UDC 811.11

STRATEGIES OF CRITICISM AND DISAPPROVAL
IN THE ACADEMIC ADMINISTRATIVE DISCOURSE

Natalia Molodcha*
PhD in Philology, Associate Professor,
Kharkiv University of Humanities "People's Ukrainian Academy"
(Lermontovska St. 27, Kharkiv, 61024, Ukraine);
researcher in Wirtschaftsunivesistät Wien
(Welthandelsplatz 1, Vienna, 1020, Austria);
e-mail: natalia.molodcha@gmail.com;
ORCID: https://orcid.org/0000-0002-8467-6408
Asya Khilkovska
Associate Professor,
Kharkiv University of Humanities "People's Ukrainian Academy"
(Lermontovs'ka St. 27, Kharkiv, 61024, Ukraine);
e-mail: asia.khilkovska@gmail.com;
ORCID: https://orcid.org/0000-0003-1659-9428

Abstract
This article addresses the problem of communicative strategies for conveying criticism and disapproval in statements of appellative genre issued by presidents of American and British top universities. We claim that discursive representation of university chief leaders who are critically evaluating government decisions and incidents forms a linguistic and sociocultural communicative genre system with a set of effective rhetoric and communicative means. In academic administrative discourse, statements of appellative genre are characterized by dynamic application of positive and negative politeness strategies and regular reproduction of value-centered arguments, which update the system of values of the American and British academic communities. Discursive behavior of university chief academic administrators contains the rhetoric that appeals to logic, addressee's emotions (pathos) and is based on the arguments to ethos, combining this with lexical and stylistic means that 'threaten' addressee' face. Speakers use strategic tautology to increase the significance of the value system of an academic community. The concepts, themes, tasks, and tactical means, identified in the appellative statements of university leaders, contribute to the formation of the concept sphere of American and British academic communities. The results of this present study detail discursive and genre characteristics of the administrative academic discourse and the strategies of conflict (disapproving) discourse in particular. Communicative behavior of university leaders determined, on the one hand, by the value system and, on the other, by strategic aims of communication, can serve as a model of leadership communication and a resource for improving the competence of modern academic leaders.

Keywords: appellative genre, disapproval and criticism strategy, discourse analysis, politeness theory, university leadership discourse.

1. Introduction

In the face of social and cultural transformations, the judgments of university leaders are of particular importance. In modern societies, where tolerance is seen as a major prerequisite of successful communication, it seems relevant to look into strategies and techniques used by university leaders to express their criticism or disapproval of the government's resolutions and/ or events taking place on campus.

This research focuses on the discourse of university leadership or *academic administrative discourse* (AAD) as an intersection of academic and administrative types of discourse that constitutes a special kind of communication aimed at monitoring, preserving, and transmitting academic (university) values. University leaders use various communication channels within the multidimensional activities of the university (Bryman, 2007; Partch & Kinnier, 2011; Brandebury, 2015). Among them there are written statements of the leaders of the top American and British universities that belong to the *appellative-axiological* (ApAx) *genre*. In the AAD genre typology (Molodcha, 2021), the ApAx genre is defined as a form of interaction to express disapproval and criticism of government decisions, incidents, and events that occurred on campus and in the country.

Our research into the university presidents' discourse touches upon the problem of language (speech) as an instrument of social power. Based on certain values, authorities select linguistic means to structure the information field and influence the recipient's mindset (Fairclough, 1989; Miller, 1984; Bawarshi & Reiff, 2010; Partch & Kinnier, 2011). As concepts (meanings) and values determine text building, the speaker's communicative strategies and tactics determine a certain communicative environment where academic values are fostered and preserved or, vice versa, mitigated (Brandebury, 2015). Informational and value-inculcating communicative strategies, clearly manifesting themselves in written statements of academic authorities, make up the object of particular interest.

The aim of our research is to identify linguistic, sociocultural and pragmatic properties of ApAx genre in AAD of criticism and disapproval.

This study of university leaders' written statements of ApAx genre is underpinned by the methodology of discourse analysis. To reach our aim, we use lexical-semantic analyzer (detector) Voyant to identify concept domains, single out lexical-semantic techniques to define value system of academic leaders' communication, and apply pragmatic analysis as well as other methods to identify their communicative tactics.

The material for our research is sample texts of the ApAx genre presenting the official discourse of academic authorities of the leading American and British universities, such as Harvard, Yale, Oxford, Cambridge, and others for the period from 2008 to 2021 documented on the official websites of their universities.

In this paper, we first provide a rationale for the theoretical framework applied in our research. Then, based on the overview of the theoretical and methodological research grounds, we identify linguistic, sociocultural, rhetoric, and pragmatic markers of the ApAx genre of AAD. Discussion and conclusion draw up tentative implications and the extent of the research findings' applicability.

2. Theoretical background and methodology

In this paper, ApAx statements of AAD are viewed as an integrated communicative-discursive and functional-pragmatic dynamic system. Its analysis is underpinned by the genre theory, classical rhetorical theory, speech acts theory, and politeness theory.

