.32.
 12. Kozhina M. Stylistics of the Russian language. – М.: Nauka, 1974. – 81 p.
 13. Language and style of scientific literature. Theoretical and applied problems. М.: Nauka, 1977. – 296 p.
 14. Matveeva T. Functional styles in terms of text categories. Synchronous and comparative sketch. – Sverdlovsk: Publishing House of Ural University, 1990. – 210 p.
 15. Meshcheryakov V. To the question of the text modality // Philological Sciences. – No. 4. – 2001. – P. 26-33.
 16. Nayer V. To the description of the functional and stylistic system of the modern English language, М.: Nauka, 1981. – P. 186.
 17. Odintsov I. Stylistics of the text. – М.: Editorial URSS, 2004. – 264 p.
 18. Razinkina N. Some general problems in the study of functional speech style Features of the style of scientific presentation. – М.: Nauka, 1976. – 264 p.
 19. Shvedova N. Russian grammar. – М.: Nauka, 1980. – 783 p.
 20. Solganik G. Text stylistics: Textbook. – М.: Flinta: Nauka, 1997. – 252 p.
 21. Solganik G. On the problem of text modality // Russian language: Functioning of grammatical categories. – М.: Nauka, 1984. – P.173-183.
 22. Turaeva Z. Text Linguistics: structure and semantics. – М.: Prosvjaschenije, 1992. – P. 649-653.
 23. Turaeva Z. Text linguistics and the category of modality // Questions of linguistics. – 1994. – No. 3. – P. 105-114.
 24. The style of scientific speech and literary editing of scientific works / М. P. Senkevich. – М.: Higher school, 1984. – 319 p.
 25. Vinogradov V. Problems of Russian stylistics. – М.: Vysshaya shkola, 1981. 320 p.

Shapkina E. V.,

Assistant Professor, South Ural State University, c. Chelyabinsk. E-mail: eshapkina@mail.ru

Поступила в редакцию 06.05.2022