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This issue presents findings of researchers from Ukraine, Armenia, and Poland who reveal cognitive and communicative aspects of text and discourse of different genres: manipulative strategies in political and mass-media discourse; cognitive pragmatics of American presidential debates etc. The authors address conceptualization and prosody of emotions: the event concept of EMPATHY in English juvenile fantasy prose; the concept of DISTRESS in English media; prosodic organization of English utterances of sympathy. A cognitive linguistic approach underpins the description of user-driven principles of compiling an active learner's construction-combinatory thesaurus. The material for research articles is mainly English. In articles reporting results of political discourse studies, their contents comply with international standards for critical discourse analysis and are their author's responsibility.

For linguists, teachers, graduate students and undergraduates.

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені В. Н. КАРАЗІНА

КОГНІЦІЯ, КОМУНІКАЦІЯ, ДИСКУРС

Напрямок "Філологія"

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У цьому випуску представлені висновки дослідників з України, Вірменії та Польщі, які розкривають когнітивні та комунікативні аспекти тексту та дискурсу різних жанрів: маніпулятивні стратегії в політичному та мас-медійному дискурсі; когнітивну прагматику американських президентських дебатів тощо. Автори звертаються до концептуалізації та просодії емоцій: подієвий концепт EMPATHY в англійській юнацькій фантастичній прозі; концепт DISTRESS в англійських ЗМІ; просодична організація англійських висловлень симпатії. Когнітивний лінгвістичний підхід лежить в основі опису принципів укладання активного навчального конструкційно-комбінаторного тезаурусу з урахуванням користувача. Матеріалом для дослідницьких статей є переважно англійська мова. У статтях, що повідомляють про результати досліджень політичного дискурсу, їх зміст відповідає міжнародним стандартам для критичного аналізу дискурсу та є відповідальністю їх авторів.

Для лінгвістів, викладачів, аспірантів і магістрантів.

Затверджено рішенням Вченої ради
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МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ УКРАИНЫ

ХАРЬКОВСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ
имени В. Н. КАРАЗИНА

КОГНИЦИЯ, КОММУНИКАЦИЯ, ДИСКУРС

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В этом выпуске представлены результаты исследований ученых Украины, Армении и Польши, которые раскрывают когнитивные и коммуникативные аспекты текста и дискурса разных жанров: манипулятивные стратегии в политическом дискурсе и дискурсе СМИ; когнитивную прагматику президентских дебатов в США и др. Авторы обращаются к концептуализации и просодии эмоций: событийный концепт EMPATHY в английской юношеской фантастической прозе; концепт DISTRESS в английских СМИ; просодическая организация английских высказываний сочувствия. Когнитивно-лингвистический подход лежит в основе описания принципов составления активного учебного конструкционно-комбинаторного тезауруса с учетом пользователя. Материал для исследовательских статей преимущественно английский. В статьях, сообщающих о результатах исследований политического дискурса, их содержание соответствует международным стандартам критического анализа дискурса; ответственность за их содержание несут авторы.

Для лингвистов, преподавателей, аспирантов и магистрантов.

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UDC 811.111:159.942.5

EVENT CONCEPT OF EMPATHY
IN ENGLISH JUVENILE FANTASY PROSE

Oksana Doichyk
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O. Doichyk, N. Ivanotchak. Event concept of EMPATHY in English juvenile fantasy prose. The article deals with the research of lingual cognitive and pragmatic aspects of empathy in juvenile fantasy prose. It reveals the nature of empathy from the perspective of cognitive linguistics, linguistic emotiology, and pragmalinguistics. The properties of empathy verbalization in juvenile fantasy prose are researched, namely the lexical and grammatical means of verbalization of the corresponding concepts and empathic illocutionary types of psychological support in discursive contexts of the English juvenile fantasy prose. The implementation of both pragmatic and lingual cognitive research findings in the light of cognitive-discursive paradigm revealed the basis of empathy conceptualization and the multifaceted empathic context. The interpretation of EMPATHY meaning is performed by means of schematic cognitive mapping, as well as via establishing the correlation of empathy determinants in discursive contexts which present the communicative strategy of empathy. The componential analysis of definitions of various affective and cognitive states and processes connected with empathy, such as compassion, understanding, sympathy etc., as well as their antonyms, and determination of weight, status and hierarchy of the corresponding semes in vocabulary definitions, showed that generally accepted and empirically proved division of empathy into affective and cognitive is reflected in the language. The analyses revealed affective (feeling, sympathy, sorrow) cognitive (knowledge, ability, understanding) semes in the definitions of empathy types attributing them to either affective or cognitive group. Types of empathy, which belong to the same affective or cognitive group, are not equal in the degree of empathy manifestation. The factor or driving force for upgrading (or downgrading) to a different level is action. While partly addressing social functioning, EMPATHY is turned to cognition and emotion, thus being framed as a social psychological event concept. As an event concept EMPATHY emerges in consciousness and in verbal behavior under the influence of human activity in a certain communicative-pragmatic situation, arising in a variety of constituents of the COGNITIVE and AFFECTIVE parcels of the domain of EMPATHY and unfolding in two scripts which reflect its active and passive manifestations.

Keywords: empathy, event concept, conceptual domain, script, juvenile fantasy prose.

О. Дойчик, Н. Іванотчак. Подієвий концепт ЕМПАТІЯ в англомовній дитячій прозі жанру фентезі. Статтю присвячено вивченню лінвокогнітивних та прагматичних аспектів вербалізації емпатії в дитячій англомовній прозі фентезі. Розкрито глибинну природу емпатії з позиції когнітивної лінгвістики, лінгвістичної емотіології та прагмалінгвістики. Вивчено особливості вербалізації емпатії в англомовній дитячій прозі фентезі, а саме: лексико-граматичні засоби вербалізації відповідних концептів та емпатійні іллокутивні типи психологічної підтримки в дискурсивних контекстах англомовної дитячої прози фентезі. Залучення результатів як прагматичних, так і лінгвокогнітивних досліджень у ракурсі когнітивно-дискурсивної парадигми дозволило повною мірою описати засади концептуалізації емпатії та багатовимірність контексту емпатійних висловлень. Інтерпретація смислу емпатії здійснюється шляхом застосування інструментарію схемного когнітивного мапування, а також шляхом встановлення кореляції детермінант емпатії в дискурсивних контекстах, що представляють комунікативну стратегію емпатії. Компонентний аналіз значень виявлених у тезаурусах лексем на позначення емоційних та когнітивних станів, що пов'язуються з емпатією

(симпатія, розуміння, співчуття та ін.) та їх антонімів, а також визначення ваги та ієрархії сем у словниковому визначенні, показали, що загальноприйнятий та підтверджений емпіричними дослідженнями умовний розподіл емпатії на когнітивну та афективну відображається в мові. Аналіз засвідчує наявність сем, що виражають емоційність (feeling, sympathy, sorrow) та когніцію (knowledge, ability, understanding) у визначеннях станів емпатії, та дозволяє віднести їх до афективного чи когнітивного типу емпатії відповідно. Стани емпатії, що належать до певного когнітивного чи афективного типу, не є рівнозначними за ступенем вираження емпатії. Чинником переходу на вищий чи нижчий рівень є дія. Будучи з одного боку зверненою на соціальне функціонування, а з іншого – на мислення та емоції, емпатія постає суспільно-психологічним подієвим концептом. Як подієвий концепт ЕМПАТІЯ виникає у свідомості та вербальній поведінці під впливом людської діяльності в певній комунікативно-прагматичній ситуації, постаючи в різноманітті конституентів когнітивної та АФЕКТИВНОЇ парцел домену ЕМПАТІЯ та розгортаючись у двох скриптах, які представляють її активні та пасивні прояви.

Ключові слова: емпатія, подієвий концепт, концептуальний домен, скрипт, дитяча проза фентезі**.**

О. Дойчик, Н. Иванотчак. Событийный концепт ЭМПАТИЯ в англоязычной детской прозе жанра фэнтези. Статья посвящена изучению лингво-когнитивных и прагматических аспектов вербализации эмпатии в детской англоязычной прозе фэнтези. Раскрыто глубинную природу эмпатии с позиций когнитивной лингвистики, лингвистической эмотиологии и прагмалингвистики. Изучены особенности вербализации эмпатии в англоязычной детской прозе фэнтези, а именно лексико-грамматические средства вербализации соответствующих концептов и эмпатийных иллокутивных типов психологической поддержки в дискурсивных контекстах англоязычной детской прозы фэнтези. Привлечение результатов прагматических и лингво-когнитивных исследований в ракурсе когнитивно-дискурсивной парадигмы позволило в полной мере описать принципы концептуализации эмпатии и многомерность контекста эмпатийных высказываний. Интерпретация смысла эмпатии осуществляется путем применения инструментария схемного когнитивного картирования, а также путем установления корреляции детерминант эмпатии в дискурсивных контекстах, представляющих коммуникативную стратегию эмпатии. Компонентный анализ значений выявленных в тезаурусах лексем для обозначения эмоциональных и когнитивных состояний, связываются с эмпатией (симпатия, понимание, сочувствие и др.) и их антонимов, а также определения веса и иерархии сем в словарном определении, показали, что общепринятое и подтвержденное эмпирическими исследованиями условное деление эмпатии на когнитивную и аффективную отображается в языке. Анализ показывает наличие сем, выражающих эмоциональность (feeling, sympathy, sorrow) и когницию (knowledge, ability, understanding) в определениях состояний эмпатии, и позволяет отнести их к аффективному или когнитивному типу эмпатии соответственно. Состояния эмпатии, принадлежащие к определенному когнитивному или аффективному типу, не являются равнозначными по степени выражения эмпатии. Фактором перехода на более высокий или низкий уровень есть действие. Будучи с одной стороны обращенной на социальное функционирование, а с другой – на мышление и эмоции, эмпатия предстает социально-психологическим событийным концептом. Как событийный концепт, ЭМПАТИЯ возникает в сознании и вербальном поведении под влиянием человеческой деятельности в определенной коммуникативно-прагматической ситуации, являясь в многообразии конституентов КОГНИТИВНЫХ и АФФЕКТИВНЫХ парцелл домена ЭМПАТИЯ и разворачиваясь в двух скриптах, представляющие ее активные и пассивные проявления.

Ключевые слова: эмпатия, событийный концепт, концептуальный домен, скрипт, детская проза фэнтези.

1. Introduction

In the context of the anthropocentric paradigm, the interest in studying various means by which language represents different traits and states of personality has markedly increased. Empathy is a universal preverbal cognitive-affective form of psychic reflection determining the agent's behaviour in social interaction, and is verbalized by symbols. The skills of understanding other people's intentions and emotions through their language, observing their movements, postures, inherent in the system of mirror neurons of the human brain, are necessary for a successful social interaction

(Schwartz, 2013). As a special form of psychic reflection based on mirror neurons and covering a wide range of emotional and cognitive states, empathy is a complex phenomenon. The implementation of both pragmatic and lingual cognitive research findings (Kravchenko, 2012; Martyniuk, 2016; Morozova, 2005; Shevchenko, 2014) in the light of cognitive-discursive paradigm revealed the basis of empathy conceptualization and the multifaceted empathic context.

The research of empathy conducted by neurologists (Schwartz, 2013 etc.), social psychologists (Nickerson, 2009; Stanger, 2012 etc.), and linguists (Aznabayeva, 2015; Anishchenko, 2015; Tatsenko, 2017, etc.) has been aimed at grasping the nature of human-world interaction. The phenomenon of empathy has come into the focus of cognitive research of literary texts (Vorobyova, 2006), cognitive metaphor (Lakoff, 2001) and pragmatics of dialogue discourse (Koziarevych, 2006). The spheres of verbal empathy and empathic speech acts in French have been analysed (Kuznetsova, 2010), illocutionary empathic acts in French dialogue discourse such as understanding, compassion, sympathy have been researched (Anishchenko, 2015; Haziziov, 2015). However, the structure of empathy conceptual domain and its substantiation as the event concept in juvenile fantasy prose is yet to be discussed.

The study of empathy verbalization in juvenile fantasy prose is crucial given the didactic nature of this type of discourse and the prospective influence of empathic expressions on social consciousness. In juvenile fantasy discourse empathy is compared to magic: it is the force that can be used both for evil (for manipulation and control) and for good (for understanding and compassion). Empathy can be metaphorically described as the invisible background which ontologically defines the *rerum natura*: the verbalization of empathic and non-emphatic concepts of COMPASSION, PITY, MISUNDERSTANDING, BULLYING in juvenile fantasy prose performs the didactic function of discourse and shapes the principles of socialization and emotional intelligence of juvenile readers.

2. Methodology and methods

The structure of the social psychological event concept of EMPATHY is determined by means of M.V. Nikitin's modus model, presenting EMPATHY as a gestalt formation: the meaningful, conscious mental structure existing as a complex of interconnected operational modi, which perform functions of systematization and categorization (Nikitin, 2004). The modus structure is based on the dichotomy "general vs. singular", embodied in the logical notion (i.e. knowledge without assessment), concept (containing assessment and attitude) and image, which is an intermediary link between the two and can be manifested at the level of a single entity or at the level of the whole class of entities (Nikitin, 2004, p. 59). The tools for modelling EMPATHY as a holistic conceptual structure are graduality and image schemas.

According to M.V. Nikitin, the structure and features of the concept are determined by the type of entity it presents (Nikitin, 2004, p. 60). Systematization of constitutive features of the entity is carried out by identifying its logical notion, which is established at the linguistic level by means of cognitive-semasiological interpretation of the semantic properties of the concept name in typical contexts recorded in dictionaries, that is, by means of componential analysis. EMPATHY includes cognitive (understanding other people's mental states) and affective components (emotional reaction to the experience of others). Componential and definition analyses of the concept name (lexeme *empathy*), its synonyms and antonyms forming the lexical-semantic group of empathy, revealed cognitive features of the social psychological event concept of EMPATHY, and contributed to its research in discourse.

Concepts and Cognitive Domains. The concept is not an isolated unit of human experience. It exists as part of the background knowledge structures—domains (Clausner & Croft, 1999; Prykhodko, 2008; Zhabotynska, 2013). A domain is defined as "any coherent area of conceptualization… context for the characterization of a semantic unit" (Langacker, 2008, p. 47), i.e. system of concepts correlated in such a way that to understand one of them it is necessary to

understand the whole structure in which they belong. This structure is described within a certain conceptual hierarchy of the domain (Zhabotynskaya, 2009, p. 5) or conceptual field (Prykhodko, 2008, p. 174). A domain is a structured area of background knowledge. However, a domain in the broadest sense of the term can be any concept or field of experience: it can be applied to a broad associative field and to a conceptual category united by hypero-hyponymic connections (Zhabotynskaya, 2009, p. 64). Thus, the conceptual sphere is a network of domains, each of the domains is a network of parcels, each of the parcels is a network of concepts, each concept is a network of features which characterize it (Zhabotynskaya, 2009, p. 64).

In the process of acquiring mental experience, conceptual hierarchies are formed, which include domains of different levels. To distinguish these levels, we use the terms suggested by S.A. Zhabotynskaya: a 'conceptual sphere' stands for the analysed conceptual space, a 'domain' stands for information unit within the concept sphere, a 'parcel' stands for the information unit within the domain, while the concept is the constituent of the parcel signified by a word or another language unit (Zhabotynskaya, 2009, p. 5).

As empathy encompasses a wide range of emotional-cognitive states and processes, including cognitive (understanding other people's mental states) and affective components (emotional response to the experience of others), the structuring of the event concept of EMPATHY requires the usage of categorization models.

Categorization Models. Categorization is the structuring of information about the world that forms certain categories. The formation of a category is closely connected with the formation of a concept or group of concepts around which it is built, i.e. with the process of conceptualization. Central to the processes of categorization and conceptualization are the concepts of prototype and basic level. The basic level of categorization is the level of associations where the traits most relevant to consciousness are concentrated. Units of this level are the most frequent, structurally simple and informative, including maximum features of an entity as a prototype in its category, and are the first to be learned in ontogenesis (Lakoff, 2003, p. 30).

The primacy and centrality of the concepts of the basic level can be traced in the categories of emotions: universal basic emotions must be correlated in the autonomic nervous system, correlated with facial expressions and based on embodied cognition (Lakoff, 2003, p. 30).

Summarizing the study of basic levels, J. Lakoff identifies models of categorization (cognitive models) (Lakoff, 2003, p. 31). Distinguishing the terms of a conceptual and a cognitive model, which are often used synonymously, S. A. Zhabotynskaya characterizes the conceptual model as a database, an ordered structure of knowledge representation formed without the use of cognitive operations (focusing, schematization, profiling, etc.). The cognitive model is defined as the structure of the database, modified by cognitive operations (Zhabotynskaya, 2009, p. 61). These models describe the mechanisms of conceptual system formation as a basis for thought processes and ways of conceptualizing reality:

- propositional models that characterize entities and indicate the relationships between them;
- image schemas that structure more complex cognitive structures by means of basic units representing sensor and motor experience;
- metaphorical models, which are the transition from propositional or schematic models of one sphere to the corresponding models of another sphere. Such a metaphorical transition is possible due to the structuring of both spheres as matrices of domains containing compatible image schemas;
- metonymic models that conceptualize reality on the basis of substitution of entities within the common sphere of human experience (Lakoff, 2003, p. 32).

These structures of knowledge are the background for cognitive processing and meaning reconstruction, where the main means of the conceptual sphere representation are propositional models and image schemas which contribute to the metaphorical transfer.

Image-schematic approach represents complex conceptual structures in terms of simpler conceptual components (Lakoff, 2003, p. 33). Within the cognitive-discursive approach, schematic images allow to establish patterns in the process of meaning formation and categorize the event concept of EMPATHY.

3. Categorization of empathy

Empathy is a universal preverbal cognitive-affective form of psychic reflection determining the agent's behaviour in social interaction, and is verbalized by symbols adopting axiological meaning. While partly addressing social functioning, empathy is turned to cognition and emotion, thus being framed as a social psychological event concept (Chesnokov, 2009; Shevchenko, 2015). As an event concept EMPATHY emerges in consciousness and in verbal behaviour under the influence of human activity in a certain communicative-pragmatic situation, arising in a variety of constituents of the COGNITIVE and AFFECTIVE parcels of the domain of EMPATHY and unfolding in two scripts which reflect its active and passive manifestations. The event concept of EMPATHY is a structured unity of meanings, including 'ability', 'understanding', 'feeling', 'tact', 'sympathy', 'pity', 'compassion'. Under the influence of human activity in a certain communicative-pragmatic situation of EMPATHY arises in consciousness and verbal behaviour, unfolding as a behavioural reaction in two scripts (action frames), reflecting the passive and active manifestations of empathy.

An event concept consists of categorical, logically interconnected semantic unities that reflect a person's awareness of the course of events in reality (Shniakina, 2015). It is defined as a model of activity reflected in an individual's mind, which is described in terms of social interaction, i.e. from the standpoint of its motive, purpose, as well as its strategies and tactics (Chesnokov, 2009, p. 6). One of the ways to research the event concept is to build a model that allows to outline its qualities and predict its unfolding, reflecting the structured knowledge in the form of a frame, script, etc. (Shevchenko, 2015; Shniakina, 2015).

The frame is a unified structure of knowledge, schematization of experience (Fillmore, 1982, p. 111); data structure, which reflects the knowledge about a stereotypical situation, obtained from previous experience, and the text describing this situation (Minsky, 1975). According to the conceptual content, frames are classified as static, containing knowledge about a certain state of affairs, and dynamic (scenarios, scripts), representing knowledge about the course of events. Concepts of the dynamic type correspond to the frame scenario—a sequence of episodes unfolding in time and space (Shevchenko, 2015).

M. Minsky defines a frame scenario as a typical structure for a certain action, event, concept (Minsky, 1975). The frame scenario differs from the static frame by the presence of the basic elements, i.e. action and temporal and causal connections. Figure 1 depicts the first phase of the event concept EMPATHY, hierarchically organized in the action frame, which reflects *the passive manifestations of empathy (understanding, pity, sympathy)*.

Empathy Phase 1. Phase 1 consists in transforming the recipient's state into one's own (experiencing the corresponding emotional states, awareness of motives, intentions of the recipient of empathy, etc.) and the nomination of this state by lexical and grammatical means of verbalization of the corresponding units of the event concept of EMPATHY: SOMEONE agent (subject of EMPATHY) acts towards SOMEONE experiencer (subject of empathy / 3d person / reader); acts THERE (consciousness); acts HOW (METHOD) transforming the recipient's state into one's own; acts for the PURPOSE / RESULT of expressing one's own emotional state; acts HOW (MANNER) sincerely. The concept of EMPATHY is characterized by another ontological feature—capacity. Therefore, the action frame is complemented by a subject frame, which characterizes the agent (subject of EMPATHY) as ONE that has the capacity to be empathic.
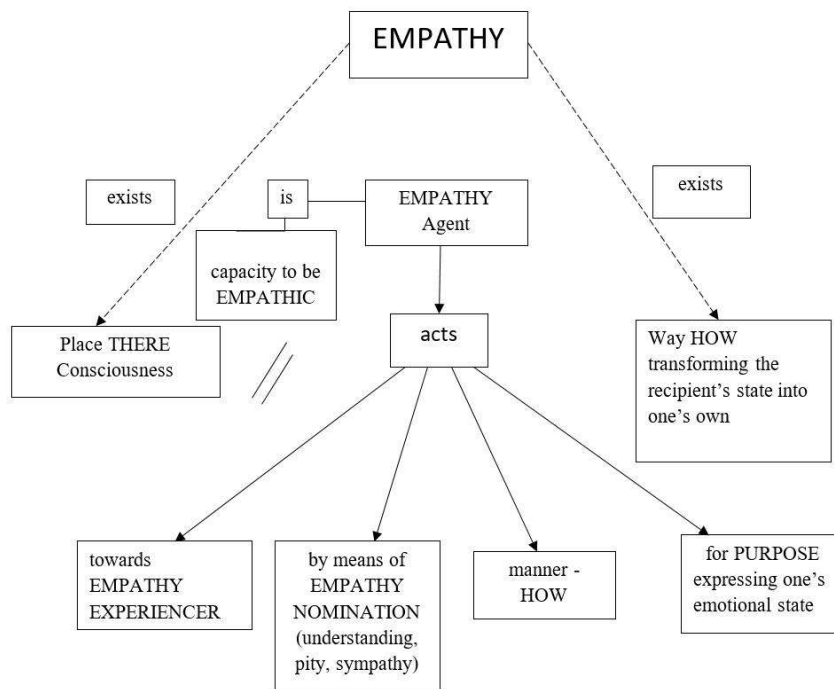
Fig.1. Empathy Phase 1 (Passive manifestations)

Empathy consists of understanding another person's emotional state and tolerant communication of the understanding:

(1) *Harry couldn't imagine when that would be. Dumbledore looked **as though he knew what Harry was thinking**. "I knew your father very well, both at Hogwarts and later, Harry," he **said gently**. "He would have saved Pettigrew too, **I am sure of** it." Harry looked up at him. **Dumbledore wouldn't laugh**—he could tell Dumbledore…* (Rowling, 1999, p. 427).

The abovementioned example illustrates the empathic understanding of Harry's emotional state (who blamed himself for rescuing the man who had betrayed his parents and caused their death) and a tolerant communication of this understanding (*said gently*) in an attempt to comfort Harry by expressing confidence that his father would do the same. The expression *I am sure* is often used in discursive contexts of empathy to nominate understanding, with approval expressed by nonverbal means (e.g. *smiling, with a smile, say gently* (tone)):

(2) *"Harry, Cedric, I suggest you go up to bed," **said** Dumbledore, **smiling** at both of them. "**I am sure Gryffindor and Hufflepuff are waiting to celebrate with you**, and it would be a shame to deprive them of **this excellent excuse to make a great deal of mess and noise**."*(Rowling, 2000, p. 282)

This example expresses the understanding and approval of the students' desire to celebrate the selection of Cedric and Harry as champions of the Triwizard Tournament.

(3) *"This? It is called a Pensieve," said Dumbledore. "I sometimes find, and **I am sure you know the feeling**, that I simply have too many thoughts and memories crammed into my mind."* (Rowling, 2000, p. 597)

(4) *Harry **knew** what **it must have cost him** to try and find them in the dark, to warn them.* (Rowling, 1998, p. 243)

The unfolding of the initial phase of the event concept of EMPATHY is observed in all types of discursive contexts of empathy (empathy manifestations in the characters' lines, the author's narratives, as well as the descriptions of empathy, expressing the author's assessment of characters addressed to the reader):

(5) *... **poor** Mr. Baggins said he was sorry so many times, that at last he grunted "pray don't mention it", and stopped frowning (Tolkien, n.d.).*
     ***Poor** Bilbo couldn't bear it any longer. At may never return he began to feel a shriek coming up inside, and very soon it burst out like the whistle of an engine coming out of a tunnel (Tolkien, n.d.).*

Empathy Phase 2 represents the development of ***active manifestations of empathy***, aimed at improving the emotional state of the recipient (Fig. 2.):
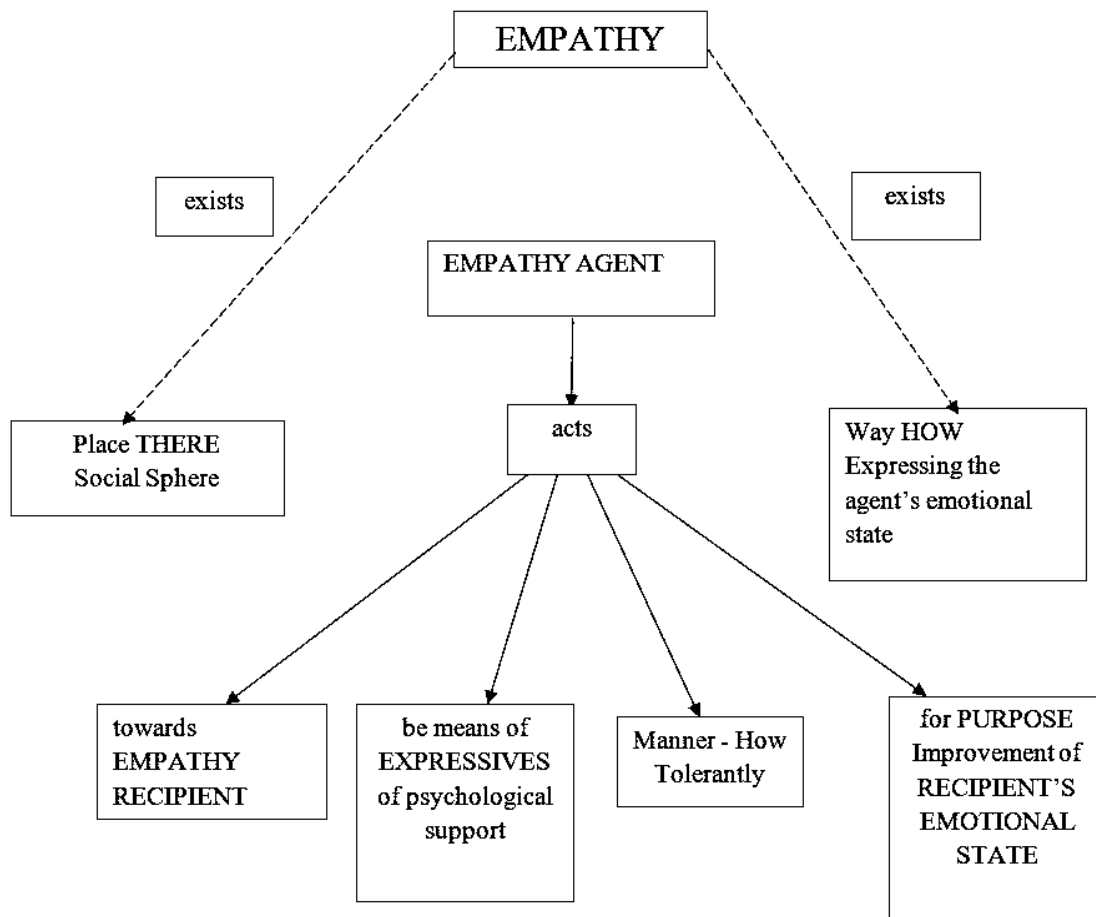
Fig. 2. Empathy Phase 2 (Active Manifestations)

SOMEONE agent (subject of EMPATHY) acts towards SOMEONE recipient (object of EMPATHY); operates THERE (social sphere); acts HOW (METHOD) expressing one's own emotional state; acts for the PURPOSE / RESULT of improving the recipient's emotional state; acts with the help of SUCH TOOLS

(expressives of psychological support: consolation, compassion, understanding, encouragement); acts HOW (MANNER) tolerantly:

(6) *"Possibly no one's warned you, Lupin, but this class contains Neville Longbottom. I **would advise you not to entrust him with anything difficult.** Not unless Miss Granger is hissing instructions in his ear." Neville **went scarlet**. Harry glared at Snape; it was **bad enough that he bullied Neville in his own classes**, let alone doing it in front of other teachers. Professor Lupin had raised his eyebrows. "I was hoping that Neville would assist me with the first stage of the operation," he said, "and **I am sure he will perform it admirably."** Neville's face went, if possible, **even redder*** (Rowling, 1999, p. 132).

This example demonstrates tolerant communication of understanding Neville's condition in the form of an expressive of consolation (*I am sure he will perform it admirably*), and is aimed at refuting the critical reprimands and praising, allowing the recipient to save face and avoid the humiliation intended by Snape.

The cognitive strategy of empathy unfolds according to the following scenario: "A, knowing what B feels [assessment of the situation], expresses their feelings [choice of verbal / nonverbal means and implementation of the appropriate communicative act] to share the experience of B [motive] (expressive component), A wants to express their feeling trying to improve B's emotional state [intention]" (Tatsenko, 2015).

Thus, EMPATHY is an event concept that unfolds in time, is dynamic, can be conceptualized in the form of two (consecutive) scripts and is presented by empathy nomination with lexical and grammatical means of verbalization of the corresponding concepts and / or speech acts of psychological support:
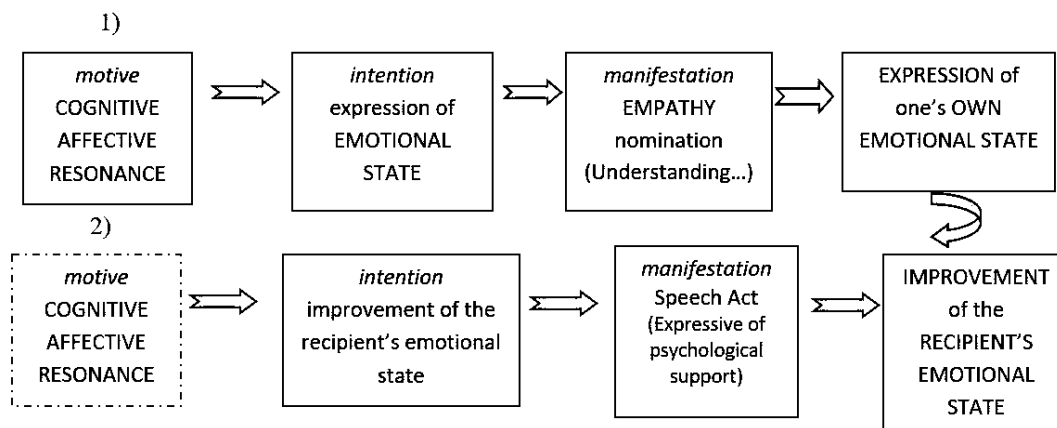
Fig. 3. Frame-scenario of the event concept of EMPATHY

As a form of mental reflection based on mirror neurons, the concept of EMPATHY is the background for the profiling of empathetically marked and non-marked concepts. For example, PITY is profiled against the background of the domain HUMAN BEING, subdomain EMPATHY (i.e. a person is able to understand pity, compassion, understanding only if they are familiar with the psyche and able to feel the cognitive and affective resonance).

The conceptual subdomain EMPATHY is structured into two parcels: cognitive, which includes the concepts of UNDERSTANDING, TACT, MISUNDERSTANDING, TACTLESSNESS, BULLYING and

affective, including the concepts of COMPASSION, PITY, SYMPATHY, MERCILESSNESS, CRUELTY, ANTIPATHY (Ivanotchak, 2017).