To efficiently perform a study into sociocultural and pragmatic characteristics of ApAx genre in administrative academic communication, we use a comprehensive approach, which implies that the research object is considered in the context of a *communicative-discursive paradigm.* In this research paradigm, communication as a whole and a speech act, in particular, are defined as the purposeful activity of speakers determined by a range of socio and psycholinguistic factors (such as intention, purpose, status, role, communication style, register, and genre) in a certain sociocultural,

professional and institutional environment (Bawarshi & Reiff, 2010; Dijk, 1981; Lakoff, 1972). Communication principles manifest themselves on the discourse level. The latest linguistic studies define *discourse* as "a system of speech interaction within a certain linguocultural community driven by social, cultural, esthetical, and ethical components of the community" (Molodcha, 2021). In the typology of institutional discourse, the academic/university discourse (AD) is differentiated by a set of parameters (topos, participants, roles, purposes, genres), and according to contemporary linguistic research it is defined as the communication of academic community members – students, lecturers, academic administrators (AA), alumni in all spheres of university activity and its stakeholders (Dijk, 1981; Brandebury, 2015); as "cognitive and communicative interaction in the system of higher education" (Molodcha, 2021). It operates within a system of professionally oriented units and characteristics of role and status inherent to participants. AAD is a type of institutional discourse, a subtype of AD. It reflects the communication of the university's presidents or chief academic administrators (AA). When reconstructing AAD, it is necessary to describe its genre diversity. *Genres* are relatively stable thematic, compositional, and stylistic types of utterances (Miller, 1984; Bawarshi & Reiff, 2010). At the same time, each genre consists of texts that contain certain speech schemes preserved in public circulation, methods, and models for constructing a speech.

Rhetorical features of texts belonging to the ApAx genre, its typical argumentation is consistent with the objective of the genre – to adopt urgent measures and prevent the adoption of decisions that may be potentially harmful to the academic community (Molodcha & Khilkovska, 2022). The university leaders select schemes of argumentation (reasoning models) accordingly. Effective rhetoric employs arguments matching Aristotle's concepts of ethos (relevance, authority, trust), logos (addressing objective evidence proving claims), and pathos (addressing the emotional background of the recipients). Successful delivery of ethos, logos, and pathos determines the usage of the appropriate argumentation *schemes* and *structures*, through a range of relevant speech strategies and techniques, which may function as means of attenuation and boosting of available arguments. Argumentative schemes or toposes "reflecting the idea of the public about reliable linking arguments to the point made are perceived as convincing. "Argumentation structures" represent different types of reasoning, and they are not identical to schemes. The argumentation scheme constitutes the internal structure of every single argument whereas the argumentation structure as a whole is the external structure of the entire argumentative discourse. According to that layout, the term "argumentation structure" is interpreted as multiple connections between arguments and points (theses) within one argumentation chunk (unit).

To perform the analysis of a speech sign as a means of expression of the speaker's intentions and mindsets, a tool to reconstruct psycholinguistic aspects of the speaker's discursive behavior, we employ the methodology of *linguistic pragmatics*, i.e. the analysis of pragmatic aspects of speech, acts of speaker's impact on the recipient, the interconnection between signs and their users (Grice, 1975; Brown & Levinson, 1987). The systemic analysis of language as an instrument for channeling intentions and mindsets of the speaker is underpinned by the speech acts theory (Searle, 1975; Pocheptsov, 1986). According to this view, speech acts in communication as "acts of interaction between the sender and receiver through the message comprise the aspects of locution (conveying the message using grammar and vocabulary), illocution (moderation of speech acts strength, focus, and purpose to meet the speaker's objectives), and perlocution (means of influencing the recipient's consciousness, establishing a new situation in communication, designing a new reality) (Pocheptsov, 1986, pp. 5-6). The comprehensive analysis considers the speaker's intentions, the situation, and context, social and linguocultural features, which determine the speaker's choice of pragmalinguistic tools. The speech acts typology enables to analyze the communicative tactics and intentions and to measure the illocutionary force of an utterance (Leech, 1983, p. 206; Pocheptsov, 1986, pp. 271-276).

Pragmatic analysis of the text corpus is carried out based on the Politeness Theory by Brown and Levinson. This theory is in line with a pragmatic approach suggesting that effective

communication is achieved provided appropriate politeness strategies are used by the speakers to establish the most comfortable conditions for the interaction. The authors of the Politeness Theory used the concept of 'face' as a basic element, that represents two controversial key needs of the speaker: a desire to get the interlocutor's approval and positive appraisal, on one hand ('positive face'), and commitment to independent thought and relative freedom of judgment ('negative face'), on the other. Positive or negative face strategies allow the speaker to make a good impression on the interlocutor and maintain a positive image in their perception or, on the contrary, expand the speaker's private space (Brown & Levinson, 1987; Shevchenko et al., 2021, pp. 81-82).

3. Research findings and discussion

The ApAx genre is a systematic and systemic structural discursive formation, organized within its distinctive theme and rheme composition, pragmatic intentions, register, and semantic-stylistic means (Partch & Kinnier, 2011; Molodcha & Khilkovska, 2022). The purpose of appellative utterance is a call, encouraging the performance of certain actions, and persuading recipients to take the desired action. We further describe structural, rhetorical, and pragmatic features of the ApAx statements.

3.1. Formal and structural characteristics of the appellative genre of AAD

According to the results of ethnolinguocultural analysis, speeches (from 1000 to 2500 symbols) belonging to a mini-genre are available in the forms of *Public Statements, Remarks, and Letters of Appeal* issued by university Presidents and convey an official view of the university authorities in matters requiring clarification of their position. In British AAD, appellative messages are represented in the Vice-Chancellor's *blogs*, *Vice-Chancellor's Orations,* and *Annual President's Addresses* dedicated to the beginning of the academic year. In them, chief academic administrators inform faculty and staff about the achievements, challenges, and prospects of the university.

Qualitative analysis of the corpus "university authorities statements" in both (the two mentioned above) linguocultures shows that it comprises a wide range of subjects related to the *university* including academic freedom, racial discrimination, sexual harassment on campus, students meetings, the university strategy, corporate culture, ethnic diversity and inclusiveness, admission rules and requirements, educational process in the Covid-19 pandemic, reconstruction of the university buildings; and subjects related to the *town* (where the university is located) such as cases of shooting in town, collaboration with local corporations; *international community* subjects like global warming, the boycott of Israeli universities, Ebola virus spread, Covid-19 in the global context, migration, and others are also discussed. The British AAD includes along with the above-mentioned subjects such things as the professor's social/compensation package and Brexit. The target audience of statements includes not only the academic community, local residents, and authorities, but the global community also.

The research exposes a certain pattern of appellative genre texts, which is determined by the pragmatic purpose of letters/messages – to have a direct influence on state policies in the field of research and education, decisions made by government bodies, especially those which compose threat to the academic community and, by the authors' conviction, have to be suspended immediately. The purpose of the letter/message is based on a clear understanding of the mission and influence of Harvard, Oxford, and other leading universities in society and confidence in their power to influence.

The pragmatic purpose of the texts analyzed determines their structural-semantic features. One of the major features is the unity of the subject and purpose – each letter is focused on one subject and committed to one and only purpose communicated clearly (e. g.: *"Sexual Harassment and Sexual Assault Harvard December 12, 2017"; "Remarks on the Pittsburgh tragedy October 28, 201"),* the university's official position is reasoned consistently from the first to the final line of the text. Integrity and cohesion of the texts belonging to the genre are ensured by their *composition* including introduction, themes, and rhemes (i.e. sequence of two propositions – a problem description and the university position relevant to university ethos and established

practices), and the concluding part (often, appeal to action); ***discursive markers***: Additionally…, More troubling…, More concerning) introducing arguments sequentially/logically; ***parallel syntactic structures*** (*the proposal would be detrimental for international students…, it would affect more than …., It also would affect …, the proposed rule would require …, It would apply to all who want …, the proposed rule would require them to*) – aimed to emphasize potential negative results of restriction for international students.

The strategy of expressing criticism and disapproval in ApAx statements determines the set of arguments and the ways they are communicated. Further, we consider typical argumentation schemes and pragmatic markers that participate in the text production and construction of a hierarchy of senses and values.

3.2. Communicative and structural features of argumentation

University leaders' argumentation to express criticism and disapproval is characterized by the dynamic presentation of arguments emphasizing logos, pathos, and ethos (Miller, 1984). The following tactics of influence are to be recognized.

Arguments to ethos (*ethos* from Greek – temper, nature, temperament) include appeals to authorities, values, virtues, and mores of the audience. As a strong and lasting ethical/moral element of argumentation, ethos contrasts with pathos, a temporary emotional experience. According to Aristotle, ethos reflects one's character through speech manner, goal-setting, and relevance (competence), which is the opening argument – the speaker is to position himself/ herself as a competent person having expertise in the field. The relevance criterion here is crucial, irrelevant speech may not be perceived by the audience despite strong argumentation (logos), and a timely topic is the primary sign of relevance. The techniques below emphasize arguments to ethos:

(1)   well-known personalities:
I cannot help but think back to 1968, the spring of my junior year in high school. <u>First, Dr. Martin Luther King Jr. was assassinated, then Bobby Kennedy</u>… (Bacow, 2020, May 30);

(2)   allusions to well-known texts of the famous authors or the Bible:
<u>I believe in the 14th Amendment's guarantee of equal protection of the laws – for everyone, not just for those who look like me</u>… <u>I believe that no person is above the law regardless of the office they hold or the uniform they wear.</u> …Those who break the law must be held accountable (Bacow, 2020, May 30).

Arguments to logos (argumentum ad rem – to the point) provide factual information, laws, statistics/data. They are considered the only valid arguments worth paying attention to, though 'trickery' at the same time. In ApAx statements, arguments to logos tend to contain numbers and numerical terms, they are often used as counterarguments:

(3)   *It has caused more than <u>365,000 deaths around the globe</u> and more than <u>100,000 in the United States alone. Forty million Americans have lost their jobs,</u> and countless others live in fear of both the virus and its economic consequences* (Bacow, 2020, May 30).

Arguments to pathos (emotions) are rich in lexical-stylistic and pragmalinguistic devices. The *pejorative expressions* (charged lexical units) flood letters and statements devoted to government decisions which, from the perspective of the academic community, will not do good to research and education. Such decisions and measures are *blunt measures, a blunt, one-size-fits-all approach to a complex problem, overbroad and discriminatory treatment, inappropriate intrusion; unwarranted, unnecessary, and injurious proposal; reckless policy.* Even a very strong negative judgmental statement supported by strong factual argumentation looks rational rather than

emotional. Rhetorical devices of intensification such as metaphors and other figurative means are also widely applied:

(4)   *universities we teach an appreciation of nuance, we operate in a world of grey* (Bacow, 2020, July 7).

In axiological texts, academic leaders tend to resort to *strategic tautology* (repetition) as a technique of argumentation. Scholars used to believe that tautological propositions made no sense (Govorukha, 2009). Additionally, the rhetorical device of tautology (from Greek – tautologéō – 'saying the same') bringing together linguistic units by relations of identity or similarity organizing their structural models runs counter to Gricean communication principles of quantity and relevance (Grice, 1975).

Nevertheless, tautological propositions in academic leaders' speeches acquire communicative and regulatory value. Repetition is aimed to enhance the information and the pragmatic potential of the utterance through *intensification* of its meaning (identification and specification) and its *expressiveness* (emotional and axiological charge) (Govorukha, 2009, pp. 110-113). The research database demonstrates that repetition of arguments applies to socially and culturally meaningful concepts, such as a) inclusiveness among all groups of the academic community, as well as ethnic minorities and LGBT groups (emphasizing inclusion, belongingness, access, diversity, discrimination), b) academic freedom (sovereignty from government prescriptions), c) sustainability (sustainable future, climate change, etc.).

When responding to unfair treatment of academic community members, and defending equality and inclusiveness, heads of universities use the rhetorical device of perissology (from Greek – *perissos – excessive*), an accumulation of synonymic phrases with the purpose of the comprehensive description of a phenomenon, in other words, a structural model comprising similar in the core/in their meaning substantives:

(5)   *Bringing together in one place the broadest range of views, experiences, backgrounds, and beliefs offers the greatest promise of advancing the frontiers of knowledge and understanding; I am making an initial allocation of $250,000 to support innovative ideas from across the University that seek to advance belonging and inclusion* (Faust, 2018, March 26).

Using tautology as a stylistic device when a number of sentences start the same way, with the same word or structure (anaphora, parallelism, often the initial element is a performative) allows the speaker to give vent to their emotional tensions:

(6)   *I believe in the goodness of the people of this country - and in their resilience; I believe that America should be a beacon of light to the rest of the world; I believe in the American Dream* (Bacow, 2020, May 30).

According to Searle's classification of speech acts (1975), tautological structures, anaphora, in particular, accompanied by directives and expressives, give the discourse certain features of authoritativeness.

Emphasizing anticipated harmful consequences of government decisions, erroneous, in the speaker's view, reinforcing the opinion by data and facts, the speaker builds integrated arguments to both logos and pathos:

(7)   *Overnight thousands of our community members received a hate-filled, racist email threatening African Americans. The message was sent from Equity Prime Mortgage. If you have received it or find it in your spam filter, please do not open it* (Bacow, 2020, June 21).

The communicative tactics of expressing criticism commonly applied in the texts under discussion presuppose channeling all the pathos of negative consequences of the decisions, which are subjects of criticism are likely to have for research, education, and, therefore, for the country as a whole. For this rather strong and emotionally charged vocabulary is selected – *weaken our national recovery; undermine our national response…; deter talented undergraduates.* Among the most common are the following verbs – *jeopardize, threatens, cripple, hinder.*

Research material demonstrates the dynamics of the use of arguments to logos, pathos, and ethos. The scheme of *accelerating argumentation* including the stages of *initiating a discussion, preliminary argumentation, confrontation, deep and detailed argumentation, and the final stage* has been identified (Molodcha & Khilkovska, 2022). The argumentation structure where additional arguments are presented until the desired validity of argumentation is achieved can be identified as cumulative.

3.3. Pragmatic markers of the communicative strategy of disapproval in AAD

The strategies for expressing disapproval and criticism in this paper are analyzed on the basis of the categories of politeness and cooperation on which communication is built. The communication code developed in the works of Grice (1975), Leech (1983), and Lakoff (1972), is a system of universal maxims, principles of communication that regulate the success of the communicative activity. Based on the principles of cooperation and joint information management (Grice, 1975), each party contributes to building the communication, recognizing the common goal of the dialogue, and the principles of mutual arrangement, which reflect the readiness of partners for communication (Leech, 1983). Gricean universal maxims including the standards of the truth of statements, comprehensive information, relevance (volume, content), and clarity (unambiguity) contribute to genuine, successful communication.

Politeness principles of Leech (1983) model a *benevolent and tolerant* communication that is facilitated by the maxims of tact (observance of the boundaries of private speech interests); generosity (tolerance, taking into account equality); sympathy; modesty (self-esteem control); consent (focus on finding a compromise); and approval (observance of a positive attitude towards the position of the interlocutor).
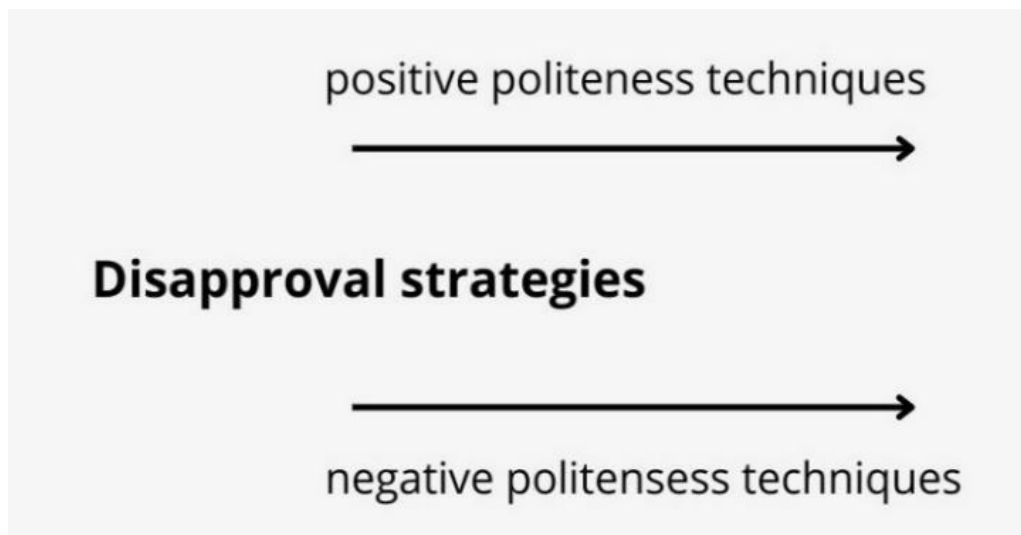

Figure 1. Expressing criticism in university leadership discourse using
positive and negative politeness techniques

Grice (1975) argued that maxims operate regardless of the cultural affiliation of interlocutors. Recent studies on this issue have shown that these rules and principles vary depending on the social and ethnocultural aspects of communication in a particular time slice. For instance, the maxim of clarity in political, business, and advertising communication is not welcome; in these areas, hedging

techniques (euphemisms) mask the true motives of the addresser (Shevchenko et al., 2021). However, in communication, parties are expected to adhere to these conventions.

Politeness is a category of "communicative consciousness", "reflection of the national mentality" and a backbone that regulates communicative behavior (Jucker & Taavitsainen, 2020). At the same time, politeness as a form of verbal and non-verbal behavior allows to avoid conflict and directs interlocutors to build harmonious interpersonal relationships (Leech, 1983, p. 79). In our material, university leaders in their statements of the appellative genre actively use the strategies both of *positive and negative politeness* (see Figure 1). Chief academic leaders balance the choice of communicative means of expressing disapproval and observing the maxims of positive politeness that govern tolerant conventional communication. Violation of the communicative code is considered to be a purposeful speech behavior that implements a suggestive-regulatory function with the help of appropriate means (Sifianou & Blitvich, 2019). The identification of the negative and positive politeness techniques is further to be considered.

3.3.1 Negative politeness strategies

Negative politeness strategies or so-called 'polite pessimism' focus on the hearer's negative face and emphasize avoidance of imposition on the hearer. The aim of protection of the speaker from categorical, offensive statements addressed to the second party is best reaches by hedging that, in Lakoff's parlance (1972, p. 187), means "speech insurance. The hedging strategy uses words and phrases to mask critical and negative assessments (Lakoff, 1972, p. 195). In our material, the most frequent communicative strategies of negative politeness are as follows:

Expressing *explicit disapproval*, discrediting the party involved, **bypassing hedging,** and **euphemisms**:
- minimization of negative assessments and criticism:

(8)   *Our nation is <u>deeply divided</u>; <u>Leaders who should be bringing us together seem incapable of doing so</u>. ... The events of Friday night are <u>profoundly disturbing</u>* (Bacow, 2020, May 30);

- depersonalization achieved by metonymy (the name of the university – for its staff and leaders):

(9)   *<u>Harvard University strenuously opposes</u> this rule; As this case generates widespread attention and comment, <u>Harvard will react swiftly and thoughtfully to defend diversity</u> as the source of our strength and our excellence well-crafted* (Faust, 2018, June 12).

Frequent use of the *apologies*. Brown and Levinson (1987) considered apologizing a technique of negative politeness, "because by apologizing, we acknowledge the fact of intrusion into the interlocutor's independence zone". Shevchenko and Gutorov (2019) argue that apologies are interaction rituals, conventional hybrid expressive-and-requestive speech acts that combine at least two intentions. They realize negative politeness strategies, maintain appropriate speaker-hearer relations, and thus facilitate communication (ibid.). In sample (10) below, the Vice-Chancellor ironically apologizes for the inconvenience of colleagues sitting on benches in a hall that has not been updated for a very long time. This apology aims at mitigating face threatening of an urgent demand to increase spendings on the renovation of the buildings that make up the infrastructure of the University of Oxford at the cost of refusal to raise teachers' salaries:

(10) *Take this building in which we are sitting today, Convocation House. I know the benches are very uncomfortable, <u>I'm sorry</u>. If it makes you feel any better, I've learned from the University Archivist that until 1929 the Oration was delivered in Latin. Convocation House, together with the Library floor above (now 'Selden End' in Duke Humfrey's reading room) and the Chancellor's Court at the north end, was built between 1633 and 1636... (Richardson, 2018, October 2).*

In example (10), ironic apology (pseudo-apology) is an amplification tool that supports rhematic construction (an argument in favor of investing in campus buildings).

Regret techniques also serve to mitigate a would-be negative effect as in the preparatory phase of Louise Richardson, head of the University of Oxford. She anticipates the outrage as reaction of some members of the teaching staff to her speech in defense of the LGBT community and resorts to elaboration of precautions against the loss of face to both sides:

(11)   *It is a matter of great regret to me that my words are being used to call into question this impressive, sustained endeavor to make Oxford a diverse and inclusive university. I am proud of everything we do in this regard and I give it, as I always have my wholehearted support…* (Richardson, 2017, September 6).

3.3.2. Positive politeness strategies

Formulating evidence of the truth of their position in statements expressing criticism, chief academic leaders resort to strategies of positive politeness and adherence to the conventions of communicative cooperation, weakening the illocutionary force of negative evaluations and criticism.

In our material, the following techniques are most frequent to achieve positive politeness:

to **exaggerate interest in H and his needs** the speaker uses first person pronouns:

(12)   *When changes were first proposed to the federal Title IX regulation in 2018, I assured our community that I will not rest until Harvard has done all that it can to ensure a safe, healthy, and inclusive environment that is free from sexual and gender-based harassment and assault...* (Bacow, 2020, May 6);

(13)   *I am proud of everything we do in this regard and I give it, as I always have, my wholehearted support* (Richardson, 2017, September 6).

To **include both interlocutors in their activity**, the speaker uses pronouns '*we, our, us*' and lexemes '*together, each other*' to call for joint action:

(14)   *As a community, we must stand strong and support each other, especially when others would seek to divide us* (Bacow, 2020, June 21);

(15)   *Together, we can make Harvard a place where our respect and care for one another infuses every aspect of our work* (Bacow, 2020, May 6).

Strategies of positive politeness also include statements of friendship and solidarity such as **solidarity in-group identity markers**. In American business correspondence, university leaders use polite semi-formal markers in the final part of their statements: *«Sincerely, Larry»* или *«Sincerely, Christopher L. Eisgruber»,* etc.

To remain polite, the speakers adds courtesy formulas to their requests:

(16)   *Please see here for more information about the case; This is just some of what I believe. I hope you will pause during these troubled times to ask what you believe* (Bacow, 2020, May 30).

4. Discussion, conclusions, and implications

The findings of this present research have thrown new light on conceptual, pragmatic, and linguodidactic aspects of leadership communication in academia that will be discussed in the section below.

4.1. Conceptual and linguistic characteristics of the leadership discourse in academia

Based on the analysis of the corpus of the ApAx genre texts, AAD appears to be a strategic discourse containing accents, analysis, and assessments, including criticism and disapproval, declaring the values accepted by the academic community. The rhetoric of disagreement and disapproval involves the arguments to ethos, pathos, and logos, aimed at informing, and ensuring the validity of the need for the requested action, appeals of both declarative and directive nature. A set of techniques of negative and positive politeness helps achieve appropriate balanced communication in AAD.

The argument to *ethos* is provided by a high degree of addressee's trust and referring to the authoritative names. The widespread use of numerical expressions appeals to the arguments of *logos*. Pejorative verbs and adjectives that affect the emotional-figurative level of the recipients, *pathos,* are excessively used to implement the tactics of expressing explicit disapproval and discredit. It is worth noting that the use of negative vocabulary without argumentation creates only the effect of a squabble, so the pejorative lexical units appear in the system of counterarguments. Chief academic leaders balance the communicative strategy of disapproval with the means of positive and negative politeness, as we have shown above.

The dynamics of multidirectional strategies and the application of negative and positive politeness techniques provide a sense of objectivity in the evaluative discourse and indicate the strategic nature of leadership discourse. The strategy of 'retouching' sharp corners in communication with the help of certain methods allows minimizing discredit and targeted aggression and points to the diplomatic communication that the university leaders take part in. According to Barrett (2014), diplomatic communication is strategic communication, the purpose of which is to avoid or minimize serious conflicts between the parties. The evaluative (ethical) component of this genre also signals about the *authoritative* nature of leaders' communication, as opposed to *authoritarian* discourse aimed at achieving blind obedience and the attitude to have unlimited power over addressees, which can also manifest itself in aggressive verbal and non-verbal communication in relation to subordinates or partners. Even though the two types of communication have a common edge – influencing the audience, nevertheless, in the *authoritative* type of discourse its creators appeal to universal values, truth, and balanced communication (Barrett, 2014). According to our research findings, university leaders' communication is a form of authoritative discourse that articulates the values of an academic community.

Evaluation in discourse can be modeled as a qualification structure that includes values scale, stereotypes, and motivation (Dijk, 1981). Negative evaluative statements, intolerant rhetoric, criticism signals about the discourse of power, and such verbal elements of influence as pejoratives, and expressive metaphors that discredit communication partners encode the *independent* communicative style of the top management of American and British universities. Axiological communication strategies are associated in leadership theory with the problem of *ethos* and *ethics*, where, according to Barrett, the latter is a more significant component of leadership, because ethos (an organization's value system) is declarative, while ethics, as the internal attitudes and principles that guide leaders, require verbal expression, often overcoming mainstream attitudes (Meyer, 2014; Barrett, 2014).

The reproduction of repetitive utterances with the help of the pleonasm, stylistic means of expression to support the set of arguments *pro* inclusiveness of ethnic and sexual minorities in the academic community, sustainability points to the intertextual *tautology* within the entire volume of the texts of the ApAx genre. Drew Gilpin Faust, the President of Harvard University in 2007-2018, identifies the need to regularly reproduce similar ideas, and marks the underlying contradiction. On the one hand, as a scientist and historian she is not to duplicate material, but on the other, as a leader she has to repeat the same things over and over again in order to, in her words, to be better associated with her ideology: "… a leader needs to have a message that can be identified, understood, and incorporated by the constituency you're trying to lead. So, you just have to keep saying the same things over and over again" (Nagy, 2014).

4.2. Research findings in linguodidactic aspect

Intercultural competence has become nowadays the leading professional and communication strategy. The problem of foreign language communication attracts and unites the efforts of specialists in a number of scientific areas, because "its exhaustive study is hardly possible within the framework of one discipline – linguistics, linguodidactics, sociology or anthropology" (Hymes, 1974). As Tarasova (2020) put it, the use of integrative frameworks, synthesized concepts, models, and methods that would combine elements of cognitive science, semiotics, social psychology, socio-, ethno- and psycholinguistics, and ethnomethodology mutually complement each other. It allows comprehending the essence of intercultural communication and learning not only accessible meanings at surface structures, but also deep archetypes and stimuli that control the verbal behavior of the representatives of the ethnic group, constructing their own culturally original construal of the world (Tarasova, 2020).

The range of central themes (concepts) identified in this study underline values that are supported in the Anglo-Saxon academic culture. The university leaders insist on supporting:

a) *inclusiveness*, i.e. accepting LGBT and ethnic minorities. Explicitly expressed disagreement regarding the violation of the rights of individuals within various minority groups in the academic community serves as the form of defending the value of acceptance and tolerance – "united we stand, divided we fall" which form the basis of Anglo-Saxon culture;

b) *academic freedom*, i.e. the right of the academic community members to have an independent opinion, different from the city governors' opinion, providing space for the free and objective search for ideas and the veritas (the truth), which is also the motto and mission of Harvard University;

c) *ecocentricity*, promoting the ideas of a sustainable society, that is also related to the ethics. They point to the peculiarities of the national psychology (values) of the people and the philosophical, social and religious roots that feed them (Tarasova, 2020).

In addition, the identified concepts enable to form the foreign language and cultural competence based on the core values, which contribute to high-quality communication between communities (Meyer, 2014, pp. 166-184).

The training of an AA in the higher education system (university presidents, senior and junior AA) has been the focus of discussions over the past 20 years. However, as a study of publications on this issue shows, there is still no clear understanding of the structure, content, and methods of educational programs for training university leaders (LaMagdeleine et al., 2009). Critics of leadership training programs argue that there is not enough connection between the theory outlined in training programs and the practical experience of leaders at work. It is generally recognized that the incorporation of the practicing academic leaders' experience in the training of the department heads at the university is crucial. The integration of the *discursive strategies of university leaders* with the consideration of the conceptual, appellative and axiological material of the study can determine the innovativeness and success of the academic leaders' training.

To recapitulate, our complex analysis of the corpus of the ApAx genre speeches of the Presidents and Vice-Chancellors of the American and British top universities has revealed the balanced strategy in disapproval and criticism offering value-centered communication, adapting discursive strategies of positive and negative politeness to protect academic values. We hope that our findings will be of practical help for leaders in the system of higher education in their authoritative and strategic (diplomatic, ethical) communication. Furthermore, communication strategies and tactics described in this paper can be integrated into the training programs for the AA to improve professional competence. Theoretically, further analysis of language as an instrument of social power may eventually lead to a unified view on the role of discourse strategies in academic communication.

References

Barrett, D. J. (2014). *Leadership Communication*, 4th edition. New York, NY: McGraw-Hill Education.

Bawarshi, A. S., & Reiff, M. J. (2010). *Genre: An introduction to history, theory, research, and pedagogy*. West Lafayette, Indiana: Parlor Press.

Brandebury, A. R. (2015). *Speaking to value: A content analysis of state of the university speeches*. (Unpublished doctoral dissertation). Indiana State University, ProQuest Dissertations Publishing.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage.* Cambridge: Cambridge University Press.

Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education, 32*(6), 693-710. https://doi.org/10.1080/03075070701685114

Dijk, T. A. van. (1981). Discourse studies and education. *Applied Linguistics, II*(1), 1-26. https://doi.org/10.1093/applin/II.1.1

Fairclough, N. (1989). *Language and power*. London: Longman.

Govorukha, N. (2009). Strategicheskiye aspekty upotrebleniya tavtologicheskikh vyskazyvaniy v dialoskom diskurse) Diskursologíya í língvístika tekstu. [Srategic aspects of tautology usage in dialogue discourse. Discoursology and linguistics of the text]. *Visnyk Kharkivskoho natsionalnoho universytetu imeni V. N. Karazina, 848,* 110-113.

Grice, P. (1975). *Logic and conversation*. In P. Cole, & J. Morgan (Eds.), *Syntax and Semantics*, *3*: *Speech Acts* (pp. 41-58). New York, NY: Academic Press, Retrieved from https://www.ucl.ac.uk/ls/studypacks/Grice-Logic.pdf

Hymes, D. (1974). *Foundations of sociolinguistics: An ethnographic approach*. Philadelphia, PA: University of Pennsylvania Press.

Jucker, A., & Taavitsainen, I. (Eds.) (2020). *Manners, norms and transgressions in the history of English: Literary and linguistic approaches [Pragmatics & Beyond New Series, 312].* John Benjamins. https://doi.org/10.1075/pbns.312

Lakoff, G. (1973). *Hedges. A study in meaning criteria and the logic of fuzzy concepts*. Retrieved from https://escholarship.org/uc/item/0x0010nv

LaMagdeleine, D. R., Maxcy, B. D., Pounder, D. G., & Reed, C. J. (2009). The context of university-based educational leadership preparation. In M. D. Young, G. M. Crow, J. Murphy, & R. T. Ogawa (Eds.), *Handbook of research on the education of school leaders* (pp. 129-156). New York, NY: Routledge.

Leech G. N. (1983). *Principles of Pragmatics*. London, New York: Longman.

Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York, NY: Public Affairs.

Miller, C. (1984). Genre as social action. *Quarterly Journal of Speech, 70,* 151-167.

Molodcha, N. S. (2021). Administrativno-akademicheskii diskurs i yego zhanrovyye osobennosti (na materiale publichnykh vustupleniy rukovoditeley amerikanskikh I britanskikh vuzov) [Administrative and academic discourse and its genre peculiarities (based on the official statements of the leading American and British university leaders). *Sovremennye podkhody k metodologii lingvisticheskikh i linguodidakticheskikh issledovaniy* (pp. 62-93). Kharkov: People's Ukrainian Academy. https://doi.org/10.5281/zenodo.5047832

Molodcha, N., Khilkovska, A. (2022). Yazykovye sredstva vyrazhenyya krytyky v kommunykatsyy lyderov akademycheskykh soobshchestv [Language means of expressing criticism in the communication of academic community leaders]. *Tezy dopovidey KHXI naukovoyi konferentsiyi z mizhnarodnoyu uchastyu "Karazins'ki chytannya: Lyudyna. Mova. Komunikatsiya"* (pp. 46-48). Kharkiv: V. N. Karazin Kharkiv national university. Retrieved from file:///C:/Users/natal/Downloads/1643824169651651.pdf

Nagy, E. (2014, August 4). Drew Gilpin Faust has attacked Harvard's diversity problem. *Fast Company Newsletters.* Retrieved from https://www.fastcompany.com/3031331/drew-gilpin-faust

Partch, J. J., & Kinnier, R. T. (2011). Values and messages conveyed in college commencement speeches. *Current Psychology*, *30*(1), 81-92. http://doi.org/10.1007/s12144-011-9101-6

Pocheptsov, G. (1986). *Osnovy pragmaticheskogo opisaniya predlozheniya* [Foundations of pragmatic description of the sentence]. Kyiv: Vyssha shkola.

Searle, J. R. (1975). Indirect speech acts. In P. Cole, & J. L. Morgan (Eds.), *Syntax and Semantics*, Vol. 3, Speech Acts (pp. 59-82). New York: Academic Press.

Shevchenko, I., Alexandrova, D., & Gutorov, V. (2021). Impoliteness in parliamentary discourse: a cognitive-pragmatic and sociocultural approach. *Cognition, communication, discourse, 22,* 77-94. http://doi.org/10.26565/2218-2926-2021-22-05

Shevchenko, I., & Gutorov, V. (2019). A cognitive-pragmatic perspective on apologies in English and Ukrainian discourse. *Lege artis. Language yesterday, today, tomorrow. The journal of University of SS Cyril and Methodius in Trnava, IV*(2), 301-341. Retrieved from https://lartis.sk/wp-content/uploads/2019/11/ShevchenkoGutorov_Issue-2_2019.pdf

Sifianou, M., & Blitvich, P. G.-C. (2019). Im/politeness and discursive pragmatics. *Journal of Pragmatics, 145*, 91-101. https://doi.org/10.1016/j.pragma.2019.03.015

Tarasova, O. (2020). Sinergetika i nauka o yazyke: kontseptsii i printsipy sinergetiki v lingvisticheskikh issledovaniyakh, provodimykh v KHGU «NUA» [Synergistics and science about the language: concepts and principles of synergistics in language studies held in People's Ukrainian academy]. *Vcheni zapiski HGU NUA*, *25,* 302-314. http://doi.org/10.5281/zenodo.3707942

Sources of illustrations

Bacow, L. S. (2020, May 6). Statement on issuance of final title IX rule by the U.S. Department of education. Retrieved from https://www.harvard.edu/president/news/2020/statement-on-issuance-of-final-title-ix-rule-by-the-u-s-department-of-education/

Bacow, L. S. (2020, May 30). What I believe. Retrieved from https://www.harvard.edu/president/news/2020/what-i-believe/

Bacow, L. S. (2020, June 21). Racist email attack. Retrieved from https://www.harvard.edu/president/news/2020/racist-email-attack/

Bacow, L. S. (2020, July 7). Statement from President Bacow on ICE guidance issued today. Retrieved from https://www.harvard.edu/president/news/2020/statement-from-president-bacow-on-ice-guidance-issued-today

Faust, D. (2018, March 26). Response to the Report of the task force on inclusion and belonging. Retrieved from https://www.harvard.edu/president/news-faust/2018/response-to-the-report-of-the-task-force-on-inclusion-and-belonging/

Faust, D. (2018, June 12). Defending diversity. Retrieved from https://www.harvard.edu/president/news-faust/2018/defending-diversity

Richardson, L. (2017, September 6). Statement from Louise Richardson, Vice-Chancellor. Retrieved from https://www.ox.ac.uk/news/2017-09-06-statement-louise-richardson-vice-chancellor

Richardson, L. (2018, October 2). Vice-Chancellor's oration 2018. Retrieved from https://www.ox.ac.uk/news/2018-10-02-vice-chancellors-oration-2018

СТРАТЕГІЇ КРИТИКИ ТА НЕСХВАЛЕННЯ
В АДМІНІСТРАТИВНО-АКАДЕМІЧНОМУ ДИСКУРСІ

Наталя Молодча
кандидат філологічних наук, доцент,
Харківський гуманітарний університет
«Народна українська академія»
(вул. Лермонтовська, 27, Харків, 61024, Україна);
дослідник у Віденському економічному університеті
(Welthandelsplatz 1, 1020, Відень, Австрія);
e-mail: natalia.molodcha@gmail.com;
ORCID: https://orcid.org/0000-0002-8467-6408
Ася Хільковська
доцент, Харківський гуманітарний університет
«Народна українська академія»
(вул. Лермонтовська, 27, Харків, 61024, Україна);
e-mail: asia.khilkovska@gmail.com;
ORCID: https://orcid.org/0000-0003-1659-9428

Анотація
У статті розглядається проблема комунікативних стратегій передачі критики та несхвалення, які використовують ректори провідних американських та британських університетів у системі звернень апелятивного жанру. Результати дослідження вказують на те, що дискурсивна репрезентація керівників ВНЗ, які критично оцінюють ті чи інші рішення та події, формує мовну та соціокультурну комунікативну жанрову систему, гармонізація якої досягається ефективними риторико-комунікативними засобами. Апелятивні жанрові висловлювання адміністративно-академічного дискурсу характеризуються динамізмом застосування стратегій позитивної та негативної ввічливості, а також регулярністю відтворення ціннісно центричних аргументів, що актуалізує систему цінностей академічних спільнот США та Великої Британії. Дискурсивна поведінка головних адміністраторів університетів містить риторику, що апелює до логіки, емоцій адресата (пафос) і ґрунтується на аргументах етосу, поєднуючи це з лексико-стилістичними засобами, які «загрожують обличчю» адресата, та стратегічною тавтологією для забезпечення значущості системи цінностей академічної спільноти. Теми, завдання та тактичні засоби, що визначені у зверненнях керівників університетів, роблять серйозний внесок у формування концептуального середовища англомовної академічної спільноти. Результати цього дослідження деталізують дискурсивно-жанрову специфіку адміністративно-академічного дискурсу, а також стратегії несхвального (конфліктного) дискурсу. Комунікативна ідентичність лідерів американських та британських ВНЗ сформована на перетині системи цінностей і стратегічного характеру комунікації, тому може слугувати моделлю лідерської комунікації та ресурсом підвищення компетентності сучасних академічних лідерів.

Ключові слова: адміністративно-академічний дискурс, апелятивний жанр, дискурс-аналіз, стратегія критики та несхвалення, теорія ввічливості.