Concepts do not exist in isolation from each other. Inter-conceptual connections are conditioned by universal principles of thinking related to the categorization of the world in terms of logic such as hierarchy-linearity, general-individual, multiple-singular, as well as inclusion and implication. When concepts are in a relationship of inclusion or implication, the actualization of one always causes the actualization of the other, which leads to the confluence of concepts within the discursive formation, when each of them retains its own features and properties (Pryhodko, 2008, p. 207). Most concepts of the domain of EMPATHY have common defining cognitive features e.g. 'sympathy', 'compassion', 'tolerant attitude'. For instance, 'sympathy' (weight 0.64) is one of the most significant semantic components in the lexeme-name of the concept PITY (Table 1):

Table 1

Semantic components of lexeme '*pity*'

	MEDAL	OUD	LDCE	CALDT	CED	MWCD	Wm
feeling	1	1	0	1	0	1	0.67
sympathy	0.75	0	0.67	0.75	1	0.67	0.64
for someone unhappy	0.5	0.5	0.33	0.67	0.6	0	0.43
forgiveness	0.25	0	0	0	0	0	0.041
sorrow	0	0.83	0	0	0.8	0.33	0.32
compassion	0	0.67	0	0	0	0	0.11
regret	0	0.33	0	0	0.4	0.17	0.15
unfortunate chance	0	0	0	0	0.2	0	0.03
disappointment	0	0.16	1	0.25	0	0.5	0.318
sadness	0	0	0	0	0	0.83	0.138

Thus, the concepts of EMPATHY conceptual domain confluence both with each other and with the parcels of related conceptual domains. Within the conceptual space, the concepts can be distinguished and separated from each other only against the background of the domain of EMPATHY, to which they belong (Fig. 4).
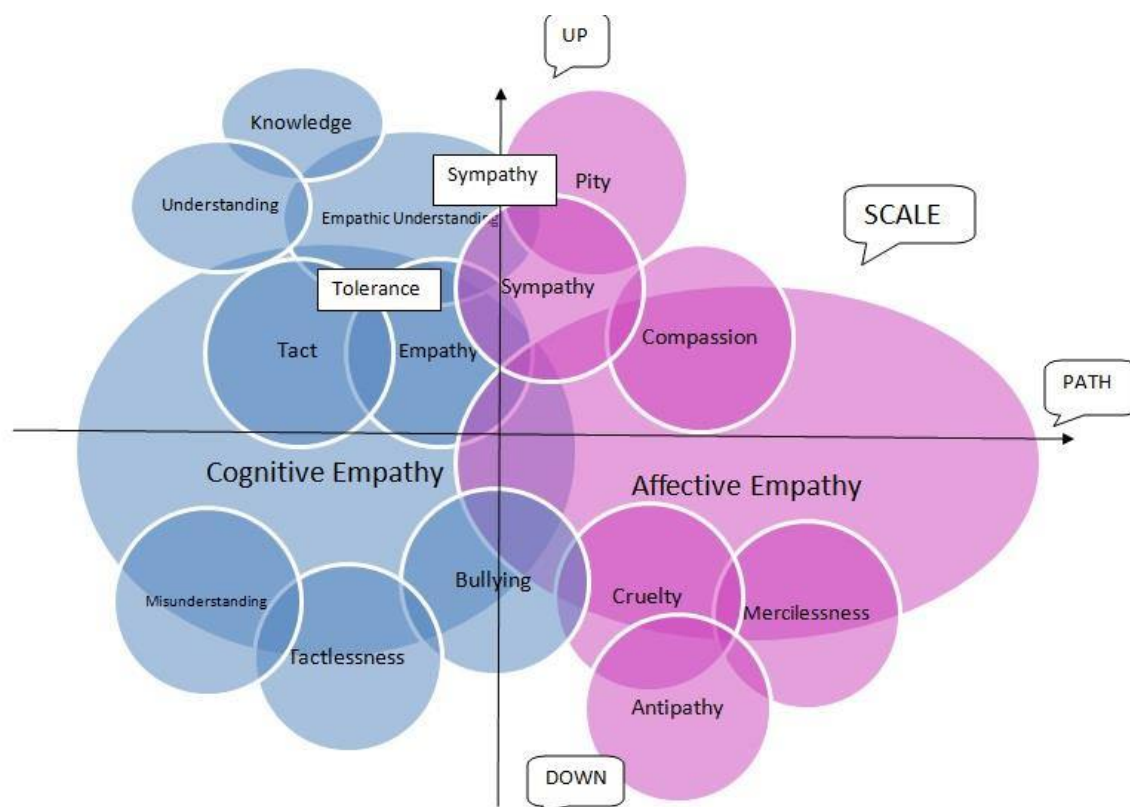
Fig 4. The conceptual domain of EMPATHY

4. Conclusion

The event concept of EMPATHY is a structured unity of meanings, which includes 'ability', 'understanding', 'feeling', etc. Under the influence of human activity in a certain communicative-pragmatic situation, EMPATHY arises in consciousness and verbal behaviour, unfolding as a behavioural reaction in two scripts reflecting the passive and active manifestations of empathy. The event concept of EMPATHY exists within its static (systematization, categorization, figurative) and dynamic (identification) modi. In the systematization modus, the constitutive features of the conceptual component of the concept of EMPATHY are *feelings and cognitive ability, communication, activity*, according to which the categorization of empathy is carried out and members of conceptual binary oppositions are distinguished. In the categorization modus, the concept of EMPATHY motivates the categories of the subordinate level, which are structured on the basis of image images SCALE and PATH.

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UDC 81'42

MANIPULATIVE TACTICS
EMPLOYED BY AZERBAIJANI AUTHORS
IN ONLINE MEDIA RESOURCES

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S. Gasparyan, Z. Hayrapetyan. Maniulative tactics employed by Azerbaijani authors in online media resources. Recent investigations have established that manipulation is the abuse of language realized through various consciously employed linguistic means aimed to influence the listeners' or readers' social, interpersonal and mental states and behaviours, thus misdirecting their actions. Intentionality as one of the basic parameters of manipulation, no doubt, exercises a destructive effect on an individual, group or society at large. Depending on the range of their manipulative attitudes and intentions, often reaching beyond the bounds of morality, manipulators tend to bend reality, distort facts and through seemingly persuasive argumentation and proofs present their subjective reality as truth. This presupposes the employment of certain manipulative tactics and techniques meant to guarantee the manipulator's success. The present case study attempts to expose the manipulative techniques and tactics deliberately employed by the Azerbaijani author of the article "Armenian So-Called Genocide", published in the Azerbaijani online news medium "Azvision.az". The object of the paper consists of a deep and thorough analysis of the manipulative intentions and interpretations worked into the mentioned article. On the basis of critical discourse-analysis, the application of the methods of argumentation, with references to empirical evidence, assists not only in observation of the mechanisms of manipulative techniques and tactics the author implements, but also reveals the persistence of Azerbaijani political circles toward the fulfilment of political goals through violations and falsifications of historical facts and distortions of reality.

Keywords: political discourse, manipulation, manipulative techniques and tactics, political manipulation, Genocide of Armenians.

С. Гаспарян, З. Айрапетян. Маніпулятивні тактики азербайджанських авторів в електронних засобах масової комунікації. У дослідженнях останніх років встановлено: маніпуляція – це зловживання мовою, виражене свідомим застосуванням різноманітних мовних засобів. Таке вживання мови цілеспрямовано впливає на соціальний, міжособистісний і ментальний стан і поведінку слухача / читача, направляючи його дії неправильним шляхом. Інтенціональність є одним з основних параметрів маніпуляції, що здійснює деструктивний ефект на індивіда, групу або громадськість у цілому. Залежно від обсягу та спрямованості маніпулятивних настроїв і інтенцій, маніпулятор, часто виходячи за межі моралі, намагається перевернути реальність, спотворити факти і помилковими аргументами й доказами, які лише здаються переконливими, подати свою суб'єктивну точку зору як істину. Це передбачає застосування певних тактик, що забезпечують успіх маніпулятора. У цій статті робиться спроба розкрити маніпулятивні тактики, застосовані азербайджанським автором статті "Так званий геноцид вірмен" на сайті "Azvision.az". Наша мета полягає у всебічному аналізі маніпулятивних інтенцій і інтерпретацій автора в зазначеній статті. На базі криттичного дискурс-аналізу застосування методів аргументування і посилань на емпіричні докази дозволяє не тільки показати маніпулятивні тактики автора статті, але також виявити наполегливе прагнення азербайджанських політичних кіл будь-якими способами досягти здійснення своїх політичних цілей, фальсифікуючи факти і спотворюючи реальність.

Ключові слова: політичний дискурс, маніпуляція, маніпулятивні тактики, політична маніпуляція, геноцид вірмен.

С. Гаспарян, З. Айрапетян. Манипулятивные тактики азербайджанских авторов в электронных средствах массовой коммуникации. В исследованиях последних лет установлено: манипуляция – это злоупотребление языком, выраженное сознательным применением разнообразных языковых средств. Такое употребление языка целенаправленно воздействует на социальное, межличностное и ментальное состояние и поведение слушателя / читателя, направляя его действия неправильным путем. Интенциональность является одним из основных параметров манипуляции, осуществляющей деструктивный эффект на индивида, группу или общественность в целом. В зависимости от объема и направленности манипуляционных настроений и интенций, часто выходящих за пределы морали, манипулятор пытается перевернуть реальность, исказить факты и ошибочными аргументами и доказательствами, которые лишь кажутся убедительными, преподнести свою субъективную точку зрения как истину. Это предполагает применение определенных тактик, обеспечивающих успех манипулятора.

В настоящей статье предпринимается попытка раскрыть манипулятивные тактики, примененные азербайджанским автором статьи "Так называемый геноцид армян" на сайте "Azvision.az". Цель настоящего исследования заключается во всестороннем анализе манипулятивных интенций и интерпретаций автора в указанной статье. На основе критичесого дискурс-анализа применение методов аргументирования и ссылок на эмпирические доказательства позволяет не только показать манипулятивные тактики автора статьи, но также выявить упорное стремление азербайджанских политических кругов любыми способами достичь осуществления своих политических целей, фальсифицируя факты и искажая реальность.

Ключевые слова: политический дискурс, манипуляция, манипулятивные тактики, политическая манипуляция, геноцид армян.

1. Introduction

Language is a code, whereby people convey information and share ideas, thoughts and emotions. When using language, people either speak directly—giving all of the information they want to convey to their listeners up front—or express themselves implicitly, even covertly, by communicating and exchanging ideas and thoughts indirectly, so as not to be either offensive or impolite. However, the intention to reveal less than the whole story to an audience can lead to misunderstandings and result in the spread of untrue information. By the intentional concealment of certain facts about reality, performing sleight-of-hand on people's minds, one can distort the truth, and, in the offer of promises, entice people to trust them, without planning for a fulfilment. This is a classic case of manipulation, achieved through the use of different techniques and tactics that manipulators employ to reach their goals. Manipulators, as a rule, tempt their target by describing a vague future so vividly and juicily that the target rises to the bait. Thus, misled, the targeted audience then places its trust in the manipulator without being able to rationalize and see the facts, right before them, now readily ignored by the audience.

As a rule, manipulators who tend to be on the more powerful side and who often reach high positions of authority, are very intelligent. They master the psychology of people's behaviour and the art of the rhetoric of persuasion, and are capable of influencing large audiences for their own good, particularly if they know the weak spots in their targets and use those weaknesses as tools to play on the strings of a person's emotions and feelings (Gasparyan, Paronyan, & Muradian, 2019, p. 45). They affect others' behaviour, emotions, and analytical processes, without taking into consideration that their objective may not correspond to the desire of the manipulated.

Manipulation is a wide-ranging phenomenon, present in almost every dimension of our social life. It can be defined as a means by which manipulators reach their own goals by deceiving others, making them believe things which may not really be true (Gasparyan, Paronyan, & Muradian, 2019).

2. The Azerbaijani media article as an object of analysis

A case in point is the discourse we have undertaken to analyse—an article published on the above-mentioned Azerbaijani webpage. We use the methodology of critical discourse-analysis to reveal

the strategies of truth distortion in this article, which via the falsification of historical fact blurs the history of the heinous crime committed against Armenian population in 1915. In this article, the author manipulates facts about the Armenian Genocide, in the headline: "Armenian So-Called Genocide", an immediate attempt to prove that, thus far, everyone has been misled by Armenians in blaming the Turks for such a horrible crime (Azvision.az, 2015). The article starts with the explicitly false notion that Armenians intended to exterminate Turks in eastern Anatolia:

> *When Armenian organizations instigated Armenians to revolt during World War I (1914–1918) against the Ottoman Government, their intention was to exterminate the Turks and to create an independent armenian state in eastern Anatolia where Armenians were only about 15% of the total population* (Azvision.az, 2015).

The opening statement of the passage regarding the Armenian organizations' provocation of Armenians to revolt against the Ottoman government is obviously untrue, as, according to historical record (Morgenthau, 1974; Zulalian, 1995; Melkonian, 2001; Melkonian, 2011; etc.), Armenians who had lived in their homeland in Western Armenia (later captured by Turks and renamed Eastern Anatolia[1]) for millennia (Kapantsian, 1947; Lang, 1970; Gamkrelidze & Ivanov, 1984; Jahukian, 1986; Sahakyan, 2011), outnumbered their Muslim neighbours in many towns and villages even after the revolution (Sahakyan, 2007), were harassed, repressed and humiliated, and eventually massacred. The roots of the discrimination went deeper into the differences of religion (Gasparyan, 2014, pp. 77–104), and the hostile attitude of the Turks towards Armenians was also conditioned by this. The factor of the Christian faith of Armenians was decisive, as the Turkish government considered every non-Muslim to be unbelievers and infidels (Gasparyan 2014, pp. 61–62)[2]. This is testified to by the well-established fact that other Christian nations (not only Armenians but also Greeks, Assyrians, Bulgarians, Serbs) were also under constant suppression: their goods were also stolen, their women and children were raped. The Turkish desire was to oust them all from their domiciles and the country at large (History, 2010), expand the territories of the Empire, and fulfil the objective of creating a Turkic super state with a mono-religious society[3]. It is beneficial to the author to skip an important fact that would shed light on real facts, i.e. the official discussions on how to attain Muslim predominance in the country, discussions held in the Young Turks Party conferences in 1910 and 1911 in Salonika, in fact long before 1915, the peak of the Genocidal events instigated, organized and well supported by the government (Khurshudian, 2001).

Another obvious fact that serves as evidence of this is the persistent policy adopted by Turkish governmental authorities to convert the remaining Armenian population to Islam and to continue to practice the tendency of Turkifying even the Armenian toponyms in the mentioned territory (Sahakyan, 2011). All of these facts show that there can be no question of Armenian organizations instigating to revolt against the Ottoman government. Even the Turkish professor Halil Berktay, a historian from Sabanci University in Istanbul believes there was not even a hint of an Armenian revolt or any national uprising in 1914–15. He is sure that certain moves by individual members of Armenian organizations could by no means prompt the infamous policy of the Turkish government (Turkery turkeri masin, 2011, pp. 39–40). The author of the article manipulates the facts, turning the sinful to the innocent, placing the horrible and unforgivable obscenity on the shoulders of an innocent nation.

Particular attention should be paid in the article to the use of the adjective *Armenian* in a lowercase letter, which on the one hand is a straight violation of the rules of the English language, confirmed by similar cases in further paragraphs of the article. On the other hand, it is an explicit expression of disregard, contempt and hostility towards Armenians, inherited by the author from the Turkish discourse. To sound persuasive and make an impression on readers, the author introduces the strategy of false figures into the discourse ("*only 15% of Armenians staying in eastern Anatolia*"), thus, this discourse fragment unknowingly or for purely manipulative purposes ignores

the historically recorded data (The Text of Poghos Nubar Pasha's Speech (n.d.); Marashlyan, 1991; Dadrian, 1992; etc.)[4].

The arsenal of the author's manipulative tactics is rather rich: denial, falsifying by omission, accusing the opponent of doing what the Turks themselves are accused of. Employing these tactics, the author tries to omit or falsify obvious details, misrepresent the entirety of real facts and information, and deny all wrongdoing by Turks and Turkish authorities. Finding it hard to defend Turkish authorities, the author reverses the attack to achieve political ends[5].

The next passage, extracted from the same article, is also representative, particularly in the sense that it actually presents the description of a variety of mechanisms and methods (though reversed) employed by the Turks as part of their Genocidal scheme.

> *Entire population of the region was subjected to violence beyond belief violence which was planned to exterminate the whole Turkish people of the region to the last man, woman and child.* **Armenian revolters tortured and massacred large numbers of defenceless civilians**. *To assemble innocent civilians in the mosques and burn them in the building was one of their methods. Even today the traveller in that region is seldom free from the evidence of these Armenian crimes* (Azvision.az, 2015; emphasis added—S.G., Z.H.).

How to interpret this strategy of reversion? Is this ignorance incompatible with either journalistic or scholarly interpretation of long established facts on the Armenian Genocide, not only by Armenian but also foreign scholars (Wegner, 1919; Dadryan, 1994, 1995, 1999; Nersisian, 1998, Ayvazyan, 2004; Sassounian, 2005; Barseghov, 2002, 2003, 2005)? Rather it is an explicit example of the manipulative tactic of distortion of facts by reversion[6], in fact, it is the insolence of the Azerbaijani servers tending to display their purpose of appealing to their Turkish supporters. Unlike the author's opinion, there exist the unequivocal condemnations expressed and published by the honest and sound academic minds of the world, statesmen, political figures[7], the evidences of the survivors spoken out, written and fixed in many published volumes, archival documents, videos, films, pieces of literature (Vierbücher, 2005; Miller & Miller, 1993; Svaslyan, 2011; Jamalzadeh, 1963, 1972; Arslan, 2004; etc.)[8]? Eventually, the author of the media discourse believes that the more cynically one tries to turn the obvious historical facts and events upside down, the more persuasive the story will sound. Referring to the closing lines of the passage, one involuntarily remembers the great amount of travel books published by foreign missionaries, political figures and statesmen sharing their favourable impressions of Armenians living in Western Armenia, commenting on the civilized, honest, industrious and hospitable image of Armenians (Buxton & Buxton, 1914; Melville, 1919; Baum, 2005; etc.). The French journalist Rene Pinon was sure that the forced deportations and massacres of Armenians—intellectuals, political figures assassinated, innocent civilians sent into the deserts without food or water and prevailingly massacred on their way, women raped, enslaved and sent to harem, children converted to Islam and so on—were the Young Turks' pre-planned scheme (Pinon, 1916, pp. 20–27; History, 2010).

In the next passage, the author is worried about the increasing number of Armenian publications on the Armenian Genocide.

> *The Armenian historians and instigators exciting young people's minds publish much on the genocide. And with every decade a number of 'the murdered' increases in the geometric progression. Manipulation of figures, rough misrepresentation of historical facts—it is a principal weapon of the Armenian falsificators whom as long ago as the beginning of the century unmasked above-mentioned Ilya Chavchavadze in his book "The Armenian scientists and screaming stones"* (Azvision.az, 2015).

The author believes that the figures concerning the mass murders of the period are exaggerated and manipulated. But here again the recorded facts (2.5 million Armenians living in the Ottoman Empire, of whom 1.5 million were massacred by Turks) are ignored, and the implementation of the manipulative tactic of lying by omission contradicts the author's initial idea of an Armenian mass murder of the Turks. When this fragment is compared with the opening passages of the article, the implicit shade of meaning here between the lines reveals the lack of conviction on the part of the author on an Armenian extermination of the Turks. The author is not convinced of the truth of his own words, but simply carries out a task forced upon them. The omission of recorded facts forces the Turkish ideology of denial into effect, advocates the delusive ideas of ersatz historians unable to resist Turkish temptations to falsehood. As far as the reference to Ilya Chavchavadze's book is concerned, it should be mentioned directly that it is not hard enough first of all because Chavchavadze's work is not a book but an article, later published as a tiny booklet, with absolutely no relevance to the Genocide and Genocidal events (it may become an object of a separate investigation[9]). Additionally, we believe that every historical fact should be discussed and commented in the context of the actual situational setting.

The unreasonable and vague claims of the author about the history of the Armenian Genocide are based on their evasive technique, combined with the tactic of accusing the opponent of what Turks themselves are accused of. The author puts the blame on the shoulders of the Armenian people to persuade the world that Turks are innocent, and they are the ones who were to have been massacred by Armenians:

> *The state is having an internecine battle with invaders but at this time in the rear there have been found people undermining the rear with armed uprising and favoring defeat of the country where they live. Any state is obliged to take safety measures. The measures are extreme but forced and justified for the future of their people. History will tell us more about this* (Azvision.az, 2015).

In this part of the text, the author uses minimization[10], and diversion techniques of manipulation. He/she denies the fact that Turks massacred Armenians, but at the same time the horrendous actions committed by the Turks (*the measures are extreme*) are justified through the introduction of the false idea that Armenians were traitors to the Turkish army. Coming up with "excuses" as to why such a crime happened, the author draws the readers' attention also to the fact that even though such crimes were committed, they were done for "*safety reasons*" as the Turks had to defend themselves. The basic idea which explicitly presents the consent of the author about the Turkish authorities having taken "*extreme measures*" to suppress the Armenian population obviously contradicts their belief about Armenians having attempted to exterminate the Turks. To be more specific and achieve the intended political ends, the author uses official or governmental sources by quoting the Turkish Minister. The article quotes Talaat's words from one of his instructions sent to Ottoman local authorities. Talaat advises the authorities responsible for the accomplishment of the Armenian deportations to take safety measures in the prevention of giving foreign travellers the chance of speaking about any events during the deportation marches, which would contradict the official information provided for foreign embassies, as these talks would surely discredit the Turkish government. Moreover, in order to keep their notorious Genocidal actions "behind the curtain", the Minister "recommends" to arrest those who spread the information about the massacre of Armenians and to give them to the council of war.

> *As it is evident from the recent interference of the American, English, French and Russian embassies in Constantinople and in some places the consuls of these embassies in secret receive false information in spite of our answer that the Armenians' deportation takes place in complete safety and quietness. It is not enough to persuade them. Take all safety measures*

and do your best that at the moment when the Armenians from cities, districts and centers are on their way the events would not take place about which the foreigners and Armenians themselves speak so much. It is very important from the point of view of our present-day policy the foreigners passing through these places to be convinced that the Armenians' deportation is really with the aim of transferal. As regards those who give information concerning this question I recommend you to arrest and give them to the council of war.

Ministry of Internal Affairs. TALAAT. November 18, 1915 (Azvision.az, 2015)

As Talaat's words show, it seemed important for the Turkish Minister of Internal Affairs (*from the point of view of* their *present-day policy*) to make foreign embassies and their consuls believe that the deportation of Armenians to the deserts of Deir ez Zor and elsewhere in reality contained the aim of transferring them to safer locations. However, the embassies in fact were quite well aware of what was going on. Henry Morgenthau, the US Ambassador to Turkey in 1913–1915, in his book "The Murder of a Nation" (1974, pp. 16–17) writes quite definitely about the fixed plan of the Turkish authorities to exterminate Armenians, who, in Morgenthau's words, were the most intelligent and industrious part of the population. He knew about the vicious intentions of the Turkish government directly from Talaat's words, spoken during his talks with him when Ambassador Morgenthau made all efforts to keep the Turkish authorities from enacting their heinous scheme (Morgenthau, 1974, pp. 58–59, 66–67, 71, 120–121). However, all was in vain, for the scheme had long been confirmed and its execution was irreversible "… our Armenian policy is absolutely fixed and … nothing can change it" (Morgenthau, 1974, pp. 66–67).

German Ambassador Wangenheim's report to the head of his government, Chancellor Bethmann-Hollweg, shows quite clearly that it was the Turkish side that put a mark of hostility between themselves and the "internal enemies" i.e. the local Christians:

… it becomes obvious that deportation of the Armenians arises not only from military necessity. The internal minister Talaat bey told about it honestly to doctor Mortsman, who is employed at the empire embassy now. Talaat said: The sublime Porte intends to make use of the world war for cleaning the whole country from internal enemies, the local Christians <….>. (June 17, 1915) ("The Armenian Genocide Museum-Institute" Foundation, n.d.)

Further, the anonymous author of the article refers to the events of 1893, describing them as *"Armenian disorders in Turkey"*.

Armenian disorders in Turkey since 1893 to 1918 and in Azerbaijan (Karabakh, Goycha, Iravan, Nakhichevan, Zangezur) since 1905 up to present is a convincing illustration of one thing—territorial claim there and only there where they have been given shelter.

(Azvision.az, 2015)

The author is aware of the fact that 1893 is considered to be the prelude to the barbaric actions of the Turks and the mass murders that began with the events of Sasoun and went on until the beginning of the 20th century—the peak of the Genocide of the Armenians. If one tries to follow the events of the present war provoked and unleashed by Azerbaijan with the support and actual presence of Turkey and physical participation of Islamic terrorists in the war, the picture will become quite clear. The style of discourse has slightly changed and become modernized, but the psychology is the same: the far-reaching plans of Turkey are unchanged, the prurient Pan-Turkic desires have not been abandoned. Their highly manipulative discourse is still used as a reliable resource for the fulfilment of these vicious plans. The author skips the most important and underlying fact that for the people of Artsakh (Karabakh) the claim has never been territorial, for

their roots are very deep in the soil of their native land. They are fighting for their independence, their sovereignty and the defence of their human rights.

The fact that Hasan Cemal – the grandson of Cemal Pasha, one of the top three Turkish persecutors of the Armenian nation, apologized publicly for the dreadful crimes against Armenians, committed by Turks and his grandfather personally, is an undeniable evidence of the Genocide of Armenians by Turks. He said: "Turkey, as a state, should apologize before the Armenians" (Armenpress, 2013). There are also other Turkish intellectuals who started the "I apologize" campaign to Armenians in 2009 and signed the petition of the apology as follows (Özyürek, 2009):

My conscience does not accept the insensitivity showed to and the denial of the Great Catastrophe that the Armenians were subjected to in 1915. <…> I reject this injustice and for my share, I empathize with the feelings and pain of my Armenian brothers and sisters. I apologize to them.

Although this campaign did not come to any positive end, as the Turkish Prime Minister at the time mocked it and many people continue to be brought to trial and imprisonment under the infamous Article 301 of the Turkish Penal Code, it may hopefully be valuable for the development of democratic ideas in Turkey.

3. Conclusion

This article gives us a very good understanding of how people carry out their manipulative intentions, falsify historical facts, distort the truth and divert a reader's attention from reality. The author in the article under investigation tries very hard and does his/her best to put the blame of the horrendous crimes on the Armenians who were massacred, while presenting Turks, the executioners of these heinous crimes, as innocent. We can see from the article that the author condemns Armenia for the massacres of Turks. Contradictorily, the author says that Turkey had to stop Armenian uprisings and justifies the massacres. This false information testifies to the fact that Turks committed the most horrendous and unforgivable crimes against humanity. The author brings Taalat's statement about the deportation of Armenians as proof that no crimes were committed; meanwhile historical records testify against it.

The analysis of the discourse shows that the anonymous author employs certain manipulative tactics and techniques in the quest of achieving the joint political aims of Azerbaijan and Turkey. The author of this discourse employs a number of these techniques in the article not only to distort history, but also to insult the victims of the Genocide. Some of the tactics employed in this discourse are accusation by reversion, minimization, diversion, etc.

The manipulation implemented in this article is obvious. This strategy is explicit in every paragraph of this manipulative discourse, taking into consideration historical records, the testimonies of countless witnesses, historical books and travel writings. One can also understand this by seeing the present events taking place in the region of Artsakh, where Azerbaijan, together with Turkey, are launching Israeli rocket launchers and missiles on many cities and towns in Artsakh, including Stepanakert, Martuni, Hadrout, etc., destroying settlements and killing peaceful and innocent civilians. The discourse of Genocide is not likely to lose its power. This paper will hopefully open up perspectives for its further analyses.

NOTES

[1.] In her book *Turkification of the Toponyms in the Ottoman Empire and the Republic of Turkey*, Lusine Sahakyan (2011, pp. 31, 46) explains the fake and fabricated nature of the term "Eastern Anatolia" which is nothing else but a forgery of two monosemantic words, both meaning "east." Thus, the absurdity of the fabricated term is revealed in its translation—"Eastern East".

[2.] The word *gavur—unbeliever* that had entered into the Turkish language from Arabic since the second half of the 16th century was used to refer to Armenians offensively.

3. The ideology of Pan-Turkism that occurred in the 19th–20th centuries advocates the unification of Turkic people on the basis of cultural, linguistic, academic, philosophical and, more importantly for Turks, territorial and military identity, and the creation of a superpower.

4. In his article, Vahakn Dadrian refers to reliable data which reveals the intended demographic violations accomplished by different individual scholars, e.g. Esat Uras (1988), in assisting the vicious falsification policy of the Turkish government. See the criticism of shameful falsifications in (Ayvazyan, 1998; Sahakyan, 2007, pp. 47–70):

5. The details of the manipulative tactic of accusing the opponent of doing what he/she is accusing you of can be found in the work *The Thinker's Guide to Fallacies: The Art of Mental Trickery and Manipulation* by Dr. Richard Paul and Dr. Linda Elder (2004, p. 20). This tactic is sometimes called "pointing to another wrong", as by employing it, the manipulator tries to put his/her opponent on the defensive and persuade his audience that the manipulated have even done worse.

6. Making use of the tactic of lying by omission, which is rather a subtle form of lying (Simon, 1996), the author goes even so far as to adapt it to his/her predetermined propaganda and turn reality completely upside down. He/she doesn't even make an attempt to subtly withhold the truth but reverses rather well known and documented facts. In this connection, the following sources can provide reliable and documented information: ("The Armenian Genocide Museum-Institute" Foundation, 2008; Nersisyan, M.G. & Saakyan, R.G., n.d.; Poghosyan, 2011; Barseghov, 2002, 2003, 2005; Akcam, 2006; Simonyan 2012; etc.

7. The great German humanist Heinrich Vierbücher, advocate of peace and interpreter of the German General Liman von Sanders, who was responsible for the efficiency of the Turkish army, shared his eyewitness impressions of the implementation of Turkey's pre-planned Genocidal scheme in his book *Armenia 1915* (2003).

8. Travelling to Constantinople in 1917, the prominent 20th century Persian writer Mohammad-Ali Jamalzadeh, encountered many corpses and brutal and shocking atrocities on his way, witnessed the deportations of Armenians and later published two books based on his horrible experiences—"Qatl o garat-e Armaneh dar Torkiya" (On the Massacres of Armenians in Ottoman Turkey) (1963) and "Qatl-e Amm-e Armanian" (Armenian Massacres) (1972) (cf. "The Armenian Genocide Museum-Institute" Foundation, 2017). Dr. Verjine Svazlyan presented the testimonies of the Armenian Genocide survivors in her voluminous work *On the Armenian Genocide: Testimonies of the Eyewitness Survivors* (2011). The memoirs recorded by the author over the course of more than 55 years, are presented as original documents enhanced by the photographs and voiced recordings of the survivors. All this and many other publications certify the historical truth of the Genocide of Armenians schemed and employed by Turkey.

9. It should be added, though, that Chavchavadze's unfounded criticism, completely unscientific and full of negative emotions, has already been analyzed, qualified as a passionate but unsuccessful mixture of the truth and the untruth, the real and the unreal with reference to non-existent facts. It has already been decisively declined by many authoritative scholars as a piece of criticism which cannot be considered trustworthy (cf. Vermishev, 1904).

10. Denying the misdeeds of the Turks, and trying to find excuses as to why such a thing has happened, the author makes efforts to minimize the fault, thus pushing people into doubt and confusion, meanwhile deluding them and coming out of the situation innocent.

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COGNITIVE PRAGMATICS OF AMERICAN PRESIDENTIAL DEBATES: A CASE FOR ECONOMIC METAPHORS

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I. Shevchenko, T. Goncharova, and V. Gutorov. Cognitive pragmatics of American presidential debates: a case for economic metaphors. This article focuses on cognitive-pragmatic properties of conceptual metaphors of ECONOMY in the 21st century American presidential campaigns. In this paper, we aim to elaborate the models of metaphoric conceptualization of ECONOMY, state their functions in terms of discourse strategies, and describe their impact on the opponents and the audience. This research is underpinned by conceptual metaphor theories and ideas of cognitive pragmatics, which postulates the unity of cognitive and communicative aspects of discourse. The benefits of this integrative cognitive-pragmatic approach are in the fact that it can consequently explicate the meaning of speaker's message and the expected impact of their discourse on the audience. For this aim, we stress the persuasive and manipulative nature of American presidential debates as a mass-media mediated genre of political discourse. Adopting a cognitive-pragmatic perspective on presidential debates, we claim that conceptual metaphors of ECONOMY constitute time and ideology specific conceptual models; their dominant functions are persuasive, informative, and manipulative. In the discourse of the 21st century presidential debates, we distinguish seven leading models of conceptual metaphors of ECONOMY, common for both republican and democratic candidates. The choice of discourse strategies of debate participants depends upon the candidates' intentions while their impact on the opponent and the audience is influenced by meta-communicative issues of candidates' communicative behavior and (im)politeness strategies in particular. The 21st century presidential debates are characterized by the abundance of discourse strategies of aggression and impoliteness.

Key words: conceptual metaphor of ECONOMY, cognitive-pragmatic analysis, presidential debate, discourse strategy, (im)politeness.

I. Шевченко, Т. Гончарова, В. Гуторов. Когнітивна прагматика американських президентських дебатів: аналіз метафор ЕКОНОМІКИ. У цій статті розглядаються когнітивно-прагматичні властивості концептуальних метафор ЕКОНОМІКИ в американських президентських кампаніях XXI століття. Ця стаття присвячена розробці моделей метафоричної концептуалізації ЕКОНОМІКИ, виявленню їх функцій у термінах дискурсивних стратегій і опису їх впливу на опонентів і аудиторію. В основі цього дослідження лежать теорії концептуальної метафори та ідеї когнітивної прагматики, які постулюють єдність когнітивних і комунікативних аспектів дискурсу. Переваги цього інтегративного когнітивно-прагматичного підходу полягають у тому, що він здатний пояснити значення висловлювання мовця і очікуваний вплив його дискурсу на аудиторію. Для досягнення своєї мети стаття фокусується на персуазивному і маніпулятивному характері президентських дебатів як жанру політичного дискурсу, опосередкованого ЗМІ. Використовуючи когнітивно-прагматичне трактування президентських дебатів, ми стверджуємо, що концептуальні метафори ЕКОНОМІКИ є концептуальними моделями, специфічними для певного часу і ідеології; їх домінуючі функції – персуазивна, інформативна і маніпулятивна. У дискурсі президентських дебатів XXI століття ми виділяємо сім провідних моделей концептуальних метафор ЕКОНОМІКИ, спільних як для кандидатів-республіканців, так і для демократів. Вибір певних дискурсивних стратегій учасників дебатів залежить від намірів кандидатів, в той час як їх вплив на опонента і аудиторію залежить від метакомунікативних аспектів комунікативної поведінки кандидатів, зокрема, стратегій (анти)ввічливості. Встановлено, що президентські дебати XXI століття характеризуються великою кількістю дискурсивних стратегій агресії і (анти)ввічливості.

Ключові слова: концептуальна метафора ЕКОНОМІКИ, когнітивно-прагматичний аналіз, президентські дебати, стратегія дискурсу, (анти)ввічливість.

И. Шевченко, Т. Гончарова, В. Гуторов. Когнитивная прагматика американских президентских дебатов: анализ метафор ЭКОНОМИКИ. В данной статье рассматриваются когнитивно-прагматические свойства концептуальных метафор ЭКОНОМИКИ в американских президентских кампаниях XXI века. Статья посвящена выявлению моделей метафорической концептуализации ЭКОНОМИКИ, определению их функций в терминах дискурсивных стратегий и описанию их влияния на оппонентов и аудиторию. В основе этого исследования лежат теории концептуальной метафоры и идеи когнитивной прагматики, которые постулируют единство когнитивных и коммуникативных аспектов дискурса. Преимущества этого интегративного когнитивно-прагматического подхода заключаются в том, что он способен объяснить значение высказывания говорящего и ожидаемое влияние его дискурса на аудиторию. С этой целью статья фокусируется на персуазивном и манипулятивном характере президентских дебатов как жанре политического дискурса, опосредованного СМИ. Используя когнитивно-прагматическую трактовку президентских дебатов, мы утверждаем, что концептуальные метафоры ЭКОНОМИКИ представляют собой концептуальные модели, специфичные для определенного времени и идеологии; их доминирующие функции – персуазивная, информативная и манипулятивная. В дискурсе президентских дебатов XXI века мы выделяем семь ведущих моделей концептуальных метафор ЭКОНОМИКИ, общих как для кандидатов-республиканцев, так и для демократов. Выбор определенных дискурсивных стратегий участников дебатов зависит от намерений кандидатов, в то время как их влияние на оппонента и аудиторию зависит от метакоммуникативных аспектов коммуникативного поведения кандидатов, в частности, стратегий (анти)вежливости. Установлено, что президентские дебаты XXI века характеризуются обилием дискурсивных стратегий агрессии и антивежливости.

Ключевые слова: концептуальная метафора ЭКОНОМИКИ, когнитивно-прагматический анализ, президентские дебаты, стратегия дискурса, (анти)вежливость.

1. Introduction

The issues of political discourse are increasingly drawing the researchers' attention in cognitive linguistics (Lakoff, 1996) and pragmatics (Schmid, 2012). Presidential debates play a leading role in the acquisition of political knowledge during presidential campaigns, defining salience of certain issues and vote choice. Citizens learn about candidates and their stances from debate viewing (Feldman & Price, 2008). Economic issues retain their importance in all presidential campaigns irrespective of time and leading party programs and slogans.

In presidential debates, their global intention to achieve power is realized through the local intentions of creating an attractive image of the candidate for the presidency with the help of presentation strategies and tactics aimed at modifying the electorate's worldview by implanting the basic concepts of the candidate's worldview into it. This unity of cognitive and pragmatic issues defines the choice of cognitive pragmatics as the basic methodology in our analysis. In this paper, we aim at characterizing the strategies of American presidential debate and identifying the semantic—pragmatic interface of construing metaphoric meaning-in-context for conceptual metaphors of ECONOMY. Our analysis is underpinned by cognitive-pragmatic understanding of discourse strategies and the construal of meaning-in-context involving cognitive metaphor theory (Kövecses, 2002), conceptual blending theory (Coulson & Oakley, 2005), (im)politeness theories (Culpeper, n.d.; Shevchenko & Petrenko, 2019), etc.

After this introduction, to reach this aim we briefly discuss the methods used to study cognitive metaphors, describe the steps of our research methodology, argue why the proposed methodology is needed, and describe the data and the illustrative material (section 2). Then we define the conceptual economic metaphors and related metonymies in American presidential debates of the 21st century (section 3) and use the data obtained to analyze their functioning in economic segments of debates in terms of discourse strategies, and describe their impact on the opponent and the audience (section 4). Finally, we sum up and evaluate the results, and suggest perspectives for further analyses (section 5).

2. Method and Material

Drawing on cognitive-pragmatic view of meaning-in-context the paper uses empirical material to argue that, in presidential debates, the facilitation of persuasive impact on the audience is a matter not only of specific use of the candidates' discourse-generative concepts (the key concepts of their

election programs) but also of specific manner of discussion (in particular, discourse principles of communicative behavior).

Today, a cognitive-pragmatic approach satisfies the need of linguistics to complement the cognitive approach with pragmatic and socio-cultural dimensions of inquiry. It should be mentioned that pragmatics is cognitive by nature. Treated against psychological (cognitive-science), philosophical and sociological backgrounds Gricean conversational principles, Searlean speaker's intentions, and Sperber and Wilson's relevance-theoretical framework are inwardly cognitive. The pragmatic principle of relevance has been a cornerstone for the understanding of other principles and implicatures as it explains the way of construal of "what is meant" (meaning-in-context) on the basis of "what is said".

Speaking of 'cognitive pragmatics' Carston (2002, p. 11) defines it as an "explanatory account of a specific performance mechanism conducted at the level of representations-and-procedures". Taking a broad understanding of the term we treat cognitive pragmatics as a multidisciplinary approach of linguistic pragmatics integrating cognitive and communicative (pragmatic) discourse studies (Shevchenko & Gutorov, 2019). Applied to the study of non-literal language, cognitive pragmatics reveals the role of metaphors and metonymies in spoken and written discourse (Deignan, 2012).

Cognitive-pragmatic framework of analysis highlights the interconnection rather than juxtaposition of the cognitive-linguistic and pragmatic dimensions of discourse. In this framework, our cognitive-pragmatic analysis of metaphors of ECONOMY includes a few consequent stages, a conceptual and a pragmatic one.

The political discourse of presidential campaigns is a system of linguistic, cognitive, communicative, axiological, and pragmatic aspects; it is characterized as institutional, information modifying, persuasive, theatrical and authoritarian with a significant role of mass-media (Horyna, 2008). To reached the persuasive aim of presidential campaigns the candidate transforms the voters' worldviews by implanting into them the basic concepts of the candidate' worldviews. In political discourse, this aim is achieved by specific communicative strategies and tactics (Horyna, 2008), which need specific methods of analysis (Goncharova, 2009, 2010).

In his study of how liberals and conservatives think, Lakoff (2002) claims that conceptual metaphor is an important part of our though process and of pursuing politicians' interests in their public discourse. As one of the basic operations of human cognition, conceptual metaphor implies the correlation of an abstract and a more specific concept or domain. "In the process of mapping, a concept/conceptual domain, identified with the help of a metaphor, acts as a target concept/domain or conceptual referent; a concept/conceptual domain, used for comparison acts as a source concept/domain or conceptual correlate" (Lakoff, 1993, p. 203, 245). Some conceptual elements of a source domain correspond to those of a target domain; they are referred to as cross-mappings (Lakoff, 1993, pp. 206–207).

"A mapping, or mental space connection, is the understanding that an object or element in one mental space corresponds to an object or element in another" (Coulson & Oakley, 2005, p. 1513). Conceptual elements are revealed by the operation of 'highlighting/hiding' (Lakoff & Johnson, 1999, pp. 13–16): certain properties of the referent that are relevant to the context are 'highlighted' and others are 'hidden' (remain unused). They can be grouped into appropriate metaphorical models by logical reasoning. The interaction of two concepts or conceptual complexes in a conceptual metaphor takes place on the basis of some common properties and results in the form "CONCEPT/CONCEPTUAL DOMAIN A IS CONCEPT/CONCEPTUAL DOMAIN B" (Kövecses, 2002, p. 4; Lakoff & Johnson, 1980, p. 1).

In theories of conceptual integration or blending (Fauconnier & Turner, 2002), metaphor is viewed as a process of comprehending abstract concepts via concrete ones. Turner (1996) argues that 'input spaces$_{1,2}$' are cross-mapped into 'generic' space possessing elements common to both

input spaces and finally into a 'blended' space, which unites elements from both input spaces into a new conceptual structure of its own (Turner, 1996).

Lakoff (2013) claims that metaphors have a great impact on society, they can kill:

> *Why can metaphors kill? Because metaphors in language are reflections of metaphorical thought that structures reasoning, and thus our actions, both in everyday life and in politics. In politics, they are rarely isolated. They usually come as part of a coherent system of concept—usually a moral system.*

In political discourse, metaphors reflect the nation's linguistic worldview dominated by current political issues. Conceptual metaphor helps to interpret the ideological values, most of which are abstract concepts. In this article, we focus on the models of cognitive metaphors of ECONOMY as a target domain and their functioning in discourse. Such metaphors make political discourse more effective because they allow comprehending abstract issues in terms of concrete ones.

Metaphor is not the sole means of figurative language. Within the framework of conceptual metonymy (Radden & Kövecses, 1999; Barcelona, 2000), both metaphor and metonymy are viewed as means of structuring thought and language. Metonymy is a conceptual projection of one domain onto another, which is part of the same original domain (Barcelona, 2000, p. 4). The metonymic transfer is based on the principle of contiguity unlike metaphor, which is based on the principle of similarity. In case of interaction between metaphor and metonymy, the result is metaphtonymy (Barcelona, 2000), a cognitive mechanism that combines the two former techniques.

To reach the two-fold aim of this paper our analysis has two main stages. First, at the cognitive stage, we define the conceptual space of ECONOMY through the semantic study of lexemes—direct nominations of this concept in Modern English dictionaries and thesauri (Collins English Dictionary, n.d..), characterize the emergence of the concept figurative meaning-in-context in terms of classical metaphor theory (Kövecses, 2002; Lakoff, 1993) and blending theory (Coulson & Oakley, 2005; Fauconnier & Turner, 2002), and single out the leading models of conceptual metaphors of ECONOMY in discourse. Since we focus on conventional metaphors our main method is the lexical method. Then, at the pragmatic stage of analysis, we explicate discursive functions of the concept of ECONOMY in presidential debates with the help of intentional analysis (Goncharova, 2009), and methods of critical discourse analysis (van Dijk, 2008), which are understood against the (im)politeness principles.

The present study used the data taken from American presidential debates of 2000–2020. In most of them, the formats and rules gave equal chances for the parties to air their views on American and world economy; their moderator was Jim Lehrer of the *NewsHour* on *PBS*. In this article, the scope of illustrative material is limited to examples of cognitive metaphors and metonymies of ECONOMY. The illustrations are mainly taken from the textual transcripts provided by The Commission on Presidential Debates for

- the first Gore-Bush Presidential Debate of 2000, which took place in Boston between the Democratic candidate for president, Vice President Al Gore and the Republican candidate, Governor George W. Bush of Texas (The Commission on Presidential Debates, 2000);
- the Second Bush-Kerry Presidential Debate of 2004 in St. Louis (moderator Charles Gibson of *ABC News* and *Good Morning America*) (The Commission on Presidential Debates, 2004b);
- the first presidential debate of 2008 between the Republican nominee, Senator John McCain of Arizona, and the Democratic nominee, Senator Barack Obama of Illinois (The Commission on Presidential Debates, 2008). The debate was devoted to the topics of foreign policy and national security; by definition, it included the global financial crisis;
- the first presidential debate of 2012 between President Barack Obama, the Democratic nominee, and former Massachusetts Governor Mitt Romney, the Republican nominee, in Denver (The Commission on Presidential Debates, 2012);

- the first presidential debate of 2016 in New York between Hillary Clinton, a Democratic nominee for president of the United States, and Republican nominee Donald J. Trump (The Commission on Presidential Debates, 2016);
- the first of the 2020 Presidential Debates between President Donald J. Trump and former Vice President Joe Biden (The Commission on Presidential Debates, 2020) (moderator Chris Wallace of *Fox News*) in Cleveland.

3. Conceptual metaphors of ECONOMY as mental models

The conceptual space of ECONOMY is determined by the semantic properties of lexemes—nominations of this concept: *economy* (n.) and its synonyms—*financial system, financial state, thrift, saving, restraint, prudence, providence, husbandry, retrenchment, frugality, parsimony, thriftiness, sparingness* (Collins English Dictionary, n.d.). In Modern English dictionaries (Collins English Dictionary, n.d.), the scope of semantic properties of *economy* (*n*) includes three hyper-semes 'economic system', 'management', and 'frugality'. They are characteristic of the units of a lexico-semantic field 'Economy' and motivate three corresponding micro fields:

- micro field 'Economic System' has two extensions:

"branch of economic system" (*trade, finance, agriculture, manufacturing, farming*) and "type of economic system" (*market, top down, command, mixed, black, grey, macro, micro, individual, collective economy, global economy, socialism*);

- micro field 'Management' embraces extensions:

"regulation" ("an organized system or method", lexemes *acts, reforms, budgetary control, management*);

"economic doctrine" ("a belief, principle, or doctrine or a code of beliefs, principles or doctrines", synonymes *dogma, socialism, capitalism, theory, theorist*);

- micro field 'Frugality' meaning "moderate or sparing expenditure or use of provisions, goods, etc." includes two extensions:

"thrift" – "*savings, deposits, capital, down-market, low-priced, low-budget, budget goods*", "saver" meaning both a person-saver and something that makes it possible to spend less money / ways of saving money (Collins English Dictionary, n.d.) (lexemes *deliverer, saviour, hoarder, possessor, economizer, owner*).

The elements of this lexico-semantic field structure the concept of ECONOMY according to propositional schemes. Zhabotynska (2013) claims that the information activated by these lexemes forms 'conceptual nets'. Her method of 'linguistic net semantics' (Zhabotynskaya, 2013) allows to determine the conceptual net of ECONOMY. In the discourse of the 21st century presidential debates, the dominant schemes of the concept of ECONOMY embrace: existential scheme (qualitative, locative, temporal, and scheme of mode); actional (state/process); possessive; identificational (classification), and comparative (analogy) schemes:

- possessive scheme "OW-nation has OD-economy" (*The American economy)*;
- scheme of mode "X-economy exists AS-crisis" (*economic crisis, economic downturn)*;
- scheme of classification "ID/type-economy is CL/sub-type" (*our economy, this economy)*;
- locative scheme "Y-economy is WHERE/LC-place" (*market economy on the Continent; global economy*);
- temporal scheme "Y-economy is WHEN/TM-time" (*current management, Obama recession*);
- scheme of quality "Y-economy is SUCH-quality" (*strong economy, great economy)*;
- scheme of state / process "AG-economy ACTS" (*developing economy, falling economy*);
- scheme of analogy "CV-economy is as AN-other economy" (*the Georgian economy, the Great Depression-like crisis*).

The conceptual metaphors of ECONOMY are highly conventionalized. In the 21st century presidential debates, we distinguish seven leading models of conceptual metaphors of ECONOMY.

Among them, **personification** (42.1%) prevails over structural metaphors. The cognitive function of these metaphors is to enable understanding the target in terms of a living being. In the conceptual worldview, person is typically endowed with the ability to move (raise, decline, slow down, leave) (1a-d), to take certain actions (2), to recover (3), etc.:

(1a) *Kerry: In addition to that, I believe we have a crisis here at home, a crisis of the middle class that is increasingly squeezed, health-care costs going up...*
(The Commission on Presidential Debates, 2004b)

(1b) *Bush: The stock market was declining six months prior to my arrival. Non-homeland, non-defense discretionary spending was raising at 15 percent a year when I got into office.*
(The Commission on Presidential Debates, 2004b)

(1c) *Obama: And because of the economy's slowing down, I think we can also expect less tax revenue...* (The Commission on Presidential Debates, 2008)

(1d) *Trump: Well, the first thing you do is don't let the jobs leave. The companies are leaving.*
(The Commission on Presidential Debates, 2016)

(2) *Gore: ... some of our most precious environmental treasures, like the Arctic National Wildlife Refuge for the big oil companies to go in and start producing oil there.<...>*
I know the oil companies have been itching to do that, but it is not the right thing for the future. (The Commission on Presidential Debates, 2000)

(3) *Wallace: The economy is, I think it's fair to say, recovering faster than expected from the shutdown—* (The Commission on Presidential Debates, 2016)

In structural metaphors, the target domain of ECONOMY provides a rich space of knowledge for source concepts. The 'weight' of such source concepts differs: they form conceptual metaphors ECONOMY IS AN ARTIFACT (22.6%), ECONOMY IS A PLANT (18.5%), ECONOMY IS MEDICINE (5.5%), ECONOMY IS WAR (5.0%), and ECONOMY IS AN ANIMAL (3.1%).

    ECONOMY IS AN ARTIFACT. This conceptual metaphor is based on the source domain—or rather domain matrix—ARTIFACT. "A domain as a domain matrix (such as BUILDING) presupposes a variety of concepts that characterize different aspects of a domain" (Kövesces, 2017, p. 325). The domain matrix ARTIFACT includes a vast number of concepts, which participate in the cross-mapping: GAP, BURDEN, CAR, TUNNEL, MIRROR, BALLOON, BUBBLE, etc, (4a-h), and PHYSICAL OBJECT with changeable parameters (5a-e), e.g.,
ECONOMY IS A GAP or BURDEN:

(4a) *Bush: It's like a huge tax gap.* (The Commission on Presidential Debates, 2004a)

(4b) *Varner: Senator Kerry, would you <...> give the American people your solemn pledge not to sign any legislation that will increase the tax burden on families earning less than $200,000 a year during your first term?* (The Commission on Presidential Debates, 2004b)

ECONOMY IS A CAR (in a car, one can start its engine, drive it out, etc.):

(4c) *Kerry: He came and asked for a tax cut—we wanted a tax cut to kick the economy into gear.*
(The Commission on Presidential Debates, 2004b)

(4d) *Trump: You are going to approve one of the biggest tax increases in history. You are going to drive business out.* (The Commission on Presidential Debates, 2016)

ECONOMIC CRISIS IS A TUNNEL, one can move through it:

(4e) *Obama: You know, four years ago we went through the worst financial crisis since the Great Depression.* (The Commission on Presidential Debates, 2012)

ECONOMIC DEFICIT IS A BALLOON, which can be blown up, or a BUBBLE:

(4f) *Obama: We can afford to do a little bit more to make sure we're not blowing up the deficit.*
                                    (The Commission on Presidential Debates, 2012)
(4g) *Trump: We're in a bubble right now. <...>We are in a big, fat, ugly bubble. And we better be awfully careful.*   (The Commission on Presidential Debates, 2016)

BUDGET IS A MIRROR, which can reflect items:

(4h) *Obama: And so budgets reflect choices.*   (The Commission on Presidential Debates, 2012)

ECONOMY IS A PHYSICAL OBJECT, which can be balanced; its parameters can be altered:

(5a) *Romney: That's how we get growth and how we balance the budget. <...> You'll never balance the budget by raising taxes.*   (The Commission on Presidential Debates, 2012)
(5b) *Biden: He hasn't lowered drug costs for anybody.* (The Commission on Presidential Debates, 2020)
(5c) *Obama: On energy, Governor Romney and I, we both agree that we've got to boost American energy production...*   (The Commission on Presidential Debates, 2012)

 ECONOMY IS A PHYSICAL OBJECT/THING, which can be lost, raised, closed, and reopened, etc.:

(5d) *Kerry: Now, the president has presided over an economy where we've lost 1.6 million jobs. The first president in 72 years to lose jobs.* (The Commission on Presidential Debates, 2004b)
(5e) *So we built the greatest economy in history. We closed it down because of the China plague. <...> and now we're reopening and we're doing record business.*
                                    (The Commission on Presidential Debates, 2020)

The source domain matrix PLANT cross-mapped onto the target concepts of TAXES / RATES creates conceptual metaphors **ECONOMY IS A PLANT.** In this domain matrix, various aspects participate in cross-mapping with the target domain: the aspect of growth (6a-b) and the aspect of trimming (cutting) (7a-c). The latter makes '*tax cut*', or '*slashing taxes*' one of the most frequent conceptual metaphors in the discourse of both democrats and republican candidates, e.g.:

(6a) *Gore: I will help parents and strengthen families because, you know, if we have prosperity that grows and grows, we still won't be successful unless we strengthen families by...*
                                    (The Commission on Presidential Debates, 2000)
(6b) *Obama: So my attitude is, we've got to grow the economy from the bottom up.*
                                    (The Commission on Presidential Debates, 2008)
(7a) *Bush: I want everybody who pays taxes to have their tax rates cut.*
      Gore: Every middle class family is eligible for a tax cut under my proposal.
                                    (The Commission on Presidential Debates, 2000)
(7b) *Our country has cut the welfare rolls in half. I fought hard from my days in the Senate and as vice president to cut the welfare rolls and we've moved millions of people in America into good jobs.*   (The Commission on Presidential Debates, 2000)
(7c) *Kerry: And to do the job, you can't cut the money for it. The president actually cut the money for it.*   (The Commission on Presidential Debates, 2004a)

Conceptual metaphor **ECONOMY IS MEDICINE** is a result of cross-mapping of abstract concepts ECONOMY, MARKET, etc. and perception-based ones like RECIPE:

(8a) *McCain: ...not raising anyone's taxes is probably <u>the best recipe for eventually having our economy recover</u>.*   (The Commission on Presidential Debates, 2008)

(8b) *Obama: Even if we get all $700 billion back, let's assume <u>the markets recover</u>, we'holding assets...*   (The Commission on Presidential Debates, 2008)

(8c) *Romney: ...the tax break for oil companies is $2.8 billion a year. And it's actually <u>an accounting treatment</u> …*   (The Commission on Presidential Debates, 2012)

In the conceptual metaphor **ECONOMY IS WAR,** different entities of the domain of WAR (ENEMY, FIGHT) are cross-mapped onto target concepts, e.g.,

(9) *McCain: Who <u>fought against wasteful and earmark spending</u>?*
                    (The Commission on Presidential Debates, 2008)

The conceptual metaphor **ECONOMY IS AN ANIMAL** in presidential debates results from cross-mapping of the information connected with the concept of HORSE or SWINE (it can be guided by reins, it feeds from a pork-barrel, etc.):

(10) *McCain: That kind of thing is not the way <u>to rein in runaway spending</u> in Washington, D.C. <…> And we have former members of Congress now residing in federal prison because of the evils of this earmarking and <u>pork-barrel spending</u>.*
                    (The Commission on Presidential Debates, 2008)

Orientation conceptual metaphors **ECONOMY IS UP/DOWN** (3.2%) present the downward or upward vectors of the target:

(11) *Obama: Now, John mentioned the fact that business <u>taxes on paper are high</u> in this country, and he's absolutely right. <...> we actually see our businesses pay effectively one of <u>the lowest tax rates in the world.</u>*   (The Commission on Presidential Debates, 2008)

In presidential debates, there are a few most common types of metonymy connected with ECONOMY. They involve the highlighting of the relevant part of the target domain. Hill (2013, p. 112) describes such cases as the target-in-source metonymy; among them part-whole and space-temporal ones. Metonymy LOCATION FOR AN OFFICE/INSTITUTION mostly highlights economic offices and institutions in Washington and New York (WASHINGTON stands for GOVERNMENT):

(12) *Obama: I mean, we've had years in which the reigning economic ideology has been what's good for <u>Wall Street</u>, but not what's good for <u>Main Street</u>.*
                    (The Commission on Presidential Debates, 2008)

Synecdoche PART FOR THE WHOLE, in presidential debates, highlights money issues:

(13) *Kerry: The president hasn't put <u>one nickel</u>, <u>not one nickel into the effort</u> to fix some of our tunnels and bridges and most exposed subway system*s.
                    (The Commission on Presidential Debates, 2004a)

The manifestation of metonymy PEOPLE RESPONSIBLE FOR INSTITUTION mostly names LEADER FOR HIS COUNTRY in economic transactions:

(14) *Bush: Today we import one million barrels from <u>Saddam Hussein</u>.*
                    (The Commission on Presidential Debates, 2000)

Both cognitive metaphor and metonymy are means of communication based on shared knowledge. The use of these means of figurative language is well prepared by speechwriters and specially meant to be understood by the audience. They help understand discourse strategies of presidential debates.

4. Conceptual metaphors of ECONOMY as discourse strategies

Being of the institutional nature, presidential debate is a specific genre of electoral discourse; it is limited to situations of institutional communication and has a persuasive nature. In debates, the presentation function of candidates is realized through informative strategies of modifying the voters' worldviews by implanting the basic concepts of the candidate and their party. The latter is also achieved by widely used manipulative strategies (Horyna, 2008).

The debates are of a double dialogical nature: on the one hand, it is the communication of the candidates with each other; on the other, it is a message to the audience mediated by mass media. Accordingly, the candidate's communicative behavior has three vectors, which differ in their aims. The first vector aims at suppressing the opponent; the second aims at 'capturing' an audience, the third aims at appealing to the mass media. The role of mass-media as a mediating factor distinguishes debates from other genres of the US presidential campaigns. To paraphrase McLuhan, in presidential debates 'the medium' is no less important than 'the message'.

In political discourse, its global goal or a super task is to win and hold on to power (Chouliaraki, 2000). In presidential debates, the candidate's global intention to achieve power is realized through local intentions of creating an attractive image of the candidate for the presidency. The leading tactics are: self-presentation, discrediting the opponent, meaningful analysis and assessment of the situation, self-defense; strategies of motivation and manipulation, which tend to be implemented in the form of a cluster.

The informative and persuasive goals of the candidates include self-presentation and presentation of their programs, an analysis of the situation, criticism and discreditation of the opponent, encouragement to vote for the candidate, warning and exposure, self-justification. In debates, the candidates' presentational function is realized through their information-oriented tactics of modifying the voters' worldview. As Lakoff (2011, no page numbers) claims,

> There are two aspects to policy: cognitive and material. Material policy is about the nuts and bolts, how things are to work in the world. Cognitive policy is about what the public has to have in its brain/mind in order to fully support the right material policies. Coal, nuclear energy, and ethanol are policy disasters, and even giving them support with nuanced escape clauses hurts the possibility of real energy reform, but it activates, and hence strengthens, the conservative modes of thought that lie behind those proposals. The bottom line: A nuanced policy that looks like a rightward move has the cognitive effect of a rightward move. Cognitive effects matter awfully in presidential campaigns.

The domain of ECONOMY contains problems, which are central for the audience regardless of time and ideologies. In this sense, conceptual metaphors 'shape' the presidential debates.

For many decades, American presidential debates have worked out their own official style which became a tradition. It includes democratic procedures of collecting questions with the participation of the audience, strict timing of speech equal for each candidate. The genre of presidential debates is specified by the highest political rank of participants' roles, it is limited to situations of institutional communication and the range of the most urgent problems from the candidates' programs.

As any political discourse, debates include elements of antagonism and demonstration of power (Laclau & Mouffe, 1985). However, a certain turn towards populism in the culture of the 21st century, in general, reflected in the discourse of debates, too. The tendency to violate traditional

procedures and a tangible degree of aggression seems to increase in the presidential debates of the latest few decades; it is drastically evident in the communicative behavior of President Trump.

Politeness principle to a great extend defines the results of debates and in particular helps create an attractive image of the candidate in the eyes of the audience. Still, Lakoff (2002, p. 375) argues that, in politics, 'perfect communication' does not work. "Different people have very different views of what constitutes polite conversation. For some people politeness means being indirect <…>. For others politeness means directness" (Lakoff, 2002, p. 375–376).

In this paper, we treat impoliteness as a cognitive-communicative category, a linguo-cultural means of regulating communicative behavior; it is based on the linguo-cultural behavioral prescriptive concept-property of IMPOLITENESS, a pragmatic anti-concept and member of the antinomy politeness–impoliteness. There are five main impoliteness strategies in discourse (Shevchenko & Petrenko, 2019). In presidential debates, impoliteness is mostly represented by at least three of them: the strategy of **devaluation of the hearer** (manifested by tactics of criticism and derogation), the strategy of **unwarranted exclusion** (tactics of distancing, hostility, avoidance of speech, unfriendliness, non-acceptance), and the strategy of **unwarranted intrusion** (tactics of disturbing and causing intended harm).

The strategy of imposition is not typical for presidential debates; it is mostly indirect:

(15) *McCain: Well-well, let me give you an example of <u>what Senator Obama finds objectionable,</u>*
       the business tax.   (The Commission on Presidential Debates, 2008)

In the 21st century, overt intrusion manifested in crosstalk seems to become more and more frequent. In 2000 and 2004, we register one case of crosstalk per debate; in 2008, there were eight of them; in 2012—twenty-eight; in 2016—nine, and in 2020, there were amazing seventy-three cases of crosstalk in one debate. In the discussion of Hunter Biden's income (16), unwarranted intrusion in the form of crosstalk between both candidates and the moderator is followed by multiple interruptions on behalf of the candidates:

(16) *Trump: Hey, let me just tell you, Joe-*
       Biden: No, no. Mr. President- [<u>crosstalk</u>]
       Trump: Three and a half million, Joe.
       Biden: That is simply not true.
       Trump: Why did he deserve three and a half million from Moscow?
       Biden: Look, here's the deal. We want to talk about families and ethics. I don't want to do that. I mean, his family, we could talk about all night. His family's already-
       Trump: My family-
       Wallace: No, no- [<u>crosstalk</u>].
       Trump: My family lost a fortune by coming down and helping us with governance.
       Biden: And that's such a- [<u>crosstalk</u>]
       Wallace: Mr. President-
       Trump: Every single one of them lost a fortune-
       Biden: This is not about my family or his family. It's about your family, the American people. [<u>crosstalk</u>] That's not true. It doesn't want to talk about what you need. You, the American people, it's about you. That's what we're talking about here. [<u>crosstalk</u>]
                                                            (The Commission on Presidential Debates, 2020)

Interruptions are not allowed by the debate procedure, so the moderator has to point this out to President Trump:

(17) *Wallace: We have six segments. <…> I think that the country would be better served, if we allowed both people <u>to speak with fewer interruptions</u>. I'm appealing to you, sir, to do that.* (The Commission on Presidential Debates, 2020)

The procedure and style of political debates encourage candidates to demonstrate good manners and friendship, especially at the beginning of their discussion. In terms of politeness principle (Brown & Levinson, 1988), this aim is reached by a negative politeness strategy of hedging (*just*) and positive politeness strategy of including both speaker and hearer into the activity (*we both, equally, we are together*):

(18a) *Kerry: And I believe <u>President Bush and I both love our country equally</u>. But we <u>just have a different set of convictions</u> about how you make America safe.*
(The Commission on Presidential Debates, 2004a)
(18b) *Clinton: Finally, <u>we</u> tonight are on the stage <u>together</u>, Donald Trump and I. <u>Donald, it's good to be with you</u>. <u>We're going to have a debate</u> where we are talking about the important issues facing our country. You have to judge us …* (The Commission on Presidential Debates, 2016)

Devaluation of the hearer, mostly manifested implicitly in presidential debates (19a), becomes explicit in 2020, when it is realized through the tactics of derogation (conceptual metaphor CHARACTER IS BLOOD (19b)); compare:

(19a) *Bush: That is going to be <u>a big difference between my opponent and me</u>.*
(The Commission on Presidential Debates, 2000)
(19b) *Trump: But I'll tell you, Joe, <u>you could never have done the job that we did. You don't have it in your blood. You could've never done that</u>, Joe.*
(The Commission on Presidential Debates, 2020)

Calling names (BEHAVIOR OF THE CANDIDATE IS BEHAVIOR OF THE CLOWN (20a), conceptual metaphor of personification (20b)) is another example of devaluation of the hearer, not registered in presidential debates until recently:

(20) *Biden: Well, it's hard to get any word in with <u>this clown</u>. Excuse me, this person. <…>*
(20b)*Trump: Well, you didn't do very well in Swine Flu. H1-N1, <u>you were a disaster</u>. Your own Chief of Staff said <u>you were a disaster</u>.* (The Commission on Presidential Debates, 2020)

In 2020 presidential campaign, we register a rare for the discourse of debate strategy of unwarranted exclusion realized by the tactics of distancing in the form of the so-called 'silencers' (*shut up, keep yapping*) followed by interruption (*I think we've ended this—*):

(21) *Biden: <u>Will you shut up, man</u>?*
    Trump: Listen, who is on your list, Joe? Who's on your list?
    Wallace: Gentlemen, <u>I think we've ended this-</u>
    Biden: This is so un-Presidential.
    Trump: He's going to pack the court. He is not going to give a list.
    Wallace: We have ended the segment. We're going to move on to the second segment.
    Biden: That was really a productive segment, wasn't it? <u>Keep yapping, man</u>.
(The Commission on Presidential Debates, 2020)

In all of these examples, the persuasive and informative goals of presidential debates are reached by discourse strategies which demonstrate more and more changes in the procedure and style of debates.

5. Conclusion

This paper focused on metaphoric conceptualizations of ECONOMY in American presidential debates of the 21st century. This research was underpinned by a complex cognitive-pragmatic methodology and comprised two interconnected steps of analysis: a semantic cognitive and a communicative one. The former provided an opportunity to establish the semantic properties of lexemes in terms of a lexico-semantic field and, consequently, find out the concept structure of ECONOMY in terms of frames and domains, and single out its main metaphoric and metonymic models. The latter made it possible to define the leading discourse strategies in economic segments of presidential debates.

In the 21st century American presidential debates, the most widely used conceptual metaphoric models of ECONOMY are personification, orientation, and structural models. The latter are dominated by conceptual metaphors ECONOMY IS AN ARTIFACT, ECONOMY IS A PLANT, ECONOMY IS MEDICINE, ECONOMY IS WAR, ECONOMY IS AN ANIMAL. Most cases of conceptual metonymy of ECONOMY highlight relations PART-FOR-WHOLE, LOCATION-FOR-INSTITUTION, and PERSON-FOR-INSTITUTION.

Discursive strategies and tactics in economic segments of presidential debates are modified by their persuasive, informative and manipulative goals. We claim that the presidential debates of the last two decades are characterized by the use of impoliteness strategies, which are treated as cognitive and communicative entities, embodied in the concept of IMPOLITENESS—a pragmatic (not ontological) regulative concept of communicative behavior, an anti-concept in the category POLITENESS / IMPOLITENESS. Such strategies become noticeable in modern political discourse on the whole, and in President Trump's communicative behavior, in particular.

The paper has opened the space for discussing the use of figurative language in political discourse and for adapting the methodology of cognitive pragmatics; the results obtained can promote cross-cultural and historical vectors in cognitive-pragmatic linguistics.

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THE PROCESSES OF DIVERSIFICATION
OF THE NON-VERBAL COMMUNICATIVE COMPONENTS
IN THE MODERN ENGLISH DISCOURSE

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L. Soloshchuk. The process of diversification of the non-verbal communicative components in the modern English discourse. This article focuses on the specific properties of the combinability of non-verbal components with each other in the modern English discourse including the characteristics of their interaction with verbal components. The structural, semantic and pragmatic features of non-verbal components as well as their universal, ethnospecific and individually meaningful characteristics are taken into account. The paper is based on the discourse methodology in analysing communicative phenomena. The complex nature of communication is presented as the unity of verbal and non-verbal components within the anthropocentric paradigm in language and speech research. This paper provides the research of the combinability of non-verbal communicative components with each other, the result of which is presented by different clusters of non-verbal components taking into account the characteristics of a discursive personality upon which depend the ways of diversifying the information and emotion through non-verbal components. The analysis of discourse-constitutive potential of kinesic, proxemic and prosodic communicative components contributes to developing the theory of discursive interaction of different code systems aimed at the investigation of communicative signs of different nature in their unity within the frames of different types of discourse.

Key words: code system, discourse, diversification, interaction, non-verbal component, verbal component.

Л. Солощук. Процеси диверсифікації невербальних комунікативних компонентів у сучасному англомовному дискурсі. Стаття присвячена дослідженню специфічних властивостей поєднання невербальних компонентів комунікації між собою у сучасному англомовному дискурсі, включаючи особливості їх взаємодії з вербальними компонентами. Враховуються структурні, семантичні та прагматичні особливості невербальних компонентів, а також їхні універсальні, етноспецифічні та індивідуально значущі характеристики. Стаття базується на методології дискурсу при аналізі комунікативних явищ. Складний характер комунікативних процесів представлено як єдність вербальних та невербальних компонентів у межах антропоцентричної парадигми сучасного мовознавства. У роботі пропонується дослідження поєднання невербальних комунікативних компонентів між собою, результатом чого є виникнення різних кластерів невербальних компонентів, при цьому ураховуються характеристики дискурсивної особистості, від якої залежать шляхи диверсифікації інформації і емоцій через невербальні компоненти. Аналіз дискурсно-конститутивного потенціалу кінесичних, проксемічних та просодичних комунікативних компонентів сприяє розробці теорії дискурсивної взаємодії різних кодових систем, спрямованої на дослідження комунікативних знаків різної природи у їхній єдності у межах різних типів дискурсу.

Ключові слова: вербальний компонент, взаємодія, диверсифікація, дискурс, кодова система, невербальний компонент.

Л. Солощук. Процессы диверсификации невербальных коммуникативных компонентов в современном англоязычном дискурсе. Статья посвящена исследованию специфических свойств взаимодействия невербальных компонентов коммуникации между собой в современном англоязычном дискурсе, включая особенности их взаимодействия с вербальными компонентами. Учитываются структурные, семантические и прагматические особенности невербальных компонентов, а также их универсальные, этноспецифические и индивидуально значимые

характеристики. Статья базируется на методологии дискурса при анализе коммуникативных явлений. Сложный характер коммуникативных процессов представлен как единство вербальных и невербальных компонентов в рамках антропоцентрической парадигмы современного языкознания. В работе предлагается исследование комбинаторики невербальных коммуникативных компонентов между собой, результатом чего является возникновение различных кластеров невербальных компонентов, при этом учитываются характеристики дискурсивной личности, от которой зависят пути диверсификации информации и эмоций через невербальные компоненты. Анализ дискурсивно-конститутивного потенциала кинесических, проксемическим и просодических коммуникативных компонентов способствует разработке теории дискурсивного взаимодействия различных кодовых систем, направленной на исследование коммуникативных знаков различной природы в их единстве в рамках различных типов дискурса.

Ключевые слова: вербальный компонент, взаимодействие, диверсификация, дискурс, кодовая система, невербальный компонент.

1. Introduction

The principal objective of this paper is to demonstrate the main tendencies of interaction of different communicative code systems within the frames of different types of Modern English discourse, namely the interaction of non-verbal communicative components (NVCC) with each other including the interaction of verbal (VCC) and non-verbal communicative components. The studying of non-verbal components first launched by psychologists, anthropologists, physiologists (Birdwhistell, 1952; Ekman, Friesen, & Tomkins, 1971; Mehrabian, 1972; Hall, 1968; etc.) nowadays is widely involved in the linguistic area. New approaches and discoveries in all the scientific fields become possible at the appropriate time when the necessary information has accumulated and the suitable conditions are created. Nowadays the level of linguistic development allows interpreting non-verbal components as a true object of linguistic research due to the anthropocentric paradigm, which has become the central one in the science concerning the means of communication. The processes of globalisation and informatisation as characteristic features of the 21st century stimulate linguistics to study communication in all of its aspects. So, language is investigated not only in the terms of its formal properties, but also from the point of its contribution to the systems with the boundaries of which language itself is regarded as a sub-system, namely—cultures, social systems, etc., which proves the topicality of non-verbal linguistic research in general and in English discourse in particular.

The speaker's communicative abilities first are presented at the verbal level, but communication is a complex system, and it is to be treated as a unity of verbal and non-verbal as it is impossible to communicate without using proper gestures, facial expressions, glances, postures, intonations, etc. The information is distributed among different code systems so that the diversification strategy contributes to the efficiency increase of the process of communication. The process of interaction between people begins at the moment they see each other, and already at this level mutual understanding or mutual misunderstanding between speakers may develop as the non-verbal communication is often socially and culturally derived. Thus, the non-verbal components can create the speakers' opinion at the very first moments of communication and influence the general results of interaction. In this respect the influence of the ethnic and cultural environment on non-verbal behaviour should be observed. Facial expressions, kinesics, vocal paralinguistic features contain a certain kind of information about the conversational partners, the situation of communication itself and, frequently enough, they supply this information in a much more explicit manner than any verbal statement. It's essential to be able to decode adequately gestures and body movements, facial, eye and vocal behaviour as well as the way the people use physical space to convey messages (a proxemic factor) so that not to be confused or misled by them.

2. Methodology

In order to reach the objective of this research we are to carry out the following sequence of methodological steps: to characterise specific properties of interaction of verbal and non-verbal

communicative components in different types of modern English discourse; to expose the processes of diversification of information and emotion through NVCC; to establish typical clusters of NVCC taking into account their universal, ethnospecific and individually meaningful features as well as characteristics of the discursive personality which uses them. So, the principle of anthropocentrism becomes the main one in this research as it allows to take into account the human factor in the communicative activity which is especially important for studying non-verbal aspects within the frames of the linguistic sphere (Burgoon, Buller, & Woodall, 1996; Knapp & Hall, 2010; Kreydlin, 2002; Mandal, 2014; Remland, 2009; Sonneborn, 2012). The discursive approach to the speech phenomena and consistent patterns of their functioning allows to take into consideration the complex character of the process of communication. In order to investigate the non-verbal communicative phenomenon the multifunctional properties of non-verbal components are taken into account in this research: their dual nature; the norms of non-verbal component usage presented in two aspects: those which are connected with the speaker's non-verbal passport, and the norms based on the stereotypic ideas of the intensity category for non-verbal component usage; the principles of interaction of VCCs and NVCCs at macro- and micro-levels; the discursive competence of the interlocutor and his discursive surrounding presented by typical partners of communication belonging to the nuclear, marginal or peripheral discursive zone (Soloshchuk, 2006). The peculiarity lies in a rather free movement of a discursive personality from one zone to another. Such transitions may happen both evolutionarily, due to gradual changes in age and statuses, or revolutionarily, due to social and personal calamities; the potential of different NVCCs to be combined into clusters for obtaining the best communicative effect and result of the speaker's intention.

3. Results and discussion

In this paragraph, the actual characteristics of non-verbal components connected with the processes of their diversification in Modern English discourse are presented.

3.1. NVCC characteristics relevant for discursive activities

NVCC are created in the process of the speaker's motoric and vocalic activity in communication. They are used alongside with verbal means of communication due to the acquiring of the communicatively significant and functionally dynamic character in the process of interaction. Relying on this nature of NVCC, basic forms of their creation and perception kinesic, proxemic and prosodic communicative components are singled out (Soloshchuk, 2014). Using the term "communicative meaning" we mean the ability of NVCC to be used in the role usually ascribed to language signs, namely—to make up an utterance and deliver information stimulating the development, promotion and regulation of the communicative process. NVCCs can mark those denotative meanings, which do not require an obligatory verbal expression. Situational components of a static character that potentially can influence the process of communication and regulate it are defined by us as supraverbal. Supraverbal components are less precise in comparison with kinesic, proxemic and prosodic components and can be treated as a thematic world, the elements of which may be treated semiotically.

The non-verbal component is a three-level (three-tier) formation presented by its universal, ethnospecific and individually meaningful characteristics. Universal and ethnospecific characteristics are better investigated nowadays in comparison with individually meaningful characteristics, on which we concentrate our attention. And besides individuals vary substantially in their encoding and decoding ability of non-verbal signs (Burgoon, Guerrero, & Floyd, 2016, p. 25).

The individually meaningful level in the structure of NVCC reflects the speaker's ability to modify their universal and ethnospecific characteristics thus contributing personal nuances to their production: he/she keeps the general form of a NVCC and its conceptual (notional) potential while adding individual meaning to this NVCC due to which some particular NVCC may become the brand sign of a person. The conventional character of an individually meaningful NVCC is usually known

to a narrow circle of people, and their usage has an additional information programme only for those who belong to the close discursive surrounding of a personality. Nell picked up Mac's unconscious sign of displeasure which was his trademark telling his partners more than words can tell:

(1) *"Look, I don't like to press you at this time, but it really is important that we meet with you now." Nell <u>shook her head, a gesture she had picked up from Mac, his unconscious sign of displeasure when he didn't want to give voice to his objection to something</u>. "All right. Come over if you must," she told Brennan crisply, and then hung up* (Clark, 2001, p. 86).

NVCC are the components of dual nature: on the one hand, they clear up the multiple meaning (multivalence) of a verbal utterance, on the other hand, they are polyfunctional themselves. Because of that they can provide the higher level of understanding in the process of communication as well as to entrap the communicative partner. The adequate usage of NVCC and their decoding depend upon the discursive personality and discursive surrounding. Violating the norms in NVCC usage usually attracts the addressee's attention and requires additional knowledge and efforts necessary for decoding the partner's utterance. Evasion from traditional norms serves as an indicator of a speaker's general communicative intention and identifies an additional meaning, which may appear in this intention. Deviations from the norm of NVCC usage may refute its verbally presented meaning. Daisy Harrison's extra sweet voice and an attempt to look impeccably informal betray her real attitude to her future son-in-law and only strengthens her hostility towards him:

(2) *Daisy Harrison was at the door to greet them, <u>looking impeccably informal. She kissed her daughter</u> and then turned to their visitor. "You must be Theodore," she said as they <u>shook hands.</u> "We've so looked forward to meeting you." <u>She was unable, despite herself, to play the script of conventional politeness with any real conviction.</u>*
"Actually, Ted," <u>remarked Mrs. Harrison with a sweetness that would put a diabetic into shock,</u> "all my family is Yale. Is yours all Harvard?"
"Absolutely," answered the well-prepared Ted Lambros (Segal, 1986, p. 178*).*

(3) *"If you get near my client again and attempt to obtain anything from him without my permission, I'll sue you and the FBI. I'll file an ethics complaint with the state bar in Louisiana and Tennessee, and I'll haul your ass into Juvenile Court here and ask the judge to lock you up."*
<u>The words were spoken in an even voice, no emotion, but so matter-of-factly that everyone in the room, including Roy Foltrigg, knew that she would do exactly as she promised</u>
(Grisham, 2003, p. 52*).*

In example 3 an extremely even and quiet voice in the situation which stereotypically requires a loud voice and emotions also attracts the partners' attention and makes them sure that the lawyer will carry out her promise which is dangerous for them.

3.2. The principles of interaction of VCCs and NVCCs

Kinesic, proxemic and prosodic components which are included into the structure of the dialogic discourse interact with verbal components at two levels: macro-level and micro-level. The macro-interaction is presented by autonomous functioning of non-verbal components within the frame of the dialogic utterance, and a speech act, thus, is transformed into a paraspeech act obtaining the characteristics of a speech act. It can function without the verbal support:

(4) *CLEVELAND: Hey, Tex. Man, what the hell's going on? <u>Tex holds up his hand, motioning that he doesn't know</u>* (Roth, n.d.).

(5) *Danny, how about one (photo) with you kissing your girlfriend?"*

Danny glanced toward the corner where Maria, dressed sedately, had been all but hiding. *(It had taken weeks of persuasion to get her to go to the concert just as a "friend".)* He *motioned to her to come forward. But she shook her head.*   (Segal, 1986, p. 168).

The micro-interaction of VCC and NVCC takes place within the frames of one dialogic utterance, and is based on 4 main principles: principle of coordination, principle of subordination, principle of identification, principle of contradiction which are defined according to the particular properties of the structural, semantic and pragmatic organization of the information in the utterance (Soloshchuk, 2006).

The principle of coordination means that VCC and NVCC contain the identical basic information. It is enough to use either verbal or non-verbal channel of information in order to provide the discursive integrity of the dialogue. The discursive integrity of the dialogue will not be violated in case of omitting either verbal or non-verbal part of the utterance:

(6)   *Cindy stayed where she was. Her voice was more assured.*
        "But it's the most sensible thing, isn't it?"
        Mel nodded. "Yes. I guess it is" (Hailey, 1983, p. 57).

The verbal part is used in order to enlarge the basic communicatively meaningful information, which is contained in the non-verbal part of the utterance. Besides expressing her agreement, Rachel also deciphers the abbreviation and mentions her father's involvement in this project, which is relevant for this situation:

(7)   *"I assume," the President said, "that you're aware of a NASA project called EOS?"* Rachel
        nodded. "Yes. Earth Observation System. I believe my father has mentioned EOS once or twice"
        (Brown, 2003, p. 59).

While combined according to the principle of subordination, the information in the utterance is delivered partially by VCC and partially by NVCC. Elimination of either verbally or non-verbally presented information results in violating the communicative integrity of the utterance and creating the informational dissonance (discord) within the frames of the dialogic discourse. If in the coordinative type of interaction VCC and NVCC can present the necessary information independently, in case of subordination the utterance acquires integrity only on condition of taking into account both VCC and NVCC. Usually this principle is employed for the actualization of deictic components in the verbal part of the utterance and demonstrates the greatest dependence upon the context. Kinesic components (mainly—index gestures) are used in this case. The pronoun *"it"* in the dialogue cue is explained by the index gesture *"he nodded to Schyler's bandaged arm"*:

(8)   *"How is it?" He nodded to Schyler's bandaged arm. "Okay I guess. It hasn't hurt at all"*
        (Brown, 2011, p. 121).

The interaction of VCC and NVCC according to this principle takes place when the structural and semantic integrity of the utterance is provided by distributing information between them. Without one of them, the communicative, structural and semantic integrity of the utterance is violated. Splitting of the utterance appeals to the speaker's attention, too. The non-verbal component usually occupies the final position in the utterance. As a rule, in English the new information is placed in the final stressed position:

(9)   *The porter came in. He was trying to keep from laughing.*
        "Is that barber crazy?"

"No, signorino. He made a mistake. He doesn't understand very well and he thought I said you were an Austrian officer."
"Oh," I said.
"Ho ho ho," the porter laughed. "He was funny. One move from you he said and he would have —" he drew his forefinger across his throat. ...
"Ho ho ho," I said bitterly. "How funny if he would cut my throat. Ho ho ho"

(Hemingway, 1976, pp. 98–99).

The principle of identification is realized when structural and semantic organisation of the utterance is not informatively sufficient for presenting the final communicative goal. The intention presented in structurally and semantically identical utterances can be decoded only due to the non-verbal component. In the theory of speech acts it is accentuated that structurally and semantically identical utterances may acquire different illocutionary force in this way creating different speech acts which are to be identified by the addressee. Only due to the tone of Adam's voice Jennifer identifies his real attitude towards her activity as a lawyer. He doesn't approve her working for the Mafia:

(10) *"I read about you all the time," Jennifer said. "I'm very proud of you, Adam." "Thank you." Adam hesitated. "I've been reading about you, too.* "She responded to the tone of his voice. *"But you're not proud of me." — "You seem to have a lot of Syndicate clients"*

(Sheldon, 2003, p. 298).

In case of interaction of a VCC and NVCC according to the principle of contradiction the information presented verbally contradicts to the information presented in the non-verbal way within the frame of one and the same dialogic utterance. That is, a NVC can bring out a meaning, totally contradicting to that of a verbal message. The non-verbal information is a unique means of revealing someone's true intentions and cracking down pretenses. Thus, most nonverbal means can not only bring about some new layers of meaning to the verbal message, but also provide veritable information and true intentions. The non-verbal information is usually more relevant and true to life than the verbally presented one. In the example given below the doctor tries to support the daughter's hopes for her father's quick recovering on the verbal level while the non-verbal component reveals the true state of affairs. Besides, due to the dual nature of the NVCC when it is stereotypically thought only to exacerbate the meaning of the utterance it may also mitigate it under the required circumstances:

(11) *Lucky knew Gino couldn't live forever, but she'd never imagined the end would come with an assassin's bullet. "He'll make it," she said, a determined thrust to her jaw. "Gino's strong."* "I hope so," *the doctor said,* his eyes revealing that he didn't think so (Collins, 2007, p. 328).

In the next case Maria Pastore's tone fails to give a true notion or impression of her agreement, it contradicts to the verbal information.

(12) *"Why not come around five? We can talk the things over in my room before we eat." "Your room?" her voice was slightly nervous once again. "Uh—yes," he answered suavely. "I mean, I've got a piano here and everything. If not, we can meet sometime in Paine Hall. But I should definitely be near a keyboard."* "Oh, no, that's okay," Maria Pastore quickly responded, her tone belying her words, *"your room would be fine. So I'll see you Wednesday at five. I'm really excited about this. Thanks"* (Segal, 1986, p. 107).

Each of the NVCC has a definite discursive potential which is realised in different ways in different types of dialogic discourse, namely in the every-day and official types of discourse. The variability of NVCC usage depends also on the cooperative or conflict intentions of the speaker.

3.3. The role of the discursive surrounding of the interlocutor in the interpretation of NVCC
When the individually meaningful characteristics of a NVCC prevail, the role of the decoding personality increases. To point out the role of the personality in the discursive activity we enlarged the concept of a language personality to the concept of a discursive personality (Soloshchuk, 2006) which is treated as a personality acting in the infinite communicative space and is able to combine different semiotic code systems—verbal and non-verbal ones belonging to different discourses of different cultural origin—while communicating in the discursive surrounding. The discursive surrounding includes communicative partners, with whom the discursive personality finds himself/herself in the permanent/occasional communicative contact during his/her lifetime as well as all the factors relevant for the process of communication. The number of communicative partners is unlimited and depends on the social and communicative activity of a discursive personality. The discursive surrounding, in the centre of which is placed the discursive personality, consists of three main zones: nuclear, marginal and peripheral. The boundaries of these zones are not forever stable. Its members can move to other zones. It depends on different factors of social, gender, psychological, age, etc character. The most mobile are the boundaries of the marginal zone the members of which can move either to the nuclear or peripheral zone.

In the everyday discourse (parental and matrimonial) where the speakers belong to the nuclear discursive zone, the usage of individually meaningful NVCCs prevails. Their adequate decoding becomes possible because the members of this zone are very closely related, they are aware of non-verbal habits of each other. In the given example Rachel, the dying mother of two children, introduces Rachel, her former husband's new wife, into the nuclear discursive zone of her daughter and son trying to make a good mother for her children before she dies:

(13) *Annabelle pushes her hair over her eyes.*
RACHEL: She's gonna trip over her own feet, if she doesn't get her hair out of her eyes. Jackie casts a sidelong glance at Rachel. Decides to tell her...
JACKIE: Pushing her hair over her eyes means she's avoiding a confrontation. Rachel looks over. Really? Jackie decides to share more. Reading Rachel's reaction to...
JACKIE: If she's twirling it, she's playing something out in her mind. If she's stopped combing it, she might be depressed... As Rachel listens she's unconsciously twisting her hair.
RACHEL: What about obsessively picking her split ends?
JACKIE: Anxiety.
RACHEL: Last week when she chopped her Barbie's bangs all to hell—
JACKIE: She was angry at herself.
RACHEL: Jackie?
JACKIE: Yes?
RACHEL: When I twisted hair like this it means I'm intimidated by you...Jackie gives her the trace of a smile.
JACKIE: I'll keep it in mind, and use it against you (Bass, n.d., pp. 53–54).

In the official discourse the usage of NVCCs and their combinability with verbal components is usually controlled consciously. The communicative partners are less knowledgeable about each others' non-verbal ways and habits that is why universally accepted NVCCs are usually preferred:

(14) *"Deal with me, Mr. Gilbreath," she said imperatively, staring at him. "It's unrealistic to hope that I can fill enough contracts to come up with that much cash in such a short time."*

"That's hardly my problem." He tried to keep the gloating tone of his voice. He could almost hear her mind working during the ensuing silence (Brown, 2011, p. 153).

The business partners trying to win the position use both verbal components and non-verbal components—the Imperative mood in the utterance combined with the imperative intonation and a direct staring glance while the other one hardly manages to hide his delight presented in the prosodic way.

3.4. NVCC clusters and their peculiar features in the dialogic discourse

Recently, there have appeared some linguistic researches focusing on the characteristics of the combinability of VCCs with NVCCs and the influence of NVCC on the functioning of VCC (Kalyta, 2001, 2015; Seryakova, 2017; Kalyta & Taranenko, 2012; Dijk, 2009; Du Bois, 2012; Boguslawska-Tafelska, 2011, etc.). The combinability of kinesic, prosodic and proxemic components only starts to acclaim the researchers' attention. The clusters formed by different NVCCs may carry out the basic functions of the communication—informative, pragmatic, and expressive. Their effectiveness is being enforced by diversifying the information and expressiveness through kinesic, prosodic and proxemic components used contemporaneously. In this case we treat diversification as a measure of variety in the summation which contributes greatly to the intensity of a dialogic utterance in the whole. The interoperability of kinesic components with prosodic, proxemics and supraverbal are becoming topical for modern theory of communication. Traditionally these components are studied separately with the aim of establishing their correlation with VCCs. Nonetheless, NVCCs may combine their potentials within the frame of one communicative act. The verbal intention may be accompanied by kinesic, prosodic and proxemic components and supported on the supraverbal level, thus they are providing the highest degree of the effectiveness of the whole utterance. The multeity of the ways of information delivery reduces the risk of failure in the communicative process and prevent interlocutors from the inadequate and incomplete perception of transmitted information.

In the example provided below the cluster of verbal, proxemic, prosodic, gestural components and eye contact used by the addresser in the institutional discourse, do not give to the addressee any chance to pretend he does not catch the idea and brings him to the state preplanned by the addresser:

(15) *"What the hell are you talking about?"*
"You know what I am talking about," she affirmed in an agitated voice, and leaned over the desk top toward me, shaking her finger at me, "and you sit there and think you are so high-toned. If you were a man you'd get up and go in there and knock hell out of him. I thought she was yours. Or maybe he's fixed you up that doctor." She leaned farther toward me. "Maybe he's making you director of hospital? Yeah, what's he making you director of?" Under the flood of words and the savage finger and the snapping eyes, I jerked myself forward … while the blood pounded in my head to make me dizzy ... (Warren, 1979, p. 248).

The accumulation of a number of gestures combined with a prosodic component in a family discourse helps Mother to influence her son and impose her intentions on him. The son being in the nuclear zone of Mother's discursive surrounding decodes the meaning of her gesture (*that kind of a sandwich out of one of your hands it is always a prelude to something*—and it is really is):

(16) *She reached over and took my hand, and spoke earnestly to me. "Don't, son, don't talk that way," she said. "What way?"*
"When you talk that way I don't know what to think. I just don't know …She laid her free hand on the hand of mine she held, and when a woman makes that kind of a sandwich out of one of your hands it is always a prelude to something. Which, in this case, was: "Why don't you, Son, why don't you—settle down—why don't you marry some nice girl—"

"I tried that," I offered. "And if you tried to rig anything for me with that Dumonde, you sure rang the lemons." ...I snatched my hand out of the sandwich she had made, and said, "I don't want anything in God's world out of them. Or anybody. And I don't want to settle down, and I don't want to get married, and I don't want any other job, and as for money—"
"Son—Son—" she said, and I turned her hands together on her lap...
She didn't move or say anything. She just looked up at me, and I saw that her eyes had tears coming into them, and that she loved me, for I was her son.
...She reached out with one hand, in a tentative humble way, and took my right hand, not by hand itself but just by the fingers, crumpling them together.
"Son," she said, "you know whatever I've got is yours. Don't you know that?"
I didn't say anything.
"Don't you know that?" she said, and swung on to my fingers as though they were the end of a rope somebody had tossed in the water to her.
"All right," I heard my voice said, and felt my fingers twitching to get away, but at the same time I felt my heart suddenly go soft and fluid in my chest like a melting snowball you squash in your hand. "I'm sorry I talked that way," I said, "but damn it, why can't we just stop talking? Why can't I just come home for a day or two and us not talk, not open our mouths?"
She didn't answer, but kept on holding my fingers... (Warren, 1979, p. 126–128).

Though the son tries to resist his mother's non-verbal attack, he fails. The verbal filling is plain in this dialogue: the words are not numerous, the sentences mainly are not finished, but the goal is reached *(I felt my heart suddenly go soft and fluid in my chest)* due to multiple usages of the same gesture and introduction of new ones supported by the earnestness in the intonation.

Different non-verbal components may be co-directional as in the following example (the expression conveyed by Tom's lips, arms, feet, pose):

(17) *Defiance was written on Tom's lips, sucked into a thin line, and on his pose, arms folded across his chest, feet apart.*
Yet she pleaded, "Please. It's only a few words, Tom. You can't keep evading this..."
"I'm sorry, Mom, but I can't. You don't understand. I can't."
Laura put her hand on his shoulder and looked up—how tall he was—into his angry, sad, fearful face. "Tom, I do understand, much more than you think. We're all in this together, so we have to understand each other" (Plain, 2004, p. 293).

They may balance the utterance while intonation is firm but gestures mitigate the severity of the situation and the addresser's intentions:

(18) *"Darling, I don't want any explanation from you and I won't listen to one," said Melanie firmly as she gently laid a small hand across Scarlett's tortured lips and stilled her words, "Not a word."*
"But—" Scarlett fumbled and stopped (Mitchell, 1993, p. 935).

So, the study demonstrates the effectiveness of the diversified transmission of the information in the dialogic discourse. It enlarges the entire range of communicative means necessary for successful interaction of interlocutors belonging to different spheres of the society.

4. Conclusions

Summing up the role of NVCC, it should be admitted that it is impossible to avoid using them— either in combination with VCC or with each other; they present the natural part of the communicative processes; it is impossible to hide non-verbal signals: one can consciously avoid

using them for a while, but he/she will always lapse back into normal patterns. Mutual understanding of speakers is provided due to the valuable information encoded in separate non-verbal components and their combinations.

Thus, the results of this study may have significance for those who teach or train others and for those who would like to improve their interpersonal communication skills in foreign languages, for once they learn to read non-verbal signals, they will find it of great advantage when dealing with people of different cultural environment. The results will be of use in modelling communicative patterns of interaction based on the usage of the components of different code nature within the frames of the different types of modern English discourse.

ABBREVIATIONS
NVCC—non-verbal communicative components
VCC—verbal communicative components

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PROSODIC ORGANISATION
OF ENGLISH UTTERANCES OF SYMPATHY

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L. I. Taranenko, M. A. Kutsenko. Prosodic organization of English utterances of sympathy. The paper is a complex study of prosodic organization of English utterances of sympathy. The research is based on functional and communicative approaches to the study of oral communication and is conducted within the framework of psycho-energetic, social and cultural aspects. In order to objectify the data obtained and explain the dynamic interplay of the speakers' pragmatic aims and their cultures of micro- and macro-societies we also used the apparatus of linguistic synergetics. All the experimental utterances were classified according to their pragmatic orientation, type of communicative situation, speakers' social statuses, their social and cultural levels and the level of the utterance emotional and pragmatic potentials. On the auditory analysis stage we found out a set of prosodic means typical of English utterances of sympathy having a definite pragmatic orientation (sympathy proper, compassion, consolation, encouragement). Besides, we singled out the invariant intonation pattern and specific features of its variant realizations. The analysis of video data allowed us to describe the interplay of prosodic means with paralinguistic, lexical and grammatical means as well as define the role of phonetic means in proper decoding of sincerity or insincerity of English utterances of sympathy. Acoustic analysis enabled us to instrumentally verify the data obtained during the auditory stage of the experiment and identify the variant and invariant patterns of English utterances of sympathy prosodic organization. Linguistic interpretation of the obtained results made it possible to model the synergetic processes of the utterances of sympathy self-development based on the individuals' personal communicative experience acquired within his/her micro- and macro-societies cultures. Using such modeling, we managed to identify that generation and actualization of sympathy of a certain pragmatic type is only possible due to the presence of phonoconcepts prototypes in the individual's memory, which, in their turn, are able to form one of the four invariant intonation patterns.

Key words: sympathy utterance, prosodic means, invariant and variant intonation patterns, auditory and acoustic analyses, linguistic interpretation.

Л. І. Тараненко, М. А. Куценко. Просодична організація англійських висловлень співчуття. Статтю присвячено комплексному дослідженню закономірностей просодичної організації різних типів і видів англійських висловлень співчуття. Дослідження здійснено в межах функціонально-комунікативного підходу до вивчення усного мовлення з позицій психоенергетичного й соціокультурного аспектів. З метою об'єктивації отриманих даних та пояснення процесів динамічної взаємодії прагматичних намірів мовця та культур його мікро- й макросоціумів у процесі усної актуалізації висловлень співчуття традиційні методи експериментально-фонетичного аналізу було доповнено методами лінгвосинергетики. Корпус експериментальних висловлень систематизовано за їхньою прагматичною спрямованістю, ситуацією спілкування, соціальним статусом та соціокультурним рівнем мовців, а також рівнем емоційно-прагматичного потенціалу. У результаті виконання аудитивного аналізу встановлено номенклатуру просодичних засобів, які слугують реалізації конкретного прагматичного спрямування англійських висловлень співчуття (власне співчуття, співпереживання, втішання, підбадьорювання) та обгрунтовано інваріант їхньої

інтонаційної моделі й диференційні ознаки її варіантних реалізацій. Вивчення експериментального матеріалу, супроводжуваного відеорядом, дозволило здійснити опис участі засобів усіх рівнів мови у процесі актуалізації співчуття, а також установити характер взаємодії інтонаційних засобів з паралінгвальними й лексико-граматичними засобами та визначити їхню роль у коректному декодуванні щирості або нещирості висловленого співчуття. Шляхом акустичного аналізу інструментально підтверджено дані, отримані в ході аудитивного аналізу, що слугувало підгрунтям для визначення інваріантної і варіантних моделей просодичного оформлення англійських висловлень співчуття. Лінгвістична інтерпретація результатів вивчення інтонаційного оформлення висловлень співчуття дозволила синергетично змоделювати процес саморозвитку співчуття, перебіг якого відбувається на підставі особистого комунікативного досвіду індивіда, набутого в межах культури його мікро- та макросоціумів. Таке моделювання показало, що породження й актуалізація співчуття певного прагматичного різновиду виникає завдяки наявності в пам'яті мовця фоноконцептів-прототипів, здатних формувати одну з чотирьох інваріантних інтонаційних моделей.

Ключові слова: висловлення співчуття, просодичні засоби, інваріантна й варіантна інтонаційні моделі, аудитивний і акустичний аналізи, лінгвістична інтерпретація.

Л. И. Тараненко, Н. А. Куценко. Просодическая организация английских высказываний сочувствия. Статья посвящена комплексному исследованию просодической организации различных типов и видов английских высказываний сочувствия. Исследование выполнено в рамках функционально-коммуникативного подхода к изучению устной речи с позиций психоэнергетического и социокультурного аспектов. Для объективации полученных данных и объяснения процессов динамического взаимодействия прагматических намерений говорящего и культур его микро- и макросоциумов был использован инструментарий лингвосинергетики. Корпус экспериментальных высказываний был систематизирован согласно прагматическим намерениям говорящего, коммуникативной ситуации, социальному статусу и социокультурному уровню коммуникантов, а также уровню эмоционально-прагматического потенциала. В результате выполнения аудитивного анализа была установлена номенклатура просодических средств, служащих реализации конкретной прагматической направленности английских высказываний сочувствия (собственно сочувствие, сопереживание, утешение, подбадривание), обоснован инвариант их интонационной модели и дифференцирующие признаки их вариантных реализаций. Изучение экспериментального материала, сопровождаемого видеорядом, позволило описать участие средств всех уровней языка в процессе актуализации сочувствия, а также установить характер взаимодействия интонационных средств с паралингвистическими лексико-грамматическими средствами и определить их роль в корректном декодировании искренности или неискренности высказанного сочувствия. Путём акустического анализа инструментально подтверждены данные, полученные в ходе аудитивного анализа, что послужило основанием для определения инвариантной и вариантных моделей просодического оформления английских высказываний сочувствия. Лингвистическая интерпретация результатов изучения интонационного оформления высказываний сочувствия позволила синергетически смоделировать процесс саморазвития сочувствия, течение которого происходит на основании личного опыта индивида, приобретенного в рамках культуры его микро- и макросоциумов. Такое моделирование показало, что порождение и актуализация сочувствия определенного прагматического типа возникает благодаря наличию в памяти говорящего фоноконцептов-прототипов, способных формировать одну из четырех инвариантных интонационных моделей.

Ключевые слова: высказывания сочувствия, просодические средства, инвариантная и вариантная интонационные модели, аудитивный и акустический анализы, лингвистическая интерпретация.

1. Introduction

Present-day linguistics is characterized by the gradual change of its research paradigms which is taking place due to steady integration of the results obtained by the adjacent to linguistics areas whose scientific inquiry is aimed at an in-depth explanation of the individual's cognitive activities while generating and receiving verbal and non-verbal information. As a result, issues related to the identification of emotional and pragmatic factors' interplay are getting more and more relevant as

they play a significant role in the process of sympathy utterances' production in general and their prosodic organisation in particular.

Since sympathy is traditionally related to the phenomenon of empathy and is defined as an emotional response to the feelings of others (Epstein & Mehrabian, 1972), it is usually viewed as an instrument of a person-to-person interaction. That is why some aspects of sympathy expression have been sufficiently reflected in a number of Ukrainian and foreign studies focused on empathy (Debes, 2017; Hoffman, 2001; Zhuravliova, 2008). Thus, some sympathy related issues have acquired a various degree of their elaboration in linguistic studies, namely: verbal and non-verbal realisation of sympathy (Kazachkova, 2006), functional-and-pragmatic loading of sympathy in communication (Sugiharto, 2008), lexical and grammatical features of sympathy utterances (Kazachkova, 2006), forms of their expression (Kalyta, 2001), gender related specificity of sympathy actualization in speech (Dolia, 2013), common and distinctive features of sympathy with other varieties of empathic communication (Tatsenko, 2017), etc.

Results of scientific justification of the communicative-and-functional paradigm fundamental principles (Kalyta & Taranenko, 2006; Pierhambert, 1993; Tatham, 1987) turned our attention to the issue of the human factor in language and thus directed us towards the analysis of the connection between language and cognition, the notion and its acoustic image, speech and speaker's psyche, etc. However, the scientific sources on hand lack the generalized and unanimously accepted understanding of the phenomenon of sympathy as one of the forms of human emotions' materialisation which could enable us to identify the communicative specifics of prosodic organisation of English utterances of sympathy.

In view of this, the **aim** of the present paper is to define the regularities of prosodic organization of English sympathy utterances by means of identifying their typical intonation patterns. To reach this aim, we have undertaken the following sequence of methodological steps. It was rational within the first step to analyse the linguistic status, semantic, structural and functional features of the utterances of sympathy. The second step presupposed the formation of an inventory of verbal and non-verbal means of sympathy expression whose interplay varies depending on the role of a number of extralinguistic factors. Within the third step, on the basis of auditory and acoustic analyses of the experimental utterances, we described the specificity of their prosodic organization, experimentally substantiated invariant and variant intonation patterns typical of the sympathy utterances of different pragmatic orientation as well as performed linguistic interpretation of the experimental data obtained.

2. Theoretical background of the research

Having analysed a number of existing views on the notion of sympathy (Debes, 2017; Tatsenko, 2017) we have come up with the definition of a **sympathy utterance** as an expressive unit of speech actualised either orally or in writing as an emotional reaction to any negative or difficult situation of one of the interlocutors. Sympathy utterance is usually realised in speech as compassion, consolation or encouragement. The choice of verbal and non-verbal means actualizing the utterance of sympathy largely depends on the communicative situation, interlocutors' social and cultural statuses as well as their communicative aim. On the subconscious level sympathy should be viewed as a complex process that includes emotional contagion (Sheler, 2017). This presupposes understanding of the addressee's feelings, parallelization and reconstruction of his/her emotional state on the basis of the speaker's personal experience, which in its turn directly influences the utterance's pragmatic orientation, the degree of its sincerity and the manner and nature of sympathy utterance realisation in speech.

Research results of different aspects of sympathy actualization (Zhuravliova, 2008; Kazachkova, 2006) prove that the main function of sympathy is to express distress, sorrow or grief about the negative situation with a view to support the addressee psychologically. Consequently, from a functional perspective the most significant feature that influences the speaker's choice of the

language means of all levels is the utterance pragmatic orientation which enables us to trace the link between the speaker's intentions and his/her emotions conveyed in speech by prosodic means.

Taking into account the mentioned above and synthesizing the linguists' ideas about the interaction of verbal and non-verbal means in emotional utterances actualization, we substantiated the generalized model outlining the complexes of communicative factors' stochastic interplay which allows us to take into consideration the factors that appear in social and cultural domains of any given communicative situation (see Fig. 1).
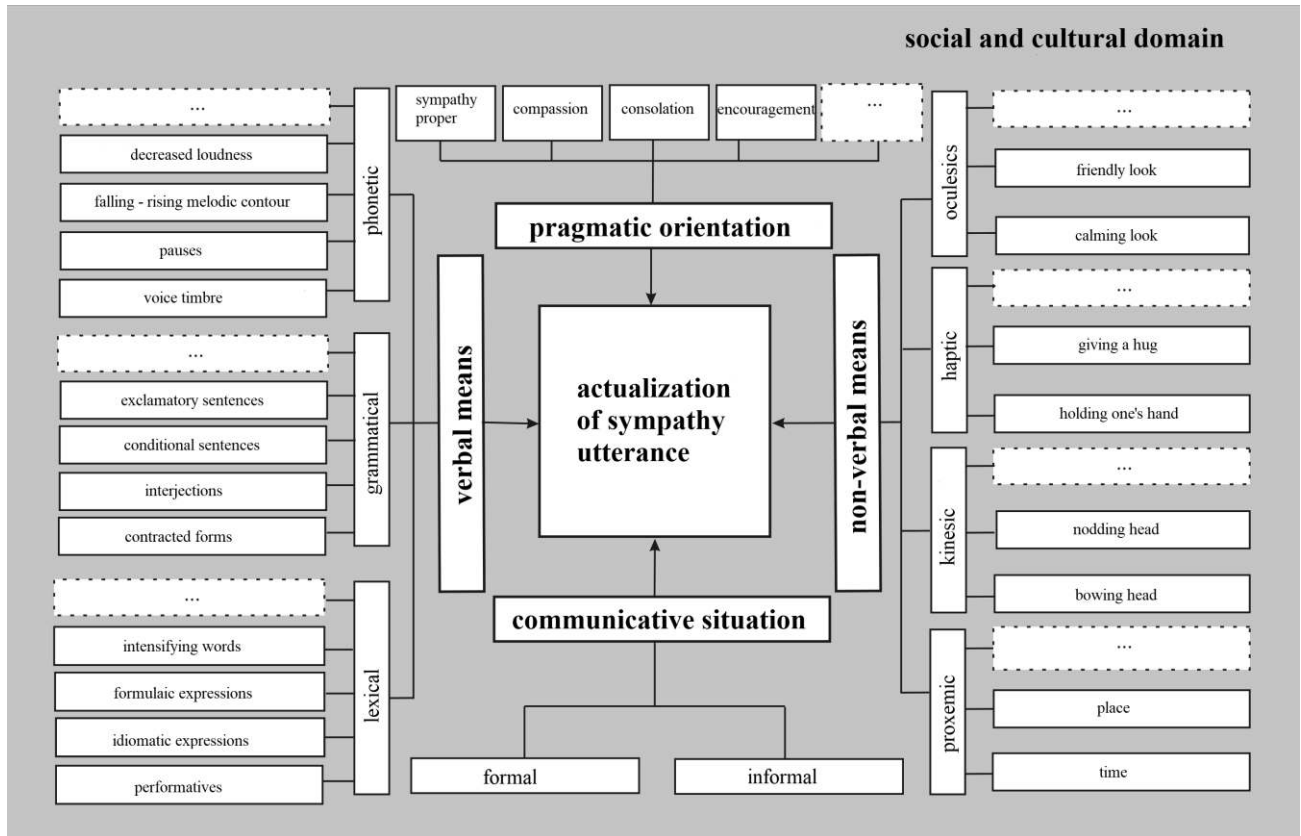
Figure 1. The generalized model of the complex of communicative factors'
stochastic interplay in sympathy utterances actualization

The given generalized model presents a scheme of stochastic interaction of a number of communicative factors that influence the expression of sympathy, namely: the form of a communication situation (formal/informal), the utterance pragmatic orientation (sympathy proper, compassion, consolation, encouragement), a set of lingual (lexical, grammatical, phonetic) and para-lingual (body posture, gestures, facial expressions, etc.) means. The offered scheme serves as a reliable methodological and structural basis for conducting an experimental research aimed at deepening scientific ideas about the oral actualization of the utterances of sympathy.

Besides, on the basis of the knowledge existing in linguistics we formed the classification of the key linguistic features pertaining to different types of sympathy utterances that contribute to the variability of sympathy utterances' prosodic organization (see Fig. 2).

ENGLISH UTTERANCE OF SYMPATHY

1. pragmatic orientation

1.1. sympathy proper | 1.2. compassion | 1.3. consolation | 1.4. encouragement

2. communicative situation

2.1. formal | 2.2. informal

3. speaker's social status

3.1. higher | 3.2. equal | 3.3. lower

4. speaker's social and cultural level

4.1. high | 4.2. mid | 4.3. low

5. level of emotional and pragmatic potentials actualization

5.1. high | 5.2. mid | 5.3. low

Figure 2. Classification of the key linguistic features of English utterances of sympathy

In accordance with the classification, all the utterances of sympathy can be differentiated (see the first level) according to the criterion of their pragmatic orientation into those conveying sympathy proper (i.e. expression of pity), compassion (i.e. demonstration of understanding the situation), consolation (i.e. calming and soothing expression) and encouragement (i.e. communicating support). The second level of the given classification distinguishes the utterances of sympathy depending on the communicative situation in which they are actualized, namely: formal or informal. The third level of the classification takes into consideration the speaker's social status with respect to the addressee's (higher, equal, and lower statuses). The fourth level, as is seen from Fig. 1, differentiates the utterances of sympathy according to the speaker's social-and-cultural level (high, mid, and low), while the fifth one deals with the emotional and pragmatic potentials of the utterances, grouping them into those having high, mid or low levels.

The analysis of psycho-energetic component of oral realization of sympathy was conducted on the basis of the model (Klymeniuk, 2010) representing the interaction of micro- and macrocosm thesauri spheres in the processes of an individual's psychic existence. The model allowed us to experimentally describe a complex set of factors that influences the prosodic organization of sympathy. These factors include, in particular, an individual's self-perception and their views on the role the person plays in the society, their belonging to a certain social group, the worldview that dominates in social and professional consciousness of a person, the form of government, social and cultural statuses of an individual, etc.

3. Program and methodology of an experimental phonetic study

The program of our experimental study included several steps necessary to find out common and differential features of prosodic organization of the utterances under analysis. According to research methodology, the first step presupposed the selection of experimental utterances. They then were evaluated by native speakers and grouped according to the classification criteria of key linguistic features of sympathy utterances. After that, in the course of the auditory analysis, the utterances were scrutinized by phoneticians who defined the specificity of prosodic means' interplay in different types of sympathy utterances and came up with their invariant and variant intonation patterns. This way of study organization allowed us to identify the nomenclature of prosodic means typical of each pragmatic type of sympathy utterances in relation to the communicative situation, social and cultural statuses of speech participants and the level of the utterance emotional and pragmatic potentials.

The next step comprised the acoustic analysis of tonic, dynamic and temporal parameters of the spoken utterances of sympathy as well as was aimed at verifying the results of the auditory analysis. To measure acoustic parameters we used such speech synthesizing software as CoolEditPro, Version 1.2 (Johnston, 2002), SpectraLab, Version 4.3213 (Sound Technology, Inc., 1997), and Praat,Version 6.0 (Boersma & Weenink, 2015).

Finally, we performed the linguistic interpretation of the experimental data and summarized all the information obtained during the study process. To achieve this, the traditional phonetic analysis was accompanied by the innovative synergetic analysis that enabled identifying psycho-energetic properties of stochastic processes that take place in the speaker's psyche while expressing various types of sympathy. These processes are based on the dialectic synergy of the speaker's macro- and micro-society cultures. Synergetic analysis also allowed us to clarify the influence of stochastic processes on the sympathy prosodic organization. To trace the changes in emotional and pragmatic potential within the utterances actualization, we applied the quantitative *K*-criterion developed by Ukrainian linguists A. Kalyta and L. Taranenko (Kalyta & Taranenko, 2012).

4. Results and discussion

Results of the experimental study showed that explicitly expressed utterances of sympathy, which in their structure have performative verbs, such as *to regret, to support, to be sorry, to grieve, to sympathize, etc.* or nouns derived from these verbs, usually convey the pragmatic function of sympathy proper, e.g.:

(1) *We ˈall ˈgrieve •with | and ˌstand ˌwith | the coˈmmunity of La ˈNoche | and ˈall of Sasˌkatchewan | on this ˈterrible ↑tragic ˌday.* (sincere sympathy, formal communicative situation) (a fragment from Justin Trudo's interview)

On very rare occasions, the utterances of sympathy with performatives have the function of consolation or encouragement, e.g.:

(2) *ˌShocked but ˌresolute, | in ˌsorrow § but unˌbowed. ||* (a fragment from David Cameron's interview) (consolation, formal communicative situation).

On the prosodic level such lexemes are intensified by a nuclear tone (falling, rising or falling-rising tone with a low or decreased rate of its movement) as well as by the utterance stress or special rise.

The analysis has also revealed that all types of sympathy utterances are characterized by the usage of qualitative adjectives within their structure, namely: *sad, angry, terrible, dreadful, appalling, devastated, heart-breaking* which are marked on the prosodic level by a special rise or falling nuclear tone and a widened pitch interval at the juncture between a pre-nuclear part and a nuclear tone. In such cases the adjectives function as sematic centers of intonation groups and

actualize the sympathy utterances having mid and high levels of emotional and pragmatic potentials, as is shown in the example:

(3)   ꜜ*Hey,* / ꞌ*I ꞏfeel* ↑*just as* ꜜ***bad*** / *about the proꞏfessor as* ꜜ*you* ꜗ*do.* ‖ *I* ꜜ*do.* ‖ (a fragment from 'Peter Benchley's Amazon') (compassion, informal communicative situation).

In utterances of sympathy with mid and high emotional and pragmatic potentials several lexemes, as a rule, are made prominent which strengthens the sincere and somehow persuasive character of the uttered sympathy. Such language means' interplay enables the speaker sound convincing and creates the atmosphere of full understanding of the addressee's situation. This is achieved by using the intensifying adverbs such as *absolutely, simply, quite, so, really, too, very,* which on the prosodic level are emphasized by the special rise or utterance stress in combination with a positive widened pitch interval.

(4)   ¯*Well, the* ꜞ*loss of* ꜜ*life* ⧦ *in* ꞌ*Norway has been* ↑***abso**ꞌ**lutely** ho*ꜜ*rrific.* ‖ (a fragment from Tony Blair's interview) (sympathy proper, formal communicative situation).

Sympathy utterances having a low level of emotional and pragmatic potentials comprise the smallest group of utterances. In our view, this fact can be explained by the nature of sympathy itself which presupposes empathy, or understanding of the feelings and emotional state of the interlocutor. According to the results of the experimental study, sympathies with a low level of emotional and pragmatic potentials are typical of formulaic expressions, formal sympathizing or of those expressions which are perceived as insincere ones, for instance:

(5)   *We* ꞈ*fight* / *a*ꜗ*longside you* / *to* ꞈ*uphold our* ꜗ*values,* / *the* ꞈ*values that* ↑*we* ꜗ*share,* / *uni*ꞈ*versal* ꜗ*values* / *that* ꜗ*bide us to*ꜜ*gether* ⧦ *as* ꜗ*friends and as* ꜜ*allies.* ‖ (fragment from Barack Obama's interview) (consolation, formal communicative situation).

Proper decoding of the sincerity or insincerity of sympathy utterances depends on its prosodic organization. In the sincere ones, regardless of the communicative situation they are used in, social and cultural statuses of speech participants, the verbs and nouns conveying the meaning of "sympathy" make up a separate intonation group and are marked by a medium or widened pitch interval and/or perceptive pause. Due to such prosodic organization, the whole utterance acquires a regular rhythmic structure and is actualized in a slowed-down or moderate tempo:

(6)   ꜙ*I* ꜙ*sorrow* ⧦*with* ꜗ*you.* ‖ (a fragment from 'Peter Benchley's Amazon') (informal communicative situation).

Another specific feature of sincere sympathy utterances is that, in contrast to a similar syntactic structure of the statement of an unpleasant fact, failure, tragedy, etc., within their intonation groups not only notional parts of speech acquire prominence, but also function words (conjunctions, prepositions, some pronouns, modal and auxiliary verbs, e.g.: …ꜜ*your* ꜗ*girls*…, –*To* ꞌ*all* ꜗ*those*…, …ꜜ*with the Nor*ꜗ*wegian* ꜗ*people*), which, as a rule, are not emphasized in affirmative emotionally neutral utterances.

On the contrary, insincere utterances are marked by the increase of the falling tone movement rate, tempo acceleration and narrowing of the pitch range.

(7)   ꜜ*Alec,* ⧦ (1) *I'm* ꞈ*so* ꜗ*sorry!* ‖ (a fragment from 'Broadchurch') (insincere sympathy proper, formal communicative situation).

The performed study also demonstrates that one and the same expression of sympathy can acquire a different pragmatic orientation depending on the communicative situation. For instance, increased loudness and greater emphasis of the notional words is typical of encouragements. Decreased loudness, decreased tempo, a slowed rate of nuclear tone movement, elongation of vowels are characteristic of sympathies proper and compassions realized in informal situations. This means that decoding of sympathy utterances actualized with the same lexical and grammatical structures depends on their prosodic organization and that phonetic means play a key role in decoding the utterances' degrees of sincerity and formality.

The analysis of experimental video data proved that in explicit utterances of sympathy prosodic means perform the intensifying function and they are closely coordinated with paralinguistic means. In case of implicit sympathy expression prosodic and paralinguistic means become prominent in proper decoding of the speaker's intentions.

The carried out auditory analysis enables us to form the variant intonation patterns of English sympathy utterances subdivided into four groups according to their pragmatic orientation. The intonation pattern of the utterances of sympathy proper is characterized by the long pause initiating the utterance, absent or mid-level pre-head, medium voice range, actualization of the utterance beginning within a heightened voice pitch, a low falling nuclear tone with a moderate rate of its movement, zero pitch interval between the utterance pre-nuclear part and its nuclear tone, simple rhythmic structure, moderate tempo and loudness, e.g.:

(8) || \Oh, ₍God §(1) I'm ˈso \sorry || (a fragment from 'Broadchurch');

(9) || –We ˈturn our •thoughts and \prayers this ₍week § -to ₍those §¯affected by these ˈterrible \storms §
     ¯and \floods || (a fragment from 'One of us').

Intonation pattern of compassions is characterized by the absent or mid-level pre-head, actualization of the utterance beginning within mid-high pitch and utterance ending within mid-low pitch, absent or checked ascending scale, ascending-descending melodic contour, a low falling nuclear tone with a moderate rate of its movement, zero pitch interval between the utterance pre-nuclear part and its nuclear tone, moderate tempo and loudness as well as long pauses at the juncture of neighboring intonation groups, e.g.:

(10) || ˈAnd you can ↑call me •any \time || (a fragment from 'Broadchurch');

(11) || ¯I \feel ₍like | ˈeveryone \else in this ₍country to\day. || \Utterly \devastated. || (a fragment from Tony Blair's interview).

It is typical of intonation models of consolations to be introduced by a short pause. The utterance starts at a mid-low pitch, is characterized by no pre-head or its low level pitch, a checked scale, an ascending-descending melodic contour, a low falling nuclear tone with moderate rate of its movement, moderate tempo, decreased loudness and a short pause at the juncture of neighboring intonation groups, e.g.

(12) ˈGet it \out of your ₍mind || (a fragment from 'Peter Benchley's Amazon');

(13) ¯Oh, ˈdon't •do \that. || –It ↘wasn't your \fault || (a fragment from 'Peter Benchley's Amazon').

Prosodic organization of encouragements has the following characteristics: short pause before the utterance, actualization of the utterance beginning within a mid-low voice range, low-level pre-

head, presence of scale, a mid-low and low-falling nuclear tone with a low rate of its movement, a narrow range, moderate tempo and decreased loudness, e.g.:

(14) *We \weren't |wrong. //* (a fragment from 'Broadchurch');
(15) *But |those who \perpetrated | these |brutal \acts | a|gainst |innocent \people | ¯should \know | that they will \not |change our |way of |life. // At\rocities § |such as \these | |simply ↑rein⌐force § our \sense of com\munity, | our ′humanity | ¯and our \trust § in the |rule of \law. // |That is a ↑clear \message § from us \all. //* (a fragment from Queen Elizabeth II interview).

5. Conclusions

According to the research results, we found out that the most important feature that influences the choice of language means in conveying sympathy is its pragmatic orientation which with the help of certain prosodic means complexes allows the addressee to decode the speaker's intentions, their emotions, the level of formality of the utterance and the sincerity of sympathy expressed by the speaker. Results of both, the auditory and acoustic analyses revealed a set of typical intonation parameters which allow the listener to decode sincerity of sympathy in different communicative situations. These intonation parameters comprise the pitch of the utterance beginning, voice range, allocation of the pitch maximum, types of melodic contours, the pitch of the nuclear tone beginning and the rate of its movement, configuration of the nuclear tone, pitch intervals at the juncture 'pre-nuclear part / nuclear tone', presence of pauses and tempo. Acoustic analysis enabled us to objectify the data obtained at the auditory stage which, in its turn, gave us the possibility to identify invariant and variant patterns of prosodic organization of English sympathy utterances.

We experimentally verified that irrespective of the communicative situation, the invariant intonation pattern of sympathy utterances is characterized by the following perceptive features: absent or mid-level pre-head, actualization of the utterance beginning within a mid-low voice range, absent or checked ascending scale, ascending-descending melodic contour, zero or negative pitch interval between the utterance pre-nuclear part and its nuclear tone, mid-low or low falling nuclear tone with a moderate rate of its movement, moderate tempo and loudness, short pause at the juncture of intonation groups, regular rhythm and comforting voice timbre.

Results of the acoustic analysis provided grounds to claim that the invariant prosodic pattern of sympathy realization includes the following acoustic parameters: a widened and wide range of fundamental frequency, high and extra high level of the frequency maximum, allocation of the frequency maximum on the head of the first and second intonation groups, high and extra high pitch of the utterance beginning and low and extra low level of its ending, prevalence of negative pitch intervals, allocation of intensity maximum on the head and nuclear syllable of the first or final intonation groups, middle and widened range of utterance intensity, middle and increased average syllable duration of sympathy, short or extra-short pauses at the juncture of intonation groups.

Linguistic interpretation of the experimental results made it possible to model the synergetic self-developing processes of the utterance actualization by an individual based on his/her communicative experience. By means of such modeling we found out that generation and actualization of sympathy utterances of a certain pragmatic orientation takes place due to the presence of certain phonoconcepts' prototypes in the speaker's memory which can form in his/her consciousness one of the four invariant intonation patterns. Within the four typical intonation patterns conveying the utterance pragmatic orientation, the speaker can actualize the variety of variant realizations of sympathy. This variety appears as a result of the influence of such communicative factors as the degree of formality, social statuses of speech participants, cultures of their micro- and macro-societies and the level of the utterance emotional-and-pragmatic potential.

The obtained results of auditory, acoustic and synergetic analyses are characterized by the correspondence of invariant and variant intonation patterns which makes it possible to use them in further linguistic practice.

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DISTRESS IN ENGLISH MEDIA: INTEGRATING COGNITIVE-DISCURSIVE AND COMPUTATIONAL APPROACHES

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A. Verbytska, T. Krysanova. DISTRESS in English media: integrating cognitive-discursive and computational approaches. The study acknowledges that DISTRESS is a complex cognitive, linguistic, and social phenomenon conceptualized in media discourse by polarized lexical instantiations and conceptual metaphors. This paper focuses on discovering the contrual of DISTRESS and its cultural and contextual objectification in the social context of media discourse. The theoretical backbone comprises conceptual metaphor theory, discourse theory, frame semantics and field theories, and linguistic theory of emotions. Cognitive-discursive framework reinforced by the computational approach reveals communicative situations of distress and their contextual specifications governed by specific communicative strategies and tactics. Integration of discursive and computational analyses with the assistance of Voyant Tools, Textanz, and SentiStrength brings topicality and insightful revelations about the fragments as particular contexts of sociocultural knowledge about DISTRESS. Cognitive framework discloses preconceptual characteristics of DISTRESS, its lexicon, and metaphoric conceptualization on various levels of abstration. The frame model of DISTRESS represents knowledge and associations about the emotion and the interplay of sensory and symbolic information. Discursive framework underpinned by a versatile text analytical software tool Textanz 3.1.4 enables to identify the types, ratio, and shared values of participants in communicative situations of distress. Sentiment analysis by a software tool for social web texts SentiStrength 2.3 helps extract the strength of mixed emotions on a dual scale (positive/negative sentiments) that articulates evaluative attitudes towards the particular communicative situation of distress regulated by a particular communicative strategy.

Keywords: communicative situation, communicative strategy, concept, distress, media discourse, sentiment analysis.

А. Вербицька, Т. Крисанова. Концепт ДИСТРЕС / DISTRESS в англомовному медіадискурсі: інтеграція когнітивно-дискурсивного та обчислювального підходів. У статті доведено, що концепт ДИСТРЕС / DISTRESS є комплексним когнітивним, лінгвістичним та соціальним явищем, концептуалізованим у медіадискурсі за допомогою поляризованих лексичних засобів та концептуальних метафор. Мета статті полягає у виявленні ментального конструкту концепту ДИСТРЕС / DISTRESS, а також засобів його актуалізації в соціальному контексті медіа. Теоретичний фундамент дослідження складають теорії концептуальної метафори, дискурс-аналізу, фреймової семантики, теорії поля та лінгвістичної теорії емоцій. У рамках когнітивно-дискурсивного та обчислювального підходів виявлено набір комунікативних ситуацій дистресу та їхніх контекстуальних уточнень. Інтеграція дискурсивного й обчислювального підходів зі застосуванням програмних забезпечень Voyant Tools, Textanz та SentiStrength дозволяє визначити додаткові смисли у фрагментах, які становлять собою окремі контексти соціокультурних знань про концепт ДИСТРЕС / DISTRESS, що окреслює актуальність наукової праці. У рамках когнітивного підходу досліджено передконцептуальну основу, лексикон та концептуальні метафори різного рівня абстракції, що об'єктивують ДИСТРЕС / DISTRESS. Фреймова модель концепту ДИСТРЕС /

DISTRESS репрезентує конфігурації знань та асоціацій про емоцію, а також взаємодію сенсорної й символічної інформації про дистрес. У рамках дискурсивного підходу, підкріпленого універсальним аналітичним програмним інструментом для різних видів текстів Textanz 3.1.4, з'ясовано типи та співвідношення соціальних ролей учасників у комунікативних ситуаціях дистресу та цінності, які вони поділяють у соціальному контексті дистресу. Сентимент-аналіз із застосуванням програмного інструменту для соціальних веб-текстів SentiStrength 2.3 допомагає вилучити тональність і визначити оцінне ставлення до фрагментів комунікативних ситуацій дистресу, які регулюються відповідними комунікативними стратегіями, за дуальною шкалою позитивний/негативний.

Ключові слова: комунікативна ситуація, комунікативна стратегія, концепт, дистрес, медіадискурс, сентимент-аналіз.

А. Вербицкая, Т. Крысанова. Концепт ДИСТРЕСС / DISTRESS в англоязычном медиадискурсе: интеграция когнитивно-дискурсивного и вычислительного подходов. В статье выявлено, что концепт ДИСТРЕСС / DISTRESS является комплексным когнитивным, лингвистическим и социальным феноменом, концептуализированным в медиадискурсе с помощью поляризированных лексических средств и концептуальных метафор. Цель статьи заключается в построении ментального конструкта концепта ДИСТРЕСС / DISTRESS, а также выявлении средств его актуализации в социальном контексте медиа. Теоретический фундамент исследования составляют теории концептуальной метафоры, дискурс-анализа, фреймовой семантики, теории поля и лингвистической теории эмоций. В рамках когнитивно-дискурсивного и вычислительного подходов определен набор коммуникативных ситуаций дистресса и их контекстуальных уточнений. Интеграция дискурсивного и вычислительного подходов с применением программных обеспечений Voyant Tools, Textanz и SentiStrength обнаруживает дополнительные смыслы во фрагментах, которые являются отдельными контекстами социокультурных знаний о концепте ДИСТРЕСС / DISTRESS, что определяет актуальность исследования. В рамках когнитивного подхода выявлены передконцептуальная основа, лексикон и концептуальные метафоры разного уровня абстракции, которые объективируют ДИСТРЕСС / DISTRESS. Фреймовая модель концепта ДИСТРЕСС / DISTRESS представляет конфигурации знаний и ассоциаций об эмоции, а также реализует взаимодействие сенсорной и символической информации о дистрессе. В рамках дискурсивного подхода, подкрепленного универсальным аналитическим программным инструментом для различных видов текстов Textanz 3.1.4, обнаружено типы и соотношения социальных ролей участников коммуникативных ситуаций дистресса и ценности, которые они разделяют в социальном контексте дистресса. Сентимент-анализ с применением программного инструмента для социальных веб-текстов SentiStrength 2.3 помогает извлечь тональность и определить оценочное отношение к фрагментам коммуникативных ситуаций дистресса, которые регулируются соответствующими коммуникативными стратегиями, по дуальной шкале положительный/отрицательный.

Ключевые слова: коммуникативная ситуация, коммуникативная стратегия, концепт, дистресс, медиадискурс, сентимент-анализ.

1. Introduction

Distress is a complex object of psychological, sociological, and linguistic studies. The psychological basics of distress demonstrate that it is the emotion characterized by a cluster structure, an evaluative character, and a causative nature. Distress is provoked by internal and external factors (frustrating and extreme situations), it contains a set of physiological reactions that exteriorize emotion (Wierzbicka, 1999), and is a complex emotion of distress-anguish (Izard, 1991). These results make the ground for the reconstruction of the concept DISTRESS reflecting the conceptualized knowledge of personal experiences of distress in the English language culture.

The tokens in The British National Corpus reveal a vast range of types of distress: *social, economic, mental, psychological, emotional, personal, financial, physical, private, manager's, worldly, national, marine*, etc. (BNC). Distress is characteristic of some specific situations, groups, or age of people. The literature on distress shows that the concept is either tied to a certain age, e.g., infants, children (Brafman, 2016) or to special groups of people, e.g., racial or ethnic minority students (Nidich, 2011), or to a mental disease (Crowe & Alavi, 1999; Demjén, Marszalek,

Semino, & Varese, 2019), physical illness, e.g., respiratory distress. Hence, it proves to be triggered by specific factors, known as stressors, which are always context-bound. The notion of power introduced in discourse analysis of media by Dijk (2006), is of pivotal importance to the intensity scale of experiencing distress. Participants, who feel no power over the stressor, reported higher levels of distress than those in the empowered position (Demjén, Marszalek, Semino, & Varese, 2019). Tiemeyer (2013) asserts that laments and penitential prayers are the means of distress implementation. Previous studies of conceptual metaphors of distress (King, 2012; Demjén, Marszalek, Semino, & Varese, 2019; Verbytska, 2017) touch upon the cross-cultural investigation of distress in Hebrew, corpus-based approaches of distress metaphors in clinical and media discourses. Investigating distress in film, Lotsu (2020) asserts that empathic distress is necessary to instigate a process of social reformation by transforming film viewers' perceptions and attitudes, and Krysanova (2019) considers it to be an emergent dynamic discursive construct. Thus, distress is mind-, context-, society-, and language-bound, that drives us to the cognitive-discursive perspective of its study. Shevchenko claims that cognitive-discursive approach emphasizes communication as a situationally conditioned interaction, giving forth to the production and reproduction of value systems and social relations (2007).

This research addresses cognitive and communicative properties of DISTRESS concept in English media discourse and is underpinned by the computational analysis of emotions, namely, distress. As McEnery et al. (2019) put it, "while it is possible to analyze language manually, robustness of analysis of and depth of insight into attested language use can arguably be achieved only with the aid of computational technology" (p. 35). The computationally-based framework enables to distinguish the distribution and conceptualization of emotion-related responses, and to pave the way for answers to questions about the mechanisms of (re)construction of emotions in discourse. We aim at investigating linguistic means for objectification of DISTRESS concept in English media discourse that involves revealing the lexical instantiations of the concept DISTRESS, identifying a mental construal of the concept by developing a frame model, and distinguishing strategies of DISTRESS implementation in communicative situations as well as extracting sentiments from media messages. The hypothesis entails the presupposition that the concept DISTRESS is a discrete mental representation of native speakers' consciousness. It is realized in the communicative situation and bound to the social context in media discourse. Polarity of the lexicon objectifying the concept in a certain discursive event motivates a particular communicative strategy.

Affective and intellectual spheres are closely intertwined (Bally, 1952; Daneš, 1987; Goleman, 2006, etc.). The study of the concept DISTRESS through 'lingua mentalis' is motivated by the claim of Minsky (2006) who stated that "to make any further gain, we'll have to endure at least some distress. So, while pleasure helps us learn easy things, we must learn to 'enjoy' some suffering when it comes to learning things that need larger-scale changes in how we think" (p. 213).

2. Methods and data

Methodology of the paper is based on the cognitive-discursive paradigm that enables systematic and complex study of emotions in modern English media discourse. The undelying theories include those of Cognitive Linguistics (Croft, 2003; Kövecses, 2017; Lakoff & Johnson, 1980; Langacker, 1987; Wierzbicka, 1999, etc.), Communicative Linguistics (Dijk, 2006; Issers, 2008; Shevchenko, 2007, etc.), Discourse Analysis (Faiclough, 2003). The methodology, thus, strives on linguistic theory of emotions (Bally, 1952; Daneš, 1987; Goleman, 2006; Shakhovskyi, 2008, etc.), Field Theory, Frame Semantics Theory (Fillmore, 1982), and Theory of Conceptual Metaphor (Kövecses, 2017; Lakoff, 1980, 1993).

The integration of cognitive-discursive and computational approaches employed in this research comprises three stages of the procedure. The first stage of our analysis encompassed modelling the cognitive structure of the concept DISTRESS and distinguishing its lexicon in

English media discourse that involves contextual and conceptual analyses. At this stage we also applied the statistical analysis using *Voyant Tools software* in order to identify hypersemes and hyposemes while constructing lexico-semantic field of the concept DISTRESS. On the second stage of this research, we selected and evaluated discursive fragments as particular contexts of sociocultural knowledge realised by a certain communicative strategy. The third stage implied discourse and content analyses to define qualitative and quantitative features of DISTRESS implementation in media discourse. It included the investigation of the social context of distress realization (on the basis of *Textanz software*), singling out communicative strategies, and defining the polarity of the lexical means that represented the concept DISTRESS in communicative situations of distress (*SentiStrength 2.3 software*).

Our data comprise more than 3,000 occurrences of key word *distress* in the context retrieved from corpora (the COCA, the BNC, GloWbE). The corpus of media texts constitutes more than 47,000 word uses from 17 electronic editions for the period of 2006–2019. They include broadsheets: The Guardian, The Independent, The Observer, The Telegraph, The Wall Street Journal, The Seattle Times, Evening Standard, Metro, Dunfermline Press; tabloids: Daily Express, Daily Mirror, and media platforms: BBC News, CBC News, Salon, NewsFix, openDemocracy, European Jewish Congress.

3. Results and discussion

In this section, we first provide preconceptual characteristics of DISTRESS, build the lexical field and reveal its metaphoric conceptualization. We also make a frame model which represents knowledge and associations about distress and focuses on the interaction of sensory data with a large network of symbolic information. Then, we drive into the analysis of the social context of distress realization that enables to single out communicative strategies and tactics employed by agents in the communicative situation of distress. Finally, we underpin our results with the computational analysis that helps reveal the emotional polarity of a certain communicative strategy.

3.1. Cognitive perspective

Concepts are abstract ideas or mental images that correspond to universals by Aristotle and forms by Plato. They are expressed in language and constructed in discourse. The preconceptual basis is the Jungian archetypes that store in a collective consiousness and specifically in unconsciousness the patterns of behaviour of a person in distress (Jung, 2014). The idiomatic phrase *a maiden in distress* reveals an archetypal event with a defenseless and/or enslaved subject of distress—the archetype of *the fair maiden* (an innocent pure young and goodness personified woman), a typical cause of suffering—the archetype of the untrustworthy and sly *trickster*, and a typical image of a rescuer (a knight in shining armor)—the archetype of *the hero*.

The etymology that goes back to the word-forms *distringere (Latin), destresce / destresse, destrecier, dŭtresse*, and the archetypal image of the concept DISTRESS reveal the following semantic features: 1) physical separation from someone / with something; 2) cognitive dissonance—being divided in mind; 3) obstacle to achieving the goal, 4) exerting moral pressure on the individual; 5) difficult, anxious situation; 6) real threat and enslavement; 7) involvement of external factors to overcome the state of distress.

The choice for a noun to be a name of the concept is explained by its highest frequency according to POS tagging in such corpora as the COCA and the BNC (Table 1). Tagging explicates the distribution of the key word usages in context.

Part-of-speech distribution of a word form *di stress* in corpora

Section title	Distress (n)		Distress (v)		Distressing, distressful, distressed (adj)		Distressingly, Distressfully (adv)	
	COCA (KWIC)	BNC (KWIC)	COCA (KWIC)	BNC (KWIC)	COCA (KWIC)	BNC (KWIC)	COCA (KWIC)	BNC (KWIC)
Magazines	1132	74	15	3	737	62	42	2
Newspapers	684	164	4	2	695	137	20	1
Total	1816	238	19	5	1432	199	62	3
	2054		24		1631		65	

In comparison with other parts of speech, a noun is also multi-facet and polysemous according to lexicographic sources.

The atomising componential analysis of the distress lexicon allows to build a lexical field (Trier, 1973) with subsequent microfields that contain closely knit words related to distress. Names for the microfields and their elaborations were initiated by the results of *Voyant Tools*, a web-based open-source text reading and analysing project (Sinclair & Rockwell 2016). It calculated the frequency of unique words used to define *distress (n)* in 10 lexicographic sources (OALD, LDOCE, COBUILD, The Free Dictionary, RHKWCD, Wordnet Dictionary, MED, MWDT, Sensagent). The bulk of definitions of *distress* (n) consists of words with the highest frequency: *suffering, pain* (9.4%), *danger*, *state* (7.5%), *caused*, *physical* (5.7%), *great*, *ship*, *situation* (4.7%), *distress*, *food*, *money*, *need*, *seizure* (3.8%). Hence, the lexical field of the concept DISTRESS includes:

➢ microfield Suffering (56% of lexical units) with two elaborations Psychological / Mental Suffering (35 %) and Physical Pain (21%). Fragment 1 realizes the instantiation of concept DISTRESS as far as a lexical unit *agony* falls into microfield Suffering and means a psychological or mental suffering in the context.

(1)   *KILLER Mark Bridger has inflicted <u>fresh agony</u> on the family of April Jones after launching an appeal against his sentence* (Daily Express, December 16, 2013).

➢ microfield Adversity (44%) with two elaborations Danger (24%) and Need (20%). The next fragment demonstrates the lexical instantiation of DISTRESS—*difficulties*—that is included into the microfield Adversity.

(2)   *Capello is as <u>beset by difficulties</u> as any who preceded him, but there is a difference* (The Guardian, February 24, 2010).

The nucleus comprises the lexicon that objectifies DISTRESS as a psychological or mental suffering (26%) e.g., *anguish*, *woe*, *grief*, *alarm*, and the meaning of danger is marginal (22%) e.g., *indigence*, *emergency*, etc.

Semantic study of the emotion language includes the fine-grained analysis of conceptual metaphors of DISTRESS. The current paper presents the findings within the theory of the levels of metaphor that demonstrates the interplay of schematicity (Langacker, 1987) and metaphorical conceptualization (Kövecses, 2017).

Target domain DISTRESS is based on several image schemas, such as VERTICALITY, BLOCKAGE, CONTAINER (Verbytska, 2017, p. 49), BALANCE, and FORCE. Less schematic in the hierarchy are domains that characterize distress in terms of SPACE, COLOUR, SOUND, LIVING BEING, PHYSICAL FORCE, ILLNESS, WEAPON, ACTIVITY. The domains motivate

orientational, ontological, and structural conceptual metaphors. Another important factor that has been taken into consideration is a focal point, that is, associations connected with the emotion itself and with its experiencer.

The domain SPACE embodies the experience of the vestibular apparatus (movement and balance), visual system, sensors of the skin, muscles and limbs (Evans & Green, 2006, p. 234). It includes ontological metaphors: DISTRESS IS HINDRANCE with elaborations MOVEMENT (*I was up against a wall*) and AIR (*grief smothers*); DISTRESS EXPERIENCER IS A BRITTLE OBJECT that accounts for such metaphorical expressions as: *shattered*, *fragile*, *wracked*, *devastated*; DISTRESS IS A CONTAINER *(people in distress)*. The mapping reveals the image of distress experiencer as the one who is plunged into this emotion, into his INTERNAL FEELINGS; DISTRESS IS AN EMPTY CONTAINER *(a hole in her heart)*; DISTRESS IS FLUID IN A CONTAINER *(outpouring of grief)*; DISTRESS IS A MOVABLE OBJECT with such metaphorical expressions as *to bring distress, to hand out the distress, to put aside one's grief*, *to share one's distress, etc.*

The following fragment of media discourse serves as the example for DISTRESS conceptualization through ontological metaphors in the domain SPACE. Distress experiencer is portrayed as a brittle object that may be broken into very small pieces (LDOCE). Such image of a victimized weak person is employed by media in order to appeal to the reader.

(3) *Mel Greig and Michael Christian told of their distress upon hearing about Saldanha's death. We <u>are shattered</u>* (The Guardian, December 10, 2012).

The domain SPACE is based also on orientational conceptual metaphors (the image-schema VERTICALITY): DISTRESS EXPERIENCER IS IN THE CENTRE OF EMOTION with the correspondences *amidst / in the midst of the grief*; DISTRESS IS DOWN *(in deep distress, on the precipice of distress, low distress)*. In Casasanto and Dijkstra's (2010) parlance, "positive and negative life experiences are implicitly associated with schematic representations of upward and downward motion, consistent with theories of metaphorical mental representation" (p. 179).

Another type of conventional metaphors discloses conceptualization of distress in terms of structured source domains that represent distress or a distress experiencer in media as a trapped person with the vivid manifestation of this emotion, the one who has lost equilibrium and control: DISTRESS EXPERIENCER IS A TRAPPED PERSON (*to be beset by, nowhere seems safe, caught up in*) within the image-schema BLOCKAGE and DISTRESS IS A LOSS OF CONTROL *(a wild, frantic sadness)* that is based on the image-schema BALANCE. The mapping DISTRESS IS BEING UNDISGUISED manifests itself in the metaphorical expression *naked distress*. The mappings DISTRESS EXPERIENCER IS A PERSON WITH LOST EQUILIBRIUM *(stumble into distress)* and DISTRESS IS A LOSS OF EQUILIBRIUM *(shaking grief, unyogalike distress)* are based on the image-schema BALANCE and explain the mental and psychic disorder through the bodily imbalance. The state when the person is unable to control their actions, bodily reactions, thoughts that turn into suicidal is seen as DISTRESS EXPERIENCER IS A PERSON WITH LOST CONTROL *(mad with grief, break down).* Fragment 4 conceptualizes intensity and the undisguised manner of external expressions when being in distress, vulnerability of the distress experiencer:

(4) *You tread, naked <u>in naked distress</u>* (GloWbE).

Visual and auditory sense modalities are linguistically coded in English media discourse via such perception metaphors of the concept DISTRESS as DISTRESS IS A HIGH-PITCHED SOUND *(to wail one's grief, to honk a cry of, to scream with one's piercing wail)* and DISTRESS IS COLOUR *(the black suffering).* They both are structural conceptual metaphors that are based on the corresponding domains SOUND (fragment 5) and COLOUR (fragment 6):

(5) *Samira Zakhi screamed with a mother's piercing wail that filled the largest morgue in Damascus. These were Samira's last distressing moments with her son <...>*
                                                                    (BBC News, November 13, 2013).

(6) *For some people, the only true way to alleviate the black suffering in their heart when someone whose albums they quite liked dies is to sue*   (The Guardian, February 12, 2014).

The concept DISTRESS is structured within the image-schema FORCE that gives us insight into the quality of INFLUENCE of the emotion. The mappings DISTRESS IS A MAGNETIC FORCE and DISTRESS IS A MECHANICAL FORCE show that experiencing emotion can make somebody be attractive or be drawn to it in fragment 7, and distressing event can do harm to the experiencer in fragment 8:

(7) *His distress only makes him more attractive* (COCA).

(8) *'Every day, I ask God to give me the strength and courage to face another day,' a distressed Bousignac said. <...> 'It crushed me.'* (The Guardian, November 09, 2014).

The following conceptual metaphors of ontological and structural types show up the qualities of distress to be perceived as an organism in the mapping DISTRESS IS A LIVING BEING *(let grief come out)* and its experiencer as the one who's constrained to socialize with others in the mapping DISTRESS EXPERIENCER IS AN ISOLATED PERSON. Fragment 9 reveals the personified distressing experience by the idiom *to walk the black dog*:

(9) *For it's precisely sunny-side-up fascism that forces those of us who walk the black dog into lonely invisibility* (The Guardian, August 3, 2012).

The concept DISTRESS is a powerful WEAPON of media to make news go viral appealing to hard life experiences of their readers. Such experiences are structured via injuries, e.g., *wound*, *shellshocked*, *stricken* in the mapping DISTRESS EXPERIENCER IS AN INJURED PERSON, as in example 10:

(10) *Death of her father has reopened fresh wounds that may never heal. <...> 'Every day, I ask God to give me the strength and courage to face another day,' a distressed Bousignac said*
                                                                    (The Guardian, November 09, 2014).

One more experience of distress as being an *emotional contagion* is structured in the mapping DISTRESS IS INFECTION *(be immune to distress)* within the domain ILLNESS:

(11) *There was also evidence of 'emotional contagion' <...>. In other words, seeing a 'friend' in distress was distressing to the observers .*   (National Geographic, February 18, 2014).

EXTERNAL experience of distress is no less intense than INTERNAL that provokes its conceptualization as DISTRESS IS A PLAY with metaphorical expressions *rehearse /act out the distress, a spectacle is suffering, etc.,* and posits it into a more abstract domain ACTIVITY with further elaboration—CREATIVE ACTIVITY.

(12) *Teenagers are more likely to act out their distress* (BNC).

Basic componential analysis and that of conceptual metaphor models introduce frames and their elaborations filled with conceptual features of DISTRESS. This all makes up a coherent whole and represents a mental model of DISTRESS concept in media discourse:

➢ EVENT / SITUATION of / about DISTRESS with elaborations PRESSURE, THREAT, RISK, and DANGER set up CAUSE / SOURCE that evokes STATE / FEELING of DISTRESS.

➢ EVENT / SITUATION of / about DISTRESS makes INFLUENCE on AGENT, PATIENT, and EXPERIENCER. The interrelation between these semantic roles, or "case frames" (Fillmore, 1968), or "theta-grids" (Stowell, 1981) can look as follows: AGENT equals PATIENT; AGENT impacts on PATIENT; EXPERIENCER equals AGENT; EXPERIENCER equals PATIENT.

➢ REACTION lies in EXTERNAL EXPRESSION of distress, INTERNAL SENSATIONS of distress, EVALUATION, and ACTION.

The correlation of frames is realized when EVENT / SITUATION of DISTRESS was CAUSEd by *shelling or bombing home* and *war-related injuries* and evoked STATE/FEELING of DISTRESS (*stress, grief, sadness*). EXPERIENCER equals PATIENT as soon as *children* were acted upon by external factor DANGER (*war, bombs*) and suffered from it. Their REACTION is highly intensed (*severe, extreme*) by INTERNAL SENSATIONS (*felt grief*) and EXTERNAL EXPRESSION (*showed signs of*).

The frame CAUSE / SOURCE of DISTRESS characterizes such features of the concept DISTRESS as being: 1) sudden, e.g., *Quite suddenly, everything fell apart*; 2) cascade, e.g., *It is distress heaped upon tragedy*, 3) enduring, e.g., *lasting / enduring / on-going / constant distress*; 4) located in time, e.g., *ongoing distress* and other time expressions used in distress events as *two weeks ago, still, all too often*; 5) phasal that can be split into zero phase *(prevent distress)*, the first phase of beginning *(to stumble into / to lead to / to inflict / to begin / to cause / to bring / to drive somebody to distress)*, the second phase of duration *(to experience / to feel / to suffer / to prolong distress)*, and the third phase of ceasure (*to deal with / to get over / to override / to overcome / to alleviate / to ameliorate / to ease / to relieve / to limit / to reduce, distress ends / fades / is over*); 6) intense, e.g., high level of intensity *(profound / acute / intolerable / severe distress)*, middle level *(more distressing)*, low level *(subtle / mild / very little distress)*; 7) connected to the intellectual / mental sphere, e.g., *comprehend / remember / understandable distress; 8)* connected to the perceptual sphere, e.g., *palpable* (tactile) */ evident* (visual) */ sour* (gustatory) *distress*.

The frame REACTION with its elaboration EVALUATION contains polar assessment of DISTRESS in various contexts of media discourse: 1) negative (*awful distress*); 2) positive: *And we must not be scared of unhappiness as a feature of a meaningful life* (The Guardian, 3 August 2012). The elaboration INTERNAL SENSATIONS of the frame REACTION encloses the features of unobservability *(sense / feel / be in distress)* and concealment of distress *(bite the bullet—avoid showing distress)*. The elaboration EXTERNAL EXPRESSION of the frame REACTION involves in its turn the features of lack of control *(I shook my head in distress*—kinetics*; voice dripping with distress*—voice*; plain, flushed face...a look of distress*—face; *not be able to hold the tears back*—eyes*)* and loss of control *(go to pieces—become upset or distressed that you cannot lead a normal life)*. The elaboration ACTION within the same frame includes volitional or conscious actions of distress AGENT that can be marked as positive *(heart aches for)* and negative *(reawaken one's suffering)*.

3.2. Discursive perspective

This section focuses on contextual and cultural factors that fine-tune the reconstructed concept model. Fairclough (2003) suggests that discourse analysis should include the identification of such external relations as social structures, social practices, social events, social relations, persons and representations of the world (p. 36). Textanz software tool enables the identification of contexts, communicative situations or events of distress (CSD), and their contextual specifications that articulate communicative strategies.

The most frequent contexts of DISTRESS objectification in the corpus of media texts are *Health / Illness* (21%), *Crime* (19%), *Culture* (15%), *Society* (14%), and *Legal Affairs* (14%). They encompass such communicative situations of distress as: 1) *Loss* (specifications are *Loss of possessions* and *Loss of role*); 2) *Frustration* (specifications—*Unfulfilled goals or unjustified expectations* and *Accumulation of stressful life events*); 3) *Illness, disorder, or injury* (specifications—*Disability / harm to health* and *Illness (mortal, mental), disorder*); 4) *Difficult situation* (specifications are *Lack of money: poverty, bankruptcy* and *Lack of food: famine*); 5) *Physical violence* (the specification is *War*); 6) *Moral violence* (specifications are *Cheating, Mystification*; *Violation of the emotional balance by external aggression*, *Abuse*, and *Indifference or Negligent Attitude*); 7) *Dangerous situation* (the specification is *Fire*).

Communication is strategically organized and involves both linguistic (semantic components of the utterance) and extralinguistic factors (social context with cognitive, cultural, social, and pragmatic features of interaction). Communicative strategies and tactics correlate through the opposition class :: type (Ya-Ni, 2007).

Communicative strategy of agitation. Agitation occurs when people outside the normal decision-making establishment advocate significant social change, and encounter a degree of resistance within the establishment such as to require more than the normal discursive means of persuasion. Stategic steps in the rhetoric of agitation may involve petition, promulgation, solidification, polarization, escalation/confrontation, Gandhi and guerilla, and revolution (Bowers & Ochs, 1971, p. 4). Solidification and polarization are specific for communicative situations of distress. Agitation strategy occurs in distress communicative situations of *Frustration* when communicants' goals are unfulfilled and expectations are unjustified, *Difficult situation* that is induced by the lack or absence of money or food, and *Moral violence* which is realized through cheating or mystification. The strategy governs more specific choices—tactics of emotional state recognition and emotional setting formation. Communicative strategy of agitation includes communicative tactics of emotional state recognition and emotional setting formation. The former is accomplished by the assertion of reciprocity and the latter aims at polarizing the state of distress experiencers emphasizing its negative aspect and forcing them to clearly choose sides. Fragment (13) illustrates the CSD *Difficult situation (lack of food: famine)* and accentuates suffering through mental imbalance (DISTRESS IS A LOSS OF EQUILIBRIUM) in assertive (*it feels*) and expressive (*It's distressing. Depressing. Destabilising.*) sentences. The author depicts the setting with the anaphoric preposition *of* and the syntactic structure *it's*.

(13) *I know what it is to feel hungry and to see your child go hungry. It's a life of turning off the fridge because it's empty anyway, of sitting across the table from your young son enviously staring down at his breakfast. Of having freezing cold showers and putting your child to bed in god knows how many layers of clothes in the evening. It's distressing. Depressing. Destabilising. <…>. Parents are looking at empty cupboards in despair*

(Daily Mirror, February 26, 2014).

Communicative strategy of emotional state formation is realised through the tactics of building tension, inducing empathy, emotional self-expression, expression of empathy, and restriction or absence of choice. Emotional state formation (relief of distress or its escalation) is a type of speech strategies that pursue the goal of self-presentation, self-expression, or others connected with identity and interaction goals (Issers, 2008, pp. 23, 107–108). The communicative tactic of building tension is implemented by such stylistic devices as hyperbole, understatements, allusions, and generalisation of information. The tactic governs such communicative situations of distress as *Illness, disorder, or injury*, the specification *Damage / harm to health*, and *Moral violence*, the specification *Cheating, mystification* (fragment 14):

(14) *This week's church readings included the <u>über-miserable</u> Jeremiah, who <u>complained</u>: "Why is my <u>pain unceasing</u>, my <u>wound incurable refusing to be healed</u>?" and <u>refused</u> to "sit in the company of merrymakers"* (The Guardian, August 3, 2012).

The author applies the allusion to the Bible (*Jeremiah*) and a hyperbole (*über-miserable*) to realize the tactic. The code switching technique from English to German (*über*) helps to bring out the highest level of intensity of distress. The fragment activates the feature of duration of DISTRESS (*pain unceasing*) and metaphorical mappings DISTRESS EXPERIENCER IS AN INJURED PERSON by the lexeme *wound,* and DISTRESS EXPERIENCER IS AN ISOLATED PERSON reflected in the communicative behaviour of complaint and refusal. <u>The communicative tactic of inducing empathy</u> is realised in the CSD *Loss* (specifications—*Loss of possessions* and *Loss of a role*) and *Illness, disorder, or injury* (specification—*Illness (mortal, mental), disorder*) by figurative and emotive language.

(15) *'<u>Shocked</u> and <u>devastated</u>' Family's outpouring of <u>grief</u> as man shot in Libya is named. THE family of a British man who was shot dead in Libya have spoken of their "<u>shock</u>" and "<u>devastation</u>" at his killing today. His <u>grieving</u> relatives today said that he "liked the Libyan people" <…>. In a statement his relatives said: "He will be <u>sadly</u> missed by his family and friends. Mark was with a close friend from New Zealand who was also killed and our thoughts are with her family at this <u>sad</u> time"* (Daily Express, January 5, 2014).

Here, the loss of a role of family members (parents) is depicted by the complexity of distress (*shocked, devastated, grieving, sadly*), while the metaphorical image of psychological suffering is revealed through the experience of devastation in the mapping DISTRESS EXPERIENCER IS A BRITTLE OBJECT, and intense overflow with the emotion in the mapping DISTRESS IS FLUID IN A CONTAINER. Empathy relieves the state and activates the feature of DISTRESS—volitional or conscious ACTIONS upon the distress patient.

<u>The communicative tactic of self-expression</u> has the aim to smoothen the experience of distress by the vivid exposal of feelings. This subject-oriented reaction (Fiehler, 1990) is objectified by expressives, intensifiers, hyperboles, repetitions, comparison, allusions, and ascending gradation. The tactic governs such CSD as *Loss* (the specification—*Loss of a role*), *Frustration* (the specification—*Accumulation of stressful life events*), and *Dangerous situation* (the specification—*Fire*). The fragment reveals a whole range of metaphorical images of distress and its experiencer in the CSD *Loss of a role* (a girlfriend): the image of emptiness in the mapping DISTRESS IS AN EMPTY CONTAINER (*a hole in her heart*), the image of an experiencer unable to recover his equilibrium in mappings DISTRESS EXPERIENCER IS A BRITTLE OBJECT and DISTRESS EXPERIENCER IS A PERSON WITH LOST EQUILIBRIUM. These images are intensified by the repetition of the syntactic structure *I will never*.

(16) *A YOUNG woman who survived a crash that killed her boyfriend on Christmas Eve yesterday spoke of her <u>grief</u> after opening his last present to her. <…>. Ms White said the apprentice stonemason's death had left "<u>a hole in her heart that will never mend</u>". He will always be in my heart and I will never move on from the loss that we all have lost. "We had the best relationship, he made me smile everyday and I will never be able <u>to mend the pain</u> I'm feeling* (Daily Express, December 26, 2013).

<u>The communicative tactic of expression of empathy</u> governs the CSD *Loss* (*Loss of a role*) and intends to support the distress experiencer by means of hyperbole, reference to the depth, intensity and viral nature of DISTRESS.

(17) *'It's an understatement to say that we are completely devastated. Our grief <u>runs deep</u> and the impact of Phillip's loss is enormous but nothing compares to the loss felt by those closest to him.' '<u>In these darkest of hours</u> cricket puts its collective arms around the Hughes family. Jason Gillespie, the Yorkshire coach and former Australia fast bowler, said on Twitter he was '<u>shaking'</u> at the news* (The Guardian, November 27, 2014).

The fragment of media discourse is directed onto the expression of the sympathy to the addresser because of the death of a sportsperson. Hyperbole (*completely devastated*), a negative pronoun (*nothing compares*), and a superlative adjective (*darkest*) realize a high level of intensity of DISTRESS. The tactic actualizes lack of control (*shaking*), perceptual metaphor DISTRESS IS COLOUR (*darkest*), feelings of devastation due to the destructive power of emotion (DISTRESS EXPERIENCER IS A BRITTLE OBJECT) and capacity of distress to become viral among the recipients (DISTRESS IS INFECTION).

The communicative tactic of restriction or absence of choice adjusts the reader to the feeling when external circumstances limit the inner freedom of the individual. It governs the CSD *Illness, disorder, or injury* (specification—*Illness (mortal, mental), disorder*) in fragment (18). Communication is unfolding within the social context where doctors and court have a higher status than a claimant. Doctors define the amount of time to spend with a child on his deathbed. Hurrying up events escalates the intensity of distress.

(18) *"We're not allowed to choose if our son lives and we're not allowed to choose when or where Charlie dies"* (Evening Standard, June 30, 2017).

<u>Communicative strategy of discreditation</u> is implemented through the tactics of indirect assessment or criticism, authority leveling, condemnation, criticism, distrust, and sarcasm. The communicative intention of an addresser in media discourse is to remove the reader out of the emotional comfort zone by pointing out the shortcomings in political, economic, and social systems. The intention being attained, the reader changes attitudes towards politicians, problem-solving methods, etc. The speaker's verbal aggression may include insulting rhetoric typical of confrontation, violating communicative conventions. <u>The communicative tactic of indirect assessment or criticism</u> lies in expressing disapproval of distress experiencer's actions or attitude towards him. Language of dicreditation here includes presupposition of criticism in order to eliminate weak points in addressee's mindset. <u>The communicative tactic of authority leveling</u> expresses the communicative intention to nullify the popularity, influence, or activities of a person. <u>The communicative tactic of condemnation</u> reveals admission of guilt for causing suffering to the distress experiencer, illustrates dissatisfaction with the policies of the media and government which act as inducers of a negative emotional state. It focuses on THREAT for an individual, on a distress inducer who promises to do harm to the individual, or represents the possibility or inevitability of danger to the distress experiencer and his emotional state. Fragment 19 illustrates the realization of the tactic of condemnation in the CSD *Moral violence* (specification—*Abuse*).

(19) *KILLER Mark Bridger <u>has inflicted fresh agony</u> on the family of April Jones after launching an appeal against his sentence. "It's <u>disgusting</u>, he's in prison where he belongs and he should stay there". "He's just <u>torturing</u> my family with these legal battles. It's like <u>he's taunting</u> us, like he wants to show <u>he's got the upper-hand</u>," Mrs Jones told the Sun*
(Daily Express, December 16, 2013).

The author discredits the system of punishment for particularly heinous crimes and condemns the judicial system which allows criminals to be released. Security is violated by a criminal who appeals against his imprisonment and thus causes great distress to the family of the murdered

person. Expressives convey the intensity of distress by family members who feel ridiculed by a murderer (*he's taunting us, he's got the upper-hand*). THREAT to a moral safety is objectified by phasal words of entering the state of distress (*inflicted fresh agony*), by an image of physical suffering projected onto psychological (*agony, torturing*). Time localization with Present Simple, Present Perfect, Present Progressive tense forms lets us assume that distress can be renewed and intensified provided that a stress-factor is renewed too.

The communicative tactic of criticism is a means of exposing the addressee's defects in the views on CAUSES / SOURCES of DISTRESS and the attitude to the distress experiencer by directly pointing out the mistakes. The communicative tactic of distrust discredits EMOTION / STATE of DISTRESS questioning authenticity of the emotion experienced by the speaker. The communicative tactic of sarcasm acts as a means of discrediting the actions of the distress experiencer, provided that the emotion does not correspond to the truth. Sarcasm is the capacity of using wit and remarks to imply the opposite sense of what has been said (Boxer, 2002).

(20) *The economy is tanking. People are out of jobs. <...>. Don't worry, be happy. Take a pill. Watch the Olympics* (The Guardian, August 3, 2012).

In fragment of the CSD *Difficult situation* (the specification—*Lack of money: poverty, bankruptcy*) the tactic is implemented by alternation of assertives (affirmative sentences) and directives (imperative sentences). The author exposes in a mocking way that the society does not give the right to experience a negative state and tries to immediately disguise distress.

3.3. Computational approach

This subsection explores the use of two software tools—*Textanz (3.1.4)* and *SentiStrength (2.3)*. The former is used to distinguish the types and ratio of participants in communicative situations of distress, and their shared values in the social context of distress. The latter aims at investigating participants' attitudes or sentiments towards the particular situation of distress.

Textanz software tool for quantitative content-analysis is employed to calculate phrase, word, and word form frequencies in the corpus of media texts in order to analyze distribution of participants and social values in communicative situations of distress. Concordance option fosters a further qualitative analysis. Thus, participants fulfil the roles of family members (44%) (e.g., *a family, a mother, a buddy*), children (32%) (e.g., *newborns, children*), judicial and law enforcement officers (31%) (e.g., *soldiers, the UK immigration control*), news media representatives (29%) (e.g., *journalists, the World of News*), politicians (24%) (e.g., *the Labour party, David Cameron*), criminals (23%) (e.g., *a killer, thieves*), health care workers (20%) (e.g., *a midwife; The NHS*), celebrities (1 %) (e.g., *The Duchess of Cambridge*), members of religious affiliations (7%) (e.g., *jewish, anti-Semitic*), the disabled (4%) (e.g., *mentally ill*), sportspeople (4%) (e.g., *Nadal, Hughes*), people with non-traditional sexual orientation (3%) (e.g., *transgender*). The tool enables to track down the events for the interaction, in which the speakers play the roles of disabled, unemployed, and sick, those who are on the verge of death, in detention, in asylum centres, who feel the lack of attention and care (*disabled / sick people; people have died / are dying / die / are being left / aren't getting the care they need / are out of jobs / are trapped; elderly and disabled people forced to move; people held in immigration detention have rates of severe mental distress; defendants*). In a socially-oriented communicative situation of distress participants are of different age (*young people; people over 25; older people*) and number (*hundreds of people; a million older people; all people in immigration detention*).

The roles of the highest frequency are children (230 word forms) and family members (250 word forms) regarded as the most vulnerable layers of the society who often become distress PATIENTs or/and EXPERIENCERs: *child ('s)* (49) / *children('s)* (149), *infants* (3), *offspring* (2), *adolescents* (5), *youngsters* (1), *baby* (6), *babies* (9), *newborns* (2), *foetus* (4); *parents* (58), *parental* (2), *parenting* (1), *parent* (4), *family(-ies)* (115), *friend(s)* (15), *mate* (5), *buddy* (5)

relative(s) (5), *mother* (22), *husband* (6), *wife* (11), *son* (9), *couple* (3), *cousin* (1), *father* (22), *boyfriend* (1).

Children often suffer from famine, domestic and online abuse, restriction of freedom, murders, suicides, bad behaviour and neglection (*child go hungry; child sexual exploitation; harmful to children; the detention of children in the asylum; weapon on its children; he a young child grew up without a mother's love; never enjoyed her childhood days*). These are primary CAUSEs for their feeling extreme distress (*children face extreme distress; necessarily traumatic for children; extreme distress to children; severe distress among children could cause life-long damage; children experiencing emotional and mental distress*). Children as distress PATIENTs are exposed to different types and degrees of RISK (*better protect their children from online risks; newborns at risk; babies / children at high risk; the risk of 'child homicide' is greatest; the risk of child maltreatment; the risk of child harm*). The media promotes the need to prevent children's distress by pointing to their vulnerability, weakness and dependence (*these children are among the most vulnerable; a child's frailty and total dependence;*), encourages the government to ensure protection and support of a child's psycho-emotional and physical health, respect and care for their rights and needs (*help keep a child safe and happy; culture where every child matters; children's rights; mental health issues experienced in early childhood; wellbeing of a child; to take children into care*).

Family members act out in the communicative events of distress connected with famine (*even more families are going hungry; it drives more families to food banks*), loss (*distress to the bereaved families / family members / relatives; he lost families members*), illness, disorder, or innjury (*prolonging the [brain-dead] mother's life would only cause her family 'unimaginable distress'*).

In fragment (21) of the CSD *Moral Violence* (specification—*Violation of the emotional balance by external aggression*), participants play the roles of children (daughter), judicial and law enforcement officers (lawyer), news media representatives (the News of the World), who act as inducers of distress and distress experiencers.

(21) *The reaction of* Milly Dowler*'s <u>family</u> to the revelation that <u>the</u>* News of the World *hacked into messages left on her phone was one of <u>shock</u> and <u>disgust</u>, their <u>lawyer</u>, Mark Lewis, said. "Sally and Bob Dowler have been through so much <u>grief and trauma</u> without further <u>distressing</u> revelations to them regarding <u>the loss of their daughter</u>," Lewis said. "<u>It is distress heaped upon tragedy</u> to learn that the News of the World had no humanity at such a terrible time"* (The Guardian, July 4, 2011).

The distress experiencer is focused on their experience of the emotion due to the statistic findings of the personal pronoun *I* and its word forms variables *I've, I'd, I'm, me, my, myself* (414 word forms). Within the CSD, distress experiencers talk about their feelings, hopes and disappointment (*I mourned my marriage like a death; I feel very bad; I started feeling nervous; at the time I was rather nonplussed; I was chuffed; I hope / expect / panicked*), beliefs (*I won't worship; I am a non-believer; I understand; I couldn't even think*), plead guilty to their condition (*I was suppressing; I gradually brainwashed myself; who the hell I really am; my fault / apologies*, etc.), pay attention to the damage caused to their emotional state by external factors (*chasing / following / shooting / watching me; caused me as much 'emotional distress'; making me queue outside; it just made me really sad*, etc.), protect the values encroached upon by the distress inducer, such as life, personal safety, material possessions, family, freedom (*soured my life; my innocence / personal safety / colleague / friend / husband / power / body / marriage / garage / bed / car / road*, etc.), go through the process of adaptation and take responsibility for their lives and emotions (*I decided to take my power back; but I'm taking it slowly*). Fragment (22) illustrates these findings in the CSD *Loss* (specification—*Loss of a role*):

(22) *'Being left, by someone I loved very much... He'd been my colleague, my friend and my husband. Every aspect of my life was broken.' <...> 'I mourned my marriage like a death, and then I decided to take my power back.' <...> 'All of their stories followed, there was a lot of crying, and I knew that what I had to do was to strip away the layers and distil the ideas into movement. <...>* (The Observer, February 19, 2006)

The findings provide evidence for the distinct Us vs. Them polarization in media discourse that is represented in a ration of personal and possessive pronouns *we* (156)—*they* (170), *our* (35)—*their* (144), *us* (9)—*them* (63). The ability of this dichotomy to form group identities (in- and out-groups) (Fowler, 1991) reflects the existence of "particular oppositional ideologies that groups create and use for identifying and placing themselves within the network of societal structures and relations" (Lauk, 2002). This opposition also reflects the hostility of external circumstances and stimuli for the distress experiencer that set DANGER, THREAT, or RISK for him and give him a reason to blame the inducers in his own emotional state.

(23) *They were escorting the 46-year-old on a British Airways flight <...>. "They were crowded around me and the back of my seat and it seemed a bit odd," he said. <...> they basically just grabbed him and he started yelling and they basically dragged him to his seat They were really rough with him and it sounded like he was in a huge amount of pain. We moved to the front of the plane because it was really quite distressing and then moved back again. They said they were deporting him and were trying to restrain him. It just seemed a bit of an overkill to be honest." "It is not my judgment, but at the time I found it quite distressing because when you get on a plane that is not what you want to see," he said* (The Guardian, 22 October 2010)

The proportion of personal pronouns *I* (5), *me* (2), *my* (3), *we* (11), *you* (3), *he* (24), *him* (11), *his* (5)—*they* (10) in fragment (23) denotes an emphasis on the distress PATIENT upon whom the hostile actions of physical and moral violence were induced. The addresser uses this polarization to have the addresses sympathise with the distress patient/experiencer and show negative attitude towards the immigration officers.

Shared values in a social context of distress have been identified with the help of concordance option of Textanz in the corpus of media texts. They are "dynamic, ongoing and never complete social process", "a part of everyday discursive and social practices" entangled with ideologies and identifications, and "their situated formulations are constrained by ideologies and the cultural and societal levelsubject positions that they make available" (Menard, 2017, p. 90). Analyzed words and word forms objectify such values as family, death, life, freedom, justice, support, hope, truth, and time. Family has traditionally been seen as a 'refuge' from the worries of the world, and the way out of family means great loneliness, misery and social instability. The emotional state of one family member depends on the emotional state of the whole team as family members are a part of one community *(we as a family shared that love; part of our family; the cricketing family).*

Death is objectified by a number of word forms *death* (46), *dead* (2), *died* (10), *die* (9), *lethal* (1), *final moments* (1), *end* (11) / *-ing* (3), *dying* (4). CAUSEs / SOURCEs of DISTRESS in media discourse are deaths of children, relatives, and favourite celebrities (e.g., *the death of a child; infant death; by their hero's death; Diana's death; her grandfather died; traumatized by the death; shattered over death*). Experience of distress caused by a break-up is compared to death (e.g., *I mourned my marriage like a death*). Negative INFLUENCE of distress provokes to suicidal thoughts and assisted death (e.g., *desire to end life; another human being end it [life]*). 77 word forms portray life in distress as *marred, unbearable, ruined, broken, finished, destroyed, disrupted* with a person *being unable to handle* it. Despite the mostly negative image of life in distress in

media (e.g., *wildness of life; it is indeed a topsy-turvy world in which we live; life is never easy*), positive associations form the value of a successful and meaningful life (e.g., *you have to get on with your life; life-chances; to cling to life*).

Absence or lack of <u>freedom</u> is CAUSE / SOURCE of extreme DISTRESS. Internal and external factors stipulate for entering the emotional state. 130 words and word forms reveal that detention, deportation, captivation, etc., are external factors of distress (*detention; detained; detainee; restrain; restraining; restraint; forcibly; guards; holding; escort; deportation; deport; deported; deportee; deporting; removal; removed; removing; captive; captivity; stranded; people are trapped*) whereas the decision to EVALUATE a situation as unwanted, hopeless, one that carries grief, suffering, or pain is treated as the internal factor of distress. <u>Justice</u> is one of the universal values and is frequently entangled with the topic of *Legal Affairs*. It's objectified by the following word forms: *justice (9), no feeling of vengeance or retribution, justified, investigate / -d / -ion, reinvestigating, search / -ed, seeking, human rights, sentence, term, punished / -ment, term, extradite / -tion, unfair, deserves (to be punished)*. Distress experiencers see the restoration or establishment of justice, the punishment of distress inducers as a means of alleviating their emotional state.

<u>Support</u> and <u>hope</u> are seen as essential elements of a communicative situation to cease distress. The amount and delicacy of <u>support</u> are of paramount importance (e.g., *not given enough support, with the right support, children can recover; adequate adult support*). <u>Hope</u> as a universal spiritual value is objectified as a part of a triad of concepts FAITH–HOPE–LOVE and fosters alleviation of distress (e.g., *hoping it would go away; hopelessness and apprehension about their future; vain hope*). Social value of <u>truth</u> is realized through the indication of its antipode—cheating or mystification by such word forms as *lies; lie detector; be duped, fraud*; *fraudulently*; *fake*; *fictitious; pretending; prank*. <u>Time</u> plays a decisive role for intensity, avoidance, and relief of distress. It denotes localization of distress experience on the timeline and its evaluation (e.g., *the time I was rather nonplussed*).

SentiStrength (2.3) is a free software tool for academic research developed by a group of researchers supervised by professor of data science Mike Thelwall (2012), University of Wolverhampton (UK). It detects and automatically extracts sentiment-related information from the text reporting binary, trinary, or single scale results. Free version allows to extract binary scale results only, that is, positive/negative sentiment strength that ranges from -1 (not negative) to -5 (extremely negative) and from 1 (not positive) to 5 (extremely positive) (Table 2). *Analyse All Texts in File [each line separately]* option from the *Sentiment Strength Analysis* menu classified 25 fragments of media discourse for sentiments that represent communicative situations of distress governed by communicative strategies of agitation, emotional state formation, and discreditation. *EmoticonLookupTable*, *SlangLookupTable*, *EnglishWordList*, *NegatingWordList*, *IdiomLookupTable*, *BoosterWordList*, and *QuestionWords* contain annotated sentiment-bearing words and underpin automatic extraction of sentiments by SentiStrength 2.3 in every word in a separate line, in every sentence, and finally, in every fragment.

Table 2

Sentiment analysis of communicative situations of distress

Communicative strategy	Communicative situation of distress (CSD)	The strength of positive sentiment (+ve)	The strength of negative sentiment (-ve)
Agitation	*Moral violence*	2	-3
	Difficult situation	1	-4
	Frustration	1	-3
Emotional state formation	*Cheating, mystification*	2	-4
	Illness, disorder, or injury	2.6	-3
	Loss	2	-4.5
	Frustration	3	-4
	Dangerous situation	2	-5
Discreditation	*Moral violence*	1.8	-3.3
	Physical violence	2	-4
	Illness, disorder, or injury	2	-2
	Frustration	1.5	-4
	Difficult situation	4	-1

The findings indicate two scores at the same time (positive (+ve) and negative (-ve)) as tool is instigated by the psychological study that "people can experience two oppositely valenced emotions or mixed emotions in parallel" (Berrios et al., 2015). The results supply the fine-grained manual analysis with additional insights and verify pure linguistic introspection by statistical data.

Thus, we integrate sentiment analysis of fragments of media discourse with discursive analysis. The example is the aforementioned fragment 13 (subsection 3.2) that represents the CSD *Difficult situation (lack of food: famine)* governed by the communicative tactic of emotional state recognition, the agitation strategy:

(24) *I know what it is to feel hungry and to see your child go hungry. It's a life of turning off the fridge because it's empty anyway, of sitting across the table from your young son enviously staring down at his breakfast. Of having freezing cold showers and putting your child to bed in god knows how many layers of clothes in the evening. It's distressing. Depressing. Destabilising. <…>. Parents are looking at empty cupboards in despair*

(Daily Mirror, February 24, 2014).

Our introspective conclusion that the author attempts to polarize the state of distress experiencers is proved by the high strength of the negative sentiment of the CSD [1; -4]. Sentiment-bearing words that determinate the strength of separate sentences and a whole fragment are *hungry* [-1], *enviously* [-2], *cold* [-1], *distressing* [-2], *depressing* [-3], and *despair* [-3].

The CSD *Loss* governed by the communicative strategy of emotional state formation, is objectified by four fragments of different strength. The mean value represents the strength of negative sentiment [2; -4,5]. The most polarized is the aforementioned fragment 17 (subsection 3.2) [1; -5], in which the communicative tactic of expression of empathy governs the CSD *Loss* (*Loss of a role*):

(25) *'It's an understatement to say that we are completely devastated. Our grief runs deep and the impact of Phillip's loss is enormous but nothing compares to the loss felt by those closest to him.' 'In these darkest of hours cricket puts its collective arms around the Hughes family.*

Jason Gillespie, the Yorkshire coach and former Australia fast bowler, said on Twitter he was 'shaking' at the news (The Guardian, November 27, 2014).

The author extensively refers to metaphorical associations of distress (*brittleness, infection, dark colour, being down*) depicting a vivid picture of experiencing the emotion. Sentiment-bearing words that instigate the strength of a whole fragment are: *devastated* [-4], *grief* [-3], *loss* [-2], and *shaking* [-1]. Although the tool identifies strong negative sentiment, it does not take into account intensifiers (e.g., *completely* [0], *devastated* [-4]) that linguistically indicate even a higher degree of strength.

The CSD *Frustration* has got the highest strength of the negative sentiment [1,5; -4] among the ones governed by the communicative strategy of discreditation:

(26) *Like JFK or Diana's death, we all remember where we were the day Brooklyn Vegan blogged about British Sea Power's keyboardist leaving. The <u>trauma was shortlived</u>. But can events in pop really be <u>traumatic</u>? And if so, should I contact my lawyers about the following cases that <u>soured my life</u>? Maybe I shouldn't have been <u>shocked</u>, er, <u>"emotionally distressed"</u>, to see the Velvet Underground's drummer appearing at a Tea party rally in 2010. <...> But she once sent me a signed picture of her and ... <u>I don't know, it just made me really sad, all right?</u>*
(The Guardian, February 12, 2014).

In the fragment, SentiStrength shows the level of affective influence upon the reader by the author's referring to the metaphorical associations of distress with injury (*trauma* [-3], *traumatic* [-3])— DISTRESS EXPERIENCER IS AN INJURED PERSON, to the perceptual image of taste (*soured* [-1]), to the social value of *death* [-2] and such instantiations of DISTRESS as *distressed* [-2], *shocked* [-2], and *sad* [-3].

The strength of the positive sentiment is much higher than that of the negative one [4; -1] in the CSD *Difficult situation* in the aforementioned fragment 19 (subsection 3.2). The CSD is governed by the communicative strategy of discreditation as soon as the author applies the tactic of sarcasm that still poses the biggest challenge for computational detection. Sarcasm changes the polarity of a whole message expressing the opposite message of what has been written. The tool identifies the strength of the negative sentiment in the word *worry* [-3] and of the positive sentiment in the word *happy* [1] detecting no signs of sarcasm implied by the author.

4. Conclusions

Integrating cognitive-discursive and computational approaches enables to investigate DISTRESS in English media discourse as a multifaceted phenomenon. It is instantiated by a number of lexemes grouped into microfields denoting physical or mental / psychological suffering and adversity. The reconstructed mental model of DISTRESS reveals its conceptual features that fill in the frames and corresponding elaborations of the model and specify the multifaceted nature of DISTRESS. The discursive analysis fosters the investigation by giving insights into the types of communicative situations of distress and their corresponding contextual specifications, including social roles of participants and their shared values.

The application of the computational approach reinforces the accuracy of results and linguistic interpretations. Voyant tools helps establish the names for microfields at the stage of the cognitive analysis by defining the frequency of unique words in the corpus of definitions. Textanz provides the frequency of word forms and phrases and concordance for the corpus of media texts to define the social roles of participants and shared social values of life, death, family, time, freedom, justice, support, hope, and truth in the social context of distress. SentiStrength defines the polarity of lexicon in fragments of media discourse that represent a certain communicative situation of distress. The strength of negative and positive sentiments reveals attitudes of the speaker who consequently applies communicative strategies of agitation, emotional state formation, or

discreditation with the follow-up number of communicative tactics. Thus, the present paper opens us new perspectives onto the complex application of cognitive-discursive and computational approaches to study linguistic phenomena.

ABBREVIATIONS
BNC—The British National Corpus
COBUILD—Collins English Dictionary
COCA—Corpus of Contemporary American English
CSD—communicative situation of distress
GloWbE—Corpus of Web-Based Global English
LDOCE—Longman Dictionary of Contemporary English
MED—Macmillan English Dictionary
MWDT—Merriam-Webster: Dictionary and Thesaurus
OALD—the Oxford Advanced Learner's Dictionary
POS—part-of-speech tagging
RHKWCD—Random House Kernerman Webster's College Dictionary

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THE ACTIVE LEARNER'S CONSTRUCTION-COMBINATORY THESAURUES:
USER-DRIVEN PRINCIPLES OF COMPILING
(A COGNITIVE LINGUISTIC APPROACH)

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S. Zhabotynska, Ye. Plakhotniuk. The Active Learner's Construction-Combinatory Thesaurus: user-driven principles of compiling (a cognitive linguistic approach). This article discusses the design of a new type of dictionaries, the Active Learner's Construction-Combinatory Thesaurus (ALCCT) intended for adult learners of the second (foreign) language. The ALCCT is an ideographic dictionary where phrases, understood as instantiations of constructions, are arranged in accordance with the cognitive ontology of a particular conceptual thematic field. As such, the ALCCT is a project compatible with cognitive lexicography, a contemporary branch of dictionary-making that adopts the findings of cognitive science, cognitive linguistics in particular. The article proposes a cognitive profile of the dictionary's target user, and makes it a departure point in elaborating the principles of compiling the ALCCT. They are defined as the principles of data selection, arrangement, and application. *Data selection* regards their thematic and formal coherence, their authenticity, and their prominence, or frequency. *Data arrangement* implies their relational coherence, and their elaboration. Relational coherence is realized through the lexicographic code, or the dictionary's overall design that develops at three hierarchical levels: those of macrostructure (a conceptual ontology of the theme), mediostructure (the key words evolving into phrasal sets), and microstructure (description of phrasal lemmas). Elaboration of the data is provided via the overarching structure mapped onto the three hierarchical structures of the lexicographic code, and concerned with etymological, cultural, grammatical, and phraseological (metaphorical) extensions. *Data application* reaches out to the communicative situations in which the ALCCT's resources can be used.

Key words: cognitive lexicography, Active Learner's Construction-Combinatory Thesaurus (ALCCT), user's cognitive profile, principles of compiling, data selection, data arrangement, data application.

С. Жаботинська, Є. Плахотнюк. Активний навчальний конструкційно-комбінаторний тезаурус: принципи укладання з урахуванням користувача (лінгвокогнітивний підхід). У статті запропоновано проєкт нового типу словника – активного навчального конструкційно-комбінаторного тезауруса (АНККТ), призначеного для дорослих користувачів, які вивчають іноземну мову. АНККТ є ідеографічним словником, в якому словосполучення, потрактовані як утілення конструкцій, упорядковано на підставі когнітивної онтології конкретної тематично визначеної поняттєвої царини. Тим самим АНККТ є проєктом, узгоджуваним із когнітивною лексикографією – сучасною галуззю словникарства, яка послуговується доробком когнітивної науки, зокрема, когнітивної лінгвістики. У статті потенційний користувач словника представлений у когнітивному профілі, який вмотивовує принципи укладання АНККТ. Вони визначаються як принципи відбору, упорядкування та застосування даних. *Відбір даних* ураховує їхню тематичну і формальну когерентність, автентичність та промінантність, або частотність. *Упорядкування даних* передбачає їхню реляційну когерентність і їхнє поглиблення. Реляційна когерентність утілюється в лексикографічному коді – цілісному ієрархічному дизайні словника, представленому макроструктурою (концептуальною онтологією

теми), медіоструктурою (ключовими словами у складі фразових сетів) і мікроструктурою (описом фразової леми). Поглиблення даних залучає надструктуру, яка проєктується на три ієрархічні структури лексикографічного коду і забезпечує етимологічне, культурологічне, граматичне та фразеологічне (метафоричне) поширення словникового матеріалу. Принцип *застосування даних* пов'язаний із виходом у комунікативні ситуації, які потребують мовного забезпечення, наданого в АНККТ.

Ключові слова: когнітивна лексикографія, активний навчальний конструкційно-комбінаторний тезаурус (АНККТ), принципи укладання, відбір даних, упорядкування даних, застосування даних.

С. Жаботинская, Е. Плахотнюк. Активный учебный конструкционно-комбинаторный тезаурус: принципы составления с учетом пользователя (лингвокогнитивный подход). В статье предлагается проект нового типа словаря – активного учебного конструкционно-комбинаторного тезауруса (АУККТ), предназначенного для взрослых пользователей, изучающих иностранный язык. АУККТ является идеографическим словарем, в котором словосочетания, трактуемые как воплощения конструкций, упорядочены на основе когнитивной онтологии конкретной тематически определенной понятийной области. Тем самым проект АУККТ согласуется с когнитивной лексикографией – современной отраслью составления словарей, использующей наработки когнитивной науки, в частности, когнитивной лингвистики. В статье потенциальный пользователь словаря представлен в когнитивном профиле, мотивирующем принципы составления АУККТ. Они определяются как принципы отбора, упорядочивания и использования данных. *Отбор данных* учитывает их тематическую и формальную когерентность, аутентичность и проминантность, или частотность. *Упорядочивание данных* предусматривает их реляционную когерентность и их углубление. Реляционная когерентность реализуется в лексикографическом коде – целостном иерхическом дизайне словаря, представленном макроструктурой (концептуальной онтологией темы), медиоструктурой (ключевыми словами в составе фразовых сетов) и микроструктурой (описанием фразовой леммы). Углубление данных осуществляется посредством надструктуры, которая проецируется на три иерархические структуры лексикографического кода и обеспечивает этимологическое, культурологическое, грамматическое и фразеологическое (метафорическое) расширение словарного материала. Принцип *использования данных* предполагает выход в коммуникативные ситуации, которые требуют языкового обеспечения, представленного в АУККТ.

Ключевые слова: когнитивная лексикография, активный учебный конструкционно-комбинаторный тезаурус (АУККТ), принципы составления, отбор данных, упорядочивание данных, использование данных.

1. Introduction

The anthropocentric orientation of nowadays linguistics echoes in the 'user perspective', or 'user-driven' approach in theoretical and practical lexicography (Tarp, 2008; 2011). This approach accentuates the necessity of making the dictionary more 'user-friendly', which is achieved via devising a 'target user profile' that guides the dictionary design (Tarp, 2008). A 'user-driven' approach is particularly important for compiling bilingual dictionaries intended for learners of the second / foreign language (L2). The available 'profiles' of dictionary users are mostly concerned with their "common sense" employed in decoding a dictionary entry (Tarp, 2008, pp. 41–43, 82–85). The respective strategies of compiling dictionaries tend to introduce some modest amendments to their text format or simplify the definiens. Most of such L2 dictionaries, consulted only sporadically, are de facto *passive*, i.e. alphabetically structured, and focused on the systemic properties of linguistic expressions. The user's cognitive capacities regularly employed in L2 acquisition and speech production remain under-addressed, since traditionally oriented dictionary-makers do not consider "mental processes in the brain" to be a matter of lexicography (Tarp, 2008, p. 132). Meanwhile, lexicography may benefit from the ideas of cognitive linguistics which dovetails mental and linguistic phenomena, and which may contribute to developing *active* dictionaries (Apresyan, 2010; Fuentes-Olivera & Bergenholtz, 2018) that aim to practically assist in L2 learning and teaching.

This article discusses the principles of compiling a particular kind of active dictionaries—the *Active Learner's Construction-Combinatory Thesaurus (ALCCT)* (Plakhotniuk, 2020b), which is an updated version of the combinatory thesaurus grounded on a conceptual ontology (Zhabotynska, 2010; 2019). Designing the ALCCT complies with the emergent field of cognitive lexicography (Ostermann, 2015) that bridges the theory and praxis of dictionary-making with cognitive linguistics and the broader field of cognitive science. In cognitive lexicography, the dictionary is expected to represent schematic patterns of cognition that are tracked in various linguistic data, and thus are relevant for language acquisition and speech production.

The discussion below focuses on a cognitive profile of the ALCCT user, a cognitive linguistic background of the dictionary design, the ALCCT's semiotic interpretation that provides a systemic approach to the user's needs, and the principles of compiling the ALCCT that satisfy these needs. The concluding discussion outlines the theoretical and practical implications of this study.

2. Cognitive profile of the ALCCT user

A 'user-friendly' dictionary should be compiled with regard to the user's cognitive capacities intended for processing linguistic information. Since the ALCCT is addressed to adult learners, these capacities are the ones inherent in the adult mind / brain. Its properties, explored by different branched of cognitive science, define the ALCCT's general objectives. In our research, they are further specified in a pilot survey on the needs and expectations of the ALCCT's potential adult users.

Neurolinguistics argues that language acquisition depends on both nature and nurture, i.e. language evolves at the intersection of biological and societal factors. Biological factors relate to the language faculty existing in the human mind, and societal factors are represented by the linguistic environment which activates this faculty (Zhabotynska, 2020, pp. 102–103). Language faculty, as a natural endowment, can be properly activated only at a particular age. For L1, this age (up to 8–12) is called *the critical period*, because a child not exposed to any language during this time will not be able to achieve an adequate proficiency in speaking and thinking. For L2, the same period is defined as *sensitive*, because L2, similarly to L1, is acquired unconsciously, with assistance of the procedural memory. The period after the age of 8–12 is called *post-sensitive*. Now, L2 is learned consciously, being assisted by the declarative memory (Lenneberg, 1967; McWhinney, 2005; Paradis, 2005; Zhabotynska, 2020, p. 103). As the ALCCT is intended for adults who learn L2 in the post-sensitive period, a profile of the ALCCT's user may incorporate the findings of cognitive and andragogic research on the brain / mind workings in adulthood.

According to andragogic studies, adult learners differ from children in such aspects as previous experience, internal motivation, need for implementing the social roles, awareness of the on-going rational cognitive activities and immediate application of new knowledge (Knowles, 1984). Studies of the post-sensitive period in language acquisition, as well as those concerned with the ageing brain and adult learning, provide evidence for the neurocognitive basis of this difference (for review see Zhabotynska & Plakhotniuk, 2016). The processes involved in adult learning are automated due to lateralization, myelination, development of the prefrontal cortex (the age of 14–21) and the default neural network, particularly in the medial prefrontal cortex (the age of 21–31). Adult learning becomes more efficient in terms of neural connectivity (Fair et al., 2008, p. 4030) and conscious conceptualization, or abstract thinking, as well as retrospective and creative use of information (Fair et al., 2008, pp. 4028–4029). Learning per se changes the language-related areas of the adult brain both functionally and structurally (Mårtensson et al., 2012). The role of comprehensive, enriched and meaningful input stimulating learning-based neuroplasticity in adulthood seems to be crucial and, as such, emphasized throughout the literature (Caine & Caine, 1994, pp. 30–33; Valipour & Asl, 2014).

Respectively, verbal and non-verbal mental representations are not chaotic. Instead, the researchers report on stable patterns of self-organization of information at conceptual and linguistic

levels, i.e. embeddedness and interconnectedness (Caine & Caine, 1994, p. 39), which provides evidence for a certain degree of iconic motivation between the external / formal linguistic patterns and internal / conceptual patterns (Perniss, Thompson, & Vigliocco, 2010). For instance, neural activations triggered by listening to audio-texts reveal semantic grouping throughout the cerebral cortex. Researchers associate such grouping with a certain interdependence between symbolic representations and bodily (perceptual) experience in mental schemata (Huth, de Heer, Griffiths, Theunissen, & Gallant, 2016). Hence, information available in the ALCCD intended for adult learners should be provided in a systematic, structured, integrative and pragmatically driven way that is isomorphic to the way in which the adult brain / mind processes linguistic and conceptual information.

The results of our pilot survey on expectations of the potential ALCCT adult users are compatible with the conclusions of cognitive and andragogic studies as to workings of the adult brain / mind. The interviewed participants turned out to favor (i) a thematic arrangement of the dictionary instead of its alphabetical arrangement, (ii) exposure to the key words of the theme, to their synonyms, and to the phrases in which they are used, (iii) presence of syntactic patterns according to which these phrases can be transformed, (iv) availability of instruction as to combining the phrases into sentences that make up a text applicable in communication (Plakhotniuk, 2020a).

The above preferences of adult users are reflected in the ALCCT as a dictionary type: (a) it is an *ideographic (onomasiological) thesaurus* featuring a thematically homogeneous conceptual field; (b) it is a *combinatory thesaurus*: its units (lemmas) are phrases / word-combinations with the key words of the thematic field; (c) it is a *construction-combinatory thesaurus*: it provides the patterns of phrases as constitutive elements of sentences; (iv) it is *an active learner's thesaurus*: its design actively assists the learners in L2 acquisition and speech production (Plakhotniuk, 2020b). The ALCCT differs from the existing lexicographic projects of active dictionaries (see overview in Fuentes-Olivera & Bergenholtz, 2018). The ALCCT is to meet the user's primary, secondary and tertiary needs (Tarp, 2011, p. 283), defined so with regard to the order in which they are satisfied. The primary needs are concerned with the type of lexicographic data. The secondary needs associate with appropriateness of the dictionary's design which has to be compatible with the user's neuro-cognitive profile, thus facilitating L2 acquisition at the lexical and syntactic levels. The tertiary needs imply assistance of this dictionary in speech production, or developing thematically relevant texts and communicative skills.

Compiling the ALCCT according to the principles consistent with the ways in which the user's mind / brain processes linguistic and non-linguistic information presents a significant challenge for dictionary-makers. This challenge is attempted to answer in the cognitive linguistic conception termed Semantic of Lingual Networks (see the recent version in (Zhabotynska, 2018)) that underpins the combinatory thesaurus grounded on a conceptual ontology (Zhabotynska, 2010, 2015, 2019; Brovchenko, 2011; Radchenko, 2012, 2019). The ALCCT, which is an updated version of this thesaurus, has the same theoretical background that is briefly described below.

3. Cognitive linguistic background of the ALCCT

Semantics of Lingual Networks (SLN) has six theoretical statements based on the analysis of various linguistic phenomena. Four of these statements are immediately relevant for compiling the ALCCT (their further description corresponds to Zhabotynska, 2018).

(1) Conceptual structures that arrange the meanings of linguistic expressions are constituted by *basic propositional schemas (BPS)* which represent the most abstract conceptual categories and their relations. The BPSs are thematically grouped into five types: being, action, possession, identification, and comparison schemas.

– <u>Being schemas</u> include the *quantitative* (X is THAT MANY-Qn), *qualitative* (X is SUCH-Ql), *locative* (X exist THERE / LC-locative), *temporative* (X exists THEN / TM-temporative), and *mode of being* (X exists SO / MD-mode) schemas.

– <u>Action schemas</u> comprise the *state/process* (AG-agent acts), *contact* (AG-agent acts upon PT-patient / AF-affected), and *causation* (CR-causer makes FT-factitive) schemas.

– <u>Possession schemas</u> are represented by the *part-whole* (WH-whole has PR-part), *inclusive* (CR-container has CT-content / CT-content has CR-container), and *ownership* (OW-owner has OD-owned / OD-owned has OW-owner) schemas.

– <u>Identification schemas</u> are particularised as the *classification* (ID-identified = individual or kind is CL-classifier = kind or type), *characterization* (ID-identified = individual is CH-characteriser), and *personification* (ID-identified = individual is PS-personifier = a proper name) schemas. In English, CL is manifested with the indefinite article, and CH—with the definite article.

– <u>Comparison schemas</u> include the *identity / metamorphosis* (CV-comparative is [as] MS-correlate = another category of the same entity), *similarity / analogy* (CV-comparative is as AN-correlate = an entity from the same category), and *likeness / metaphor* (CV-comparative is as if MT-correlate = an entity from a different category) schemas.

The BPSs may get extension with additional argument roles: SC-circumstant (attendant, aid, counter-agent, instrument, mediator, means, and mode), ST-stimulus (cause and goal), PQ-prerequisite (condition and concession), RC-recipient (addressor, benefactor, and malefactor), LC-locative, and TM-temporative.

The BPSs integrate into an operational network employed in processing information about the objects of the experienced world. The number of BPSs is limited, but, arranged in various configurations, they structure an unlimited number of conceptual networks.

(2) A conceptual network may be transformed into a conceptual matrix, if the links between its nodes remain implicit.

(3) A conceptual network or matrix may be built at one level or several levels. In the latter case, the information evolves in-depth, being structured as 'networks-in-networks' or 'matrixes-in-matrixes'. The hierarchical conceptual levels are: a *conceptual thematic field* (all the information that is structured), the *domains* (focuses of the thematic field), *parcels* (focuses of the domains), and *concepts* which constitute parcels and which are structured as a set of properties. At all conceptual levels, the networks or matrixes are built with the BPSs that suchwise exhibit fractal properties. Thematically coherent information arranged with a conceptual network or matrix is defined as a *conceptual ontology*.

(4) The BPSs and their clusters are the meanings of syntactic *constructions*. In construction grammar, they are interpreted as schematic, or generalized linguistic forms that have their own schematic meanings existing independently of the words that fill out these forms (Goldberg, 1995; Ostman & Fried, 2004; Lyngfelt, Borin, Ohara, & Torrent, 2018 among others). The constructions whose meanings are represented by the BPSs are employed for both *categorization* and *re-categorization* of linguistic information. In case of re-categorization, the schematic meaning rendered by a BPS is manifested not by its own schematic form, but by the schematic form of some other BPS. For instance, the schematic form *NP$_2$ of NP$_1$*, the inherent meanings of which are represented by the possessive BPSs (*the page of a book, students of the group, a car of this owner*), can be used to explicate the other BPSs: qualitative (*beauty of the girl, a girl of beauty*), contact (*invitation of the student*), classification (*a game of chess*), likeness / metaphor (*a devil of a boy*), etc. In this case, the non-possessive propositional schemas are re-formatted as possessive, and their blended meaning integrates into the semiotic (syntactic) category of possession.

The above theoretical statements pairing linguistic and conceptual structures are relevant for developing user-driven principles of compiling the ALCCT. The system of these principles is prompted by the ALCCT's semiotic interpretation.

4. Semiotic interpretation of the ALCCT

Any dictionary is a text. Since the text can be viewed as a 'macrosign' (Vorobyova, 1993, p. 41), it agrees with the semiotic definition of a sign as the unity of a material form, the meaning which it evokes in the mind, and the function which it performs (Fig. 1).

In the dictionary, the *MATERIAL FORM* is the *lexicographic object*, or the data represented by particular linguistic expressions. In the ALCCT, they are phrases with the key words (nouns) that feature a particular conceptual thematic field identified as the dictionary's *MEANING*. In the ALCCT, which is an ideographic dictionary, the signified thematic field is arranged in accordance with a conceptual ontology that becomes a *lexicographic structure* providing a thematic and structural arrangement of the phrasal data. The latter obtain a *lexicographic description* that has its own design. Together, the lexicographic structure and lexicographic description make up a *lexicographic code* which is pivotal for the compiler. Lexicographic code is a system of methods employed for processing the lexicographic data of L2. The ALCCT's *FUNCTION* is assistance to users in L2 acquisition and speech production. The dictionary's multimodal (multisemiotic) text can be presented on a paper or digital carrier.
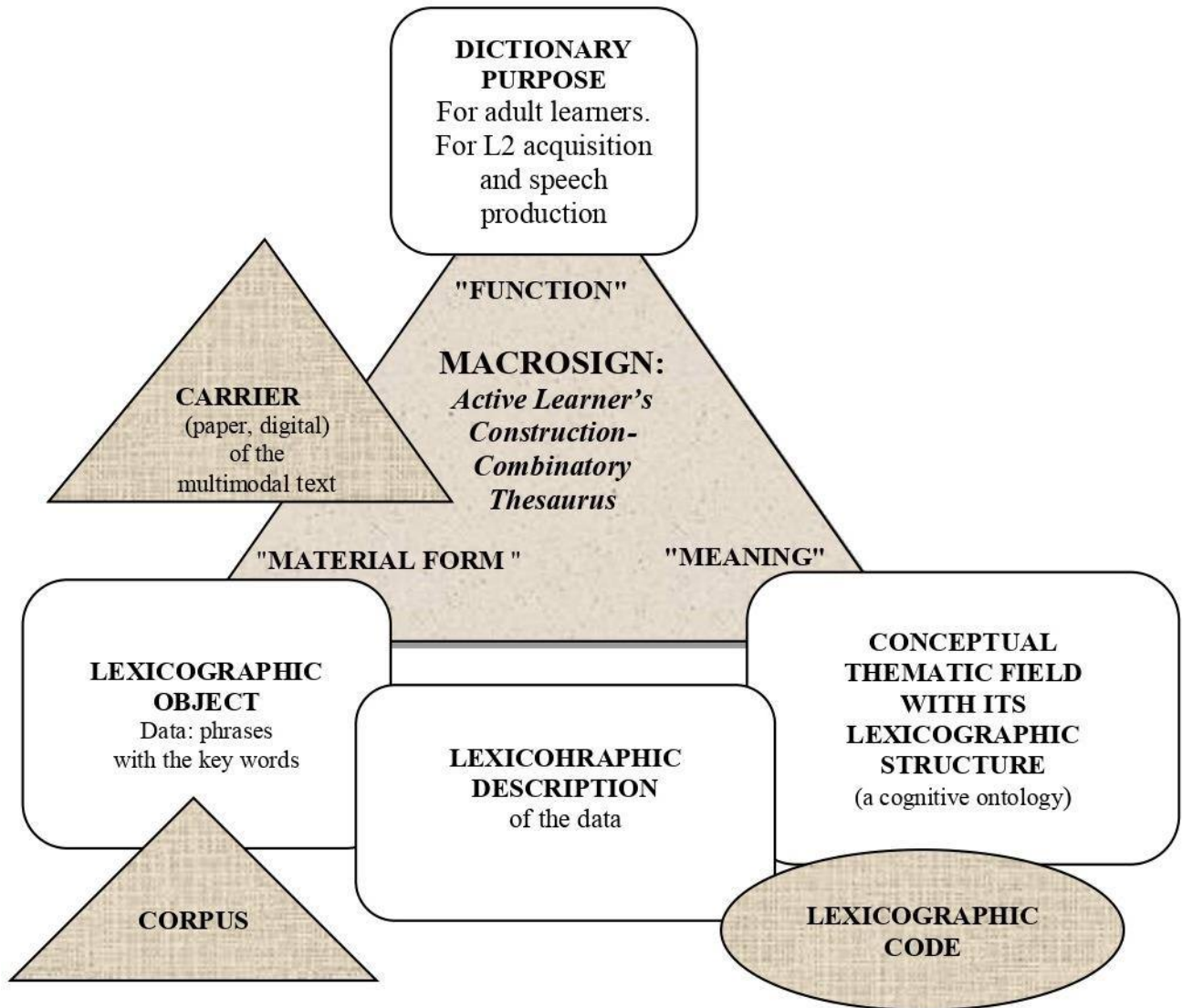

Figure. 1. Semiotic interpretation of the ALCCT

The ALCCT's semiotic interpretation prompts the system of principles applied in the dictionary design. These principles will be specified below.

5. Principles of compiling the ALCCT

Compiling the ALCCT with regard to its semiotic aspects is guided by (a) the principles of data selection (concerned with the lexicographic object), (b) the principles of data arrangement (concerned with the lexicographic code), and (c) the principles of data application (concerned with the dictionary purpose).

The principles of data selection are represented by their thematic and formal coherence, their authenticity, and their prominence.

Thematic coherence of the data means that they name a particular thematic field relevant for everyday or professional communication (e.g. SCHOOL, TRAVELLING, AIRPORT, COURT, MARKETING, etc.). Besides, the data include not only the key words (nouns) of the thematic domain, but also the synonyms of these words. Each key word evolves into a set of phrases that specify schematic content of the BPSs and their extensions. Formal coherence of the data means that the phrases belong to particular structural types (e.g., Adj N_1—*prestigious school*, N_2N_1—*boy school*, N_1N_2—*school teacher*, Prep N_1—*at school*, N_1V N_2 – *school admits students*, N_2V N_1– *students attend school*, etc.) that are formal correspondences of particular BPSs and their extensions. Thematic and formal coherence of the dictionary's data agree with what text linguistics calls "referential coherence of the text", or the continuing reference to the same entities figuring in the text (Dirven & Verspoor, 2004, p. 186).

Authenticity of the data means that the thematically and structurally coherent phrases are retrieved from a corpus of L2 authentic texts describing a particular theme, or topic. Thus, the ALCCT that features language used in speech represents a "usage-based model of language" bridging linguistic competence and performance (Tomasello, 2003; Boyland, 2009). In learning L2, authenticity is of particular importance, since combinability of words in phrases tends to be language-specific. That is, a phrase in L1 may not be a word-for-word translation in L2—the fact which tends to be ignored by L2 learners.

Prominence of the data means that their retrieval from a specialized corpus considers a frequency factor that defines the learning priorities. The existing research shows that nearly 10% of the total lexicon is composed of words that are most frequent, deeply entrenched, and applicable in defining the rest of the word-stock. This part of the lexicon, first acquired in ontogenesis, becomes the so-called "minimum grounding set" (Vincent-Lamarre et al., 2016, pp. 636–637). Accounting for frequency effects, prototypicality and associative connections between lemmas as well as the use of highly productive lexical and syntactic patterns might enhance L2 acquisition by adults (Tomasello, 2003; Frost, Siegelman, Narkiss, & Afek, 2013). The ALCCT defines three frequency groups of phrasal data (differentiated with colors) which correspond to the users' proficiency levels in L2 within a particular theme, and facilitate the choice of learning priorities (cf. Frost, Siegelman, Narkiss, & Afek, 2013). Reference to data frequency allows the users to prioritize their lexical and syntactic choices, prevents them from the information overload, and visualizes L2 prototypical expressions.

The principles of data arrangement include their relational coherence, and their elaboration.

Relational coherence of the data agrees with what text linguistics defines as "relational coherence of the text", or comprehensive links between its referents (Dirven & Verspoor, 2004, p. 189). In the ALCCT, relational coherence provides conceptual and linguistic congruence of the lexicographic code, or the dictionary's overall design. This design develops at three major hierarchical levels: those of macrostructure, mediostructure, and microstructure. The first two correspond to the 'lexicographic structure' per se, while the third level corresponds to the 'lexicographic description'.

The ALCCT's ***macrostructure*** demonstrates arrangement of the entire conceptual thematic field signified with the lexicographic data. Here, the key concepts are linked within parcels, and the latter are linked within domains which constitute the thematic field (Figure 2). The relations between the concepts within a parcel, between the parcels within a domain, and between the domains within the thematic field are represented by BPSs that comply with the structured content. Hence, the ALCCT's macrostructure is a networks-in-the-network ontology that may be converted into a matrixes-in-the-matrix or networks-in-the-matrix ontology. A conceptual ontology that arranges the ALCCT's data provides a natural correspondence between the linguistic and conceptual fields. As Caine and Caine (1994) note, any lexicographic text is not a self-sufficient source of meaning in itself, but rather a form that is meant to activate and foster a definite knowledge structure. That is why processing of information in an active dictionary should be meaningful, or addressed to an inherently meaning-tuned user (Caine & Caine, 1994, pp. 100–101). The ALCCT's macrostructure definitely meets this requirement relevant for an idiographic (onomasiological) dictionary that demonstrates the 'meaning → form' perspective.
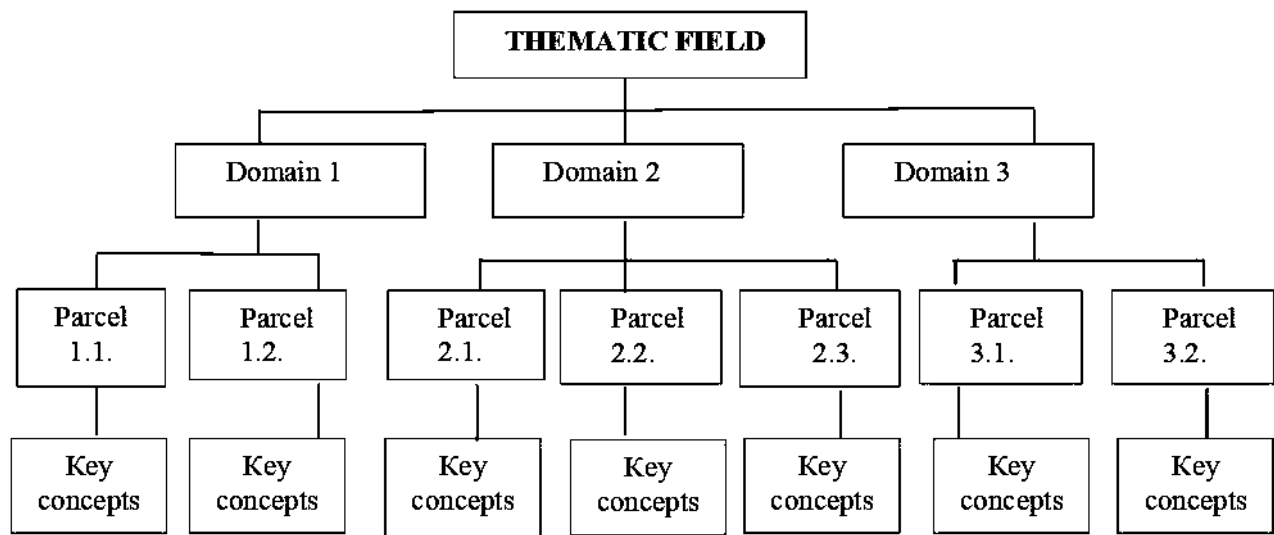

Figure 2. Macrostructure of the ALCCT (Zhabotynska, 2010, p. 81)

The ALCCT's ***mediostructure***, iterated throughout the dictionary, arranges information about the key concepts as constituents of parcels in the macrostructure of the thematic field. The key concepts may exhibit variations that are linguistically captured by synonyms. In a synonymous group, the key word (a lexical lemma) that names the key concept, and the most frequent synonym(s) of the key word develop into phrases (phrasal lemmas). The two types of lemmas have their own patterns of representation. *Lexical lemmas* are described with regard to differential senses in the meanings of synonyms. Such senses are distinguished via the properties registered in the BPSs (e.g. contact BPS + MD-mode 'X teaches WHAT + HOW'– *school*: teaches all disciplines equally; *gymnasium*: teaches selective disciplines in-depth). *Phrasal lemmas* are arranged in *phrasal sets* (Figure 3).

The structure of phrasal sets, being constitutional for the lexicographic code of the ALCCT, accounts for its definition as a 'construction-combinatory thesaurus'. Here, word-combinations are considered as instantiations of constructions, or abstract syntactic forms that have their own schematic meaning.
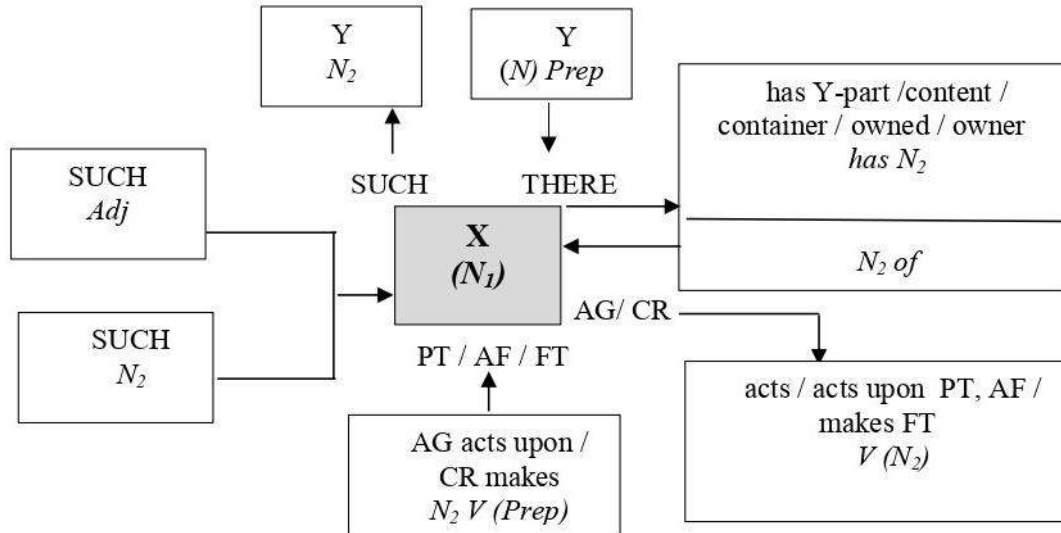
Figure 3. Mediostructure of the ALCCT: arrangement of a phrasal set
(Zhabotynska, 2019, p. 21)

In the ALCCT, a phrasal set has its *thematic tuning*, i.e. the phrases subsumed by a particular construction are thematically grouped. For instance, the phrases which instantiate the qualitative BPS with the key word SCHOOL (SCHOOL is SUCH > SUCH SCHOOL) further split into those where the logical predicate represents (1) the students' age, (2) the taught subjects and the student body, (3) the students' sex, (4) the way of funding, (5) evaluation, etc. (Figure 4).

Figure 4. Tuning of phrasal sets in the ALCCT
(a fragment of the phrasal set in Zhabotynska 2019, p. 23)

A tuned phrasal set arranged around a key word creates a *construction-combinatory portrait* of this word. Since such a portrait retains multiple instantiations of the same constructions as schematic form-meaning correspondences, it may foster the required automation of rote memorization and learning based on the pattern recognition and reproduction (see Frost, Siegelman, Narkiss, & Afek, 2013).

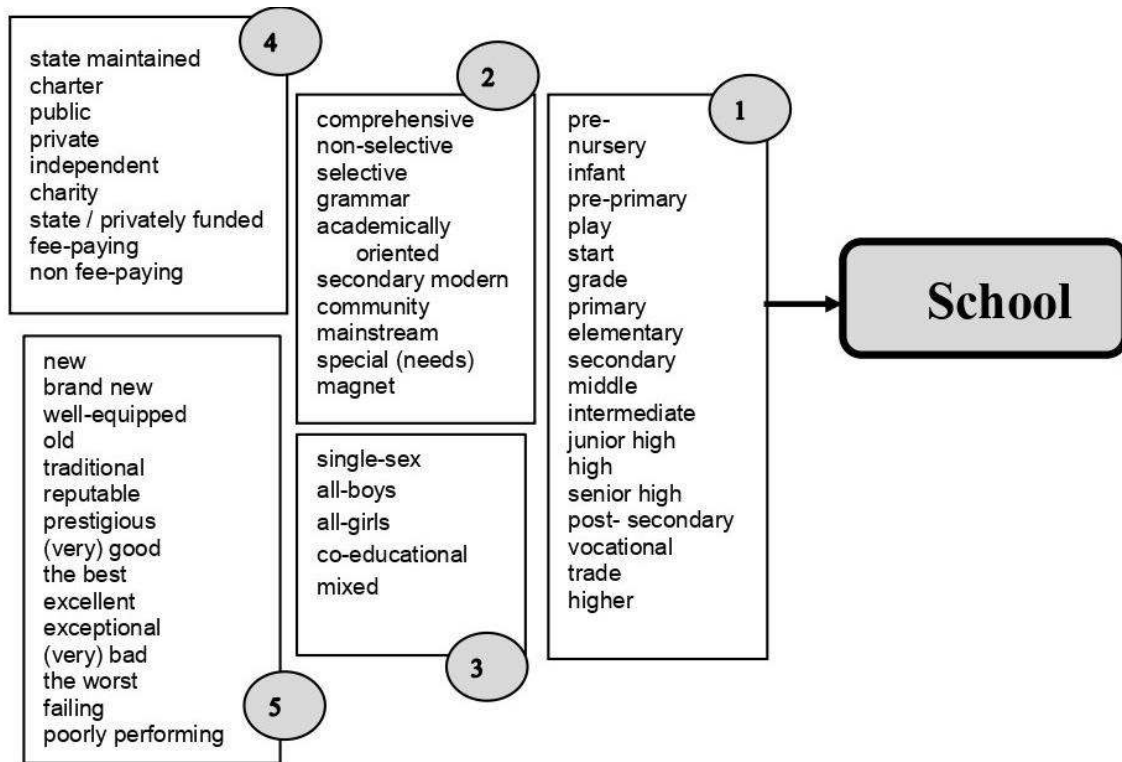The ALCCT′s **microstructure** arranges information in the dictionary entries that describe phrasal lemmas. This description includes (a) translation of the phrase into the native language of dictionary users, (b) examples of sentences with this phrase, and (c) transformations (TRF) of this phrase caused by re-categorization of the respective construction. For example, *reputable school*—TRF: *school (that) has a good reputation, school with a good reputation*. The problem that arises thereby is caused by prominence of the syntactic form inherent for a particular BPS, and prominence of the syntactic form(s) which this BPS has adopted due to re-categorization. An adopted syntactic form may become more entrenched, which is demonstrated by frequency of its use in speech. In this case, an adopted syntactic form becomes the phrasal lemma, and the initial syntactic form is listed among transformations of this lemma. For example, *boy school*—TRF: *school teaches only boys*, *school for boys only*.

Elaboration of the data takes place at the forth, additional level of the ALCCT′s design. This level represents the **overarching structure** that maps upon the three core structures of the lexicographic code and provides additional information relevant for the constituents of these structures. The additional information for lexical lemmas concerns their particular *etymology*. Phrasal lemmas may require *culture-specific comments* (e.g. specific kinds of schools typical of Great Britain and the USA). Phrasal sets are supplied with a *syntactic constructor* retaining the guidelines as to combining phrases into sentences of different types and different degrees of complexity (see the instances of exercises in Zhabotynska, 2015, pp. 50–52; 2019, p. 25; Plakhotniuk, 2015, pp. 59–70). Some domains in the conceptual ontology that structures the entire ALCCT's thematic field may be employed in conceptual metaphors, where they become either the metaphorical target (e.g. SCHOOL is as if X) or metaphorical source (e.g. X is as if SCHOOL). The phraseological linguistic expressions, or idioms, brought under particular conceptual metaphors, are represented in the '*metaphorical repository*' included into the overarching structure of the ALCCT.

The principles of data application reach out to the communicative situations where the ALCCT's data can be used. The dictionary has a system of 'Let's talk' assignments targeted at individual phrasal sets, and clusters of phrasal sets (a) within one and the same parcel, (b) within one and the same domain, and (c) within several domains of the entire conceptual ontology of the theme. The 'Let's talk' assignments propose dictionary users to employ the expressions from one or several phrasal sets in various simulated communicative practices relevant for a thematically focused interaction. The communicative assignments are to be engaged after the user's work with the syntactic constructor. The number of involved phrasal sets depends on complexity of a communicative task. The latter may also extend into the field of creative writing, where the user may employ the ALCCT's metaphorical repository. To devise the communicative assignments, the ALCCT's compiler should consult experts in the field for which the thesaurus is intended.

The principles of compiling the ALCCT suggest multimodality of the resultant text: besides the verbal part, it has visual constituents—conceptual graphics and pictorial illustrations. Provided the text carrier is digital, the ALCCT may be supplied with videos and other Internet resources. *Conceptual graphics* is used to represent the ALCCT's ontology, and to visualise arrangement of phrasal sets which is compatible with the formal arrangement of a sentence (see the examples in (Zhabotynska, 2010, 2015, 2019; Brovchenko, 2011; Radchenko, 2012, 2019)). *Pictures* may illustrate some lexical and phrasal lemmas, especially those that are culture-specific. *Videos* are of particular help for scaffolding the communicative situations. Converging evidence asserts that visual perception improves comprehension and boosts learning. Visualization of the inherent

conceptual properties of linguistic expressions or extralinguistic objects stimulates associative memorization, helps in understanding complex ideas, and increasing the mind's productivity and creativity (Hay, Kinchin, & Lygo-Baker, 2008; Li & Jeong, 2020, p. 2). Therefore, a multimodal format of the ALCCT adds to making it more 'user-friendly'.

6. Concluding discussion

The ALCCT project is consistent with the contemporary theoretical conceptions of natural language generation, and practical approaches to L2 teaching and learning.

The models of natural language generation distinguish several aspects in 'the speaker's blueprint' (Levelt, 1998): (1) conceptual planning (CONCEPTUALIZER)—conceptualizing the event and forming a preverbal message, (2) grammatical encoding (FORMULATOR)—mapping the preverbal message onto lexicon and syntactic structures, and (3) morpho-phonological and phonetic encoding (ARTICULATOR)—formalization and verbalization of a linear message. In (Guhe, 2003), conceptualization is viewed as an incremental process that reduces the complexity of computation (pp. 31, 54) by parallel processing of information that regards: (a) construction / segmentation—mapping what is perceived to concepts from long-term memory, (b) selection of the events that are to be verbalized (macroplanning), (c) linearization—ordering selected events appropriate to the goal of the discourse (macroplanning), and (d) generation / structuring a preverbal message—mapping the conceptual representation that has been handled so far to the semantic content that can interface with the linguistic formulator (microplanning) (p. 31). The information models at this stage involve semantically underspecified "referential nets" of incremental elements. The activation value assigned to each element determines its salience (p. 110).

Thus, the models of natural language generation emphasize the role of conceptualization, or processing the information that is to be manifested with linguistic expressions. Meanwhile, the ways in which this information is processed remain unspecified. In the ALCCT, information processing is effected via constructions that integrate pre-verbal conceptual schemas, or BPSs, with their formal manifestations, or syntactic schemas. Besides, the BPSs are involved in developing a conceptual ontology that arranges the total scope of information in the ALCCT. While constructions contribute to exposure of linguistic information (HOW to say), a conceptual ontology gets beneficial for exposure of non-linguistic information (WHAT to say), which is especially important when the scope of information is sufficient or / and the information is new to the learners. Cognitive studies argue that in the brain / mind the information recall and connection of the working memory with the long-term memory is based on the associative map-like activation (Caine & Caine, 1994, p. 42–44). A conceptual ontology that arranges information in the ALCCT makes the associative activation structured and thus facilitates comprehension and memorization of the intended content. Hence, the theoretical framework employed in compiling the ALCCT may contribute to understanding the nature of relations between conceptual representations and their linguistic manifestations. And conversely, this framework may benefit from the new findings in the field of natural language processing.

The ALCCT, which represents both content and language, agrees with CLIL as one of the most popular contemporary approaches in language teaching and learning. CLIL (Content-and-Language Integrated Learning) emerged in the USA and Europe around 1990s as a continual teaching of curricular content through the medium of a foreign language and foreign language through content (Cenoz, 2015, p. 12; Castellano-Risco, Alejo-González & Piquer-Píriz, p. 6). Although the balance at any one time may vary, the assumption is that overall, a CLIL program will equally focus on content and language and will be referenced to both a foreign language and a content subject curriculum (Kiely, 2011). It is reasonable, therefore, to accept that the language aspect of a CLIL program will also be content driven, in that it will be generated from the specific needs of the particular subject taught and will assist students in better dealing with the requirements

of the subject (Ioannou-Georgiou, 2012, pp. 498–499). Meanwhile, the critical remarks address, on the one hand, insufficiencies in language teaching. They are caused by absence of linguistic expertise of the non-native language instructors, relatively late age of the learners (Dalton-Puffer, 2011, pp. 183–184), and—in general—lack of a systematic, as assumed, "content-driven language aspect of CLIL programs" (Ioannou-Georgiou, 2012, pp. 498–499). On the other hand, the critical remarks also address insufficiencies in content teaching. The scholars note that published materials targeted for CLIL teachers sometimes water down the content subject and treat it in a FL-oriented manner. So, if specific guidelines are not given, CLIL risks to become a time-consuming, ineffective, and frustrating experience (Ioannou-Georgiou, 2012, 497–498).

Presumably, the ALCCT employed in CLIL may become the 'missing link' that balances language-and-content learning and teaching. The ALCCT provides phrasal coverage of particular coherent content which, being rich, demonstrates algorithmic arrangement consonant with the mind's natural logic. The language teachers not quite knowledgeable in a specific professional domain may use the ALCCT as a source of structured subject-related data. The content teachers without an adequate linguistic background may use the ALCCT as a source of linguistic data (lexical, grammatical, and communicative) for teaching language employed in their professional field. If the field has no ready-made ALCCT yet, the teacher can compile it using the principles set out in this article. Such a dictionary may provide linguistic scaffolding of a particular class or the entire topic taught in L2.

ABBREVIATIONS
ALCCT—Active Learner's Construction-Combinatory Thesaurus
BPS—basic propositional schemas
CLIL—Content-and-Language Integrated Learning
SLN—Semantics of Lingual Networks

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GUIDELINES FOR CONTRIBUTORS 2020

General information

"Cognition, communication, discourse" (CCD) is an on-line open-access journal in Linguistics and languages, Literature, and Philology (UDC Subjects 80, 81, 82). Both its editorial team and the choice of authors are international.

Aims and scope. CCD focuses on language as an instrument for construing meaning, exchanging information and a form of social practice. It focuses on high-quality doctoral and post-doctoral research in cognitive linguistics, linguistic pragmatics, including cognitive pragmatics, corpus linguistics, and discourse analysis and on interdisciplinary approaches in neighboring research areas such as semantics, conversation analysis, ethnomethodology, sociolinguistics, psycholinguistics.

Our aim is to publish innovative content, which contributes to cognitive and communicative linguistic theories drawing attested data from a wide range of languages and cultures in synchronic and diachronic perspectives. Alongside full-length articles, the journal welcomes discussion notes and book reviews on topics which are at the cutting-edge of research.

Mission. CCD presents a forum for linguistic research on the interaction between language and cognition, structures and strategies of discourse, communication studies.

The journal is aimed at linguists, teachers, graduate and post-graduate students who are doing their researches in Philology and conjoint spheres.

Article formats: Research article, Book review.

Language of publication: English, multiple. Summaries in English, Ukrainian, Russian.

Reviewing. CCD is a double-blind peer-reviewed journal. All research articles in this journal undergo rigorous double-blind peer review, based on initial editor screening and refereeing by anonymous referees. The journal is committed to meeting high standards of ethical behaviour approved by the Ethical Code of The Scientist of Ukraine (Етичний кодекс ученого України) and by the Committee on Publication Ethics (COPE) (https://publicationethics.org/about) at all stages of the publication process.

The editorial board reserves the right to reject an article that does not meet the established requirements or the subject matter of the journal. In case of rejection of the article, the editorial board gives the author a reasoned conclusion.

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Text format

All materials should be Times New Roman, 12, font 1; indentation 1,0 cm, margins: left – 2 cm., right – 2 cm., top & bottom – 2.5 cm. The first lines in all sections are not indented.

Manuscripts may be submitted as email attachments in Microsoft Word 97-2003/2010 (author's name.doc/docx) if they do not contain unusual fonts. If special symbols are used their fonts should be sent separately.

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(Affiliation, City, Country)
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(Affiliation, City, Country)

Abstract: (in English, Ukrainian, Russian, Times New Roman, 11)
Author's name surname. Title of the article (bald). An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly. The abstract should normally be a single paragraph *between 200 and 250 words* (minimum 1800 signs, key words included). A good abstract is accurate, nonevaluative, coherent and readable, clear and concise. It uses verbs rather than their noun equivalents and the active rather than the passive voice; uses the present tense to describe conclusions drawn or results with continuing applicability; uses the past tense to describe specific variables manipulated or outcomes measured. An abstract for *a theory-oriented paper* should describe: how the theory or model works and/or the principles on which it is based; what phenomena the theory or model accounts for; and its linkages to empirical results. An abstract for a *methodological paper* should comprise the general class of methods being discussed; the essential features of the proposed method; and the range of application of the proposed method. Given the small amount of words allowed, each word and sentence

included in your abstract needs to be meaningful. In addition, all the information contained in the abstract must be discussed in the main body of the paper.

Keywords: List five to ten pertinent keywords specific to the article; use singular nouns.

1. Introduction

The body of a manuscript opens with an introduction that presents the specific problem under study and describes the research strategy. The structure of the introduction should necessarily comprise the author's aims / tasks / objectives, the subject-matter and the material of the study.

Exploring the importance of the problem the article should state how it is related to previous work in the area. If other aspects of this study have been reported previously, how does this report differ from, and build on, the earlier report?

Describe relevant related literature. This section should review studies to establish the general area, and then move towards studies that more specifically define or are more specifically related to the research you are conducting. Your literature review must not be a series of quotations strung together; instead it needs to provide a critical analysis of previous work.

State hypotheses and objectives, their correspondence to research. The statement of the hypothesis should logically follow on from your literature review and you may want to make an explicit link between the variables you are manipulating or measuring in your study and previous research. The present tense is used to state your hypotheses and objectives.

Sections and subsections of the paper. Divide your article into clearly defined sections. Any labeled sections / subsection should be numbered (i.e. 2. or 2.1, 2.2 if necessary) and given a brief heading marked in bold (Times New Roman, 12 without full stops at the end). Each heading should appear on its own separate line.

A good paragraph should contain at least the following four elements: transition, topic sentence, specific evidence and analysis, and a brief concluding sentence. A transition sentence acts as a transition from one idea to the next. A topic sentence tells the reader what you will be discussing in the paragraph. Specific evidence and analysis support your claims that provide a deeper level of detail than your topic sentence. A concluding sentence tells the reader how and why this information supports the paper's thesis.

2. Method

The Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study. It also permits experienced investigators to replicate the study.

The method section should be written in paragraph form with as little repetition as possible. This section will often be broken down into subsections such as participants, materials and procedure. The subsections you use will depend on what is useful to help describe and explain your experiment.

In the method section of the paper you should use the past tense since you are describing what you did; for example, e.g. *An experiment was performed…, The participants were instructed to ... .*

3. Results

This section describes but does not explain your results; it provides the reader with a factual account of your findings. You can, however, draw attention to specific trends or data that you think are important. Your aim in your Results section is to make your results as comprehensible as possible for your readers.

If you are presenting statistical results, place descriptive statistics first (means and standard deviations) followed by the results of any inferential statistical tests you performed. Indicate any transformations to the data you are reporting; for example, you may report percentage correct scores rather than straight scores. Raw data and lengthy whole transcripts of qualitative data should be put

in the appendices, only excerpts (descriptive statistics or illustrative highlights of lengthy qualitative data) should be included in the results section.

In the results section you will need to use both the past tense and the present tense. The past tense is used to describe results and analyses; for example, *The knowledge scores were analyzed ..., The results indicated ... .*

The present tense is used with results that the reader can see such tables and figures; for example, *The data of growth rate in Table 3 illustrates how ... .*

Authors should refer in the text to all tables and figures used and explain what the readers should look for when using the table or figure. Focus only on the important point the readers should draw from them, and leave the details for the readers to examine on their own. Each table and figure must be intelligible without reference to the text, so be sure to include an explanation of every abbreviation (except the standard statistical symbols and abbreviations).

Give titles to all tables and figures, number all tables sequentially as you refer to them in the text (Table 1, Table 2, etc.), likewise for figures (Figure 1, Figure 2, etc.).

4. Discussion

If necessary an article may have more sections and subsections.

All examples are italicized. One word or word-combination examples are given within the body of a paragraph.

Sentence or textual examples, preferably numbered through the article, are given in separate paragraphs in italics (their source is given straight) with indentation 1,0 cm for the whole paragraph and separated from the previous / following text by one blank line. Example:

(1) *"I'm Prendergast," said the newcomer. "Have some port?"*
"Thank you, I'd love to." (Waugh, 1980, p. 46).

5. Conclusions

This section simply states what the researcher thinks the data mean, and, as such, should relate directly back to the problem/question stated in the introduction. By looking at only the Introduction and Conclusions sections, a reader should have a good idea of what the researcher has investigated and discovered even though the specific details of how the work was done would not be known. After moving from general to specific information in the introduction and body paragraphs, your conclusion should restate the main points of your argument.

Conclusions should finish up with an overview of future possible research.

Acknowledgments (not obligatory and not numbered paragraph). Identify grants or other financial support (and the source, if appropriate) for your study. Next, acknowledge colleagues who assisted in conducting the study or critiquing the manuscript. End this paragraph with thanks for personal assistance, such as in manuscript preparation.

Footnotes should be avoided. Any essential **notes** should be numbered consecutively in the text and grouped together at the end of the paper.

In-text citations. The journal uses APA-6 format ([APA style](#)). If you are directly quoting from a work and the author is not named in a signal phrase, you will need to include the author, year of publication, and the page number for the reference: (Pocheptsov, 1976, p. 15; Leech, 1985, pp. 373-4).

If the quotation includes the author's last name, it is simply followed by the date of publication in parentheses; if no last name is mentioned in the text it is given in parentheses. For example: According to Jones (2005), "Students often had difficulty using Gerunds and Infinitives, especially when it was their first time" (p. 156). Or "Students often had difficulty…" (Jones, 2005, p. 156).

If you cite a work of two authors (use '&' without a comma within parentheses; use 'and' outside parentheses):

a) Becker and Seligman's (1996) findings contradicted this result. This result was later contradicted (Becker & Seligman, 1996). Mind no comma before & in citing two authors!

(b) when citing three to five authors, use comma & before the last name:

"Medvec, Madey, and Gilovich (1995) examined a group of Olympic medalists". Or

"…medalists were examined in (Medvec, Madey, & Gilovich,1995)" (Mind a comma before & in citing three to five authors in parenthesis!) A subsequent citation would appear as (Medvec et al.,1995).

In case of six or more authors, cite only the last name of the first author, followed by "et al." and the year of publication: Barakat et al. (1995) attempted to …

APA-6	In-Text and Parenthetical Citation Examples
Quote with author's name in text	Smith (2019) states that, "..." (p. 112).
Quote with author's name in reference	This is quoted as, "…" (Smith, 2019, pp. 112-4).
Paraphrasing with author's name in text	Smith (2019) stated these facts, too.
Paraphrasing author's name in reference	This fact has been stated (Smith, 2019).
No author – give title of work abbreviated to first major word	This book is true (*Long,* 2019).
Italics for books & journals, "quotation marks" for articles & web pages	This article is true ("Long," 2019).
Citing entire website – put URL	This has evidence (www.pubmed.gov).
Quote from website – use paragraph number	According to, "…" (Smith, 2019, para. 4).
More than one author with same last name	P. L. Smith (2018) and J. M. Smith (2019)
Source has more than one author in text	Smith and Lee agree that (2019)
Source has more than one author in reference	This is agreed upon (Smith & Long, 2019).
Citing more than one work	We all agree (Smith, 2019; Lee, 2018).
Citing more than one work by same author published in the same year	We all agree (Smith, 2019a, 2019b, 2019c) Smith (2019a) believes ..... It has been reported ... (Smith, 2019c)

The quotations longer than three lines should constitute a separate block, indented 1.0 cm paragraph(s), single spaced, font 12 pts, italics, with no quotation marks, e.g., Kövecses (2018, p. 133) writes:

> *In sum, the intratextual use of conceptual metaphor does not necessarily produce metaphorically homogenous discourse. In most cases, a variety of different conceptual metaphors is used in particular media and other texts…………………………………………*

For such quotations their author may be cited in a parenthesis below, not italicized, e.g.:

> *In sum, the intratextual use of conceptual metaphor does not necessarily produce metaphorically homogenous discourse. In most cases, a variety of different conceptual metaphors is used in particular media and other texts. This is a natural phenomenon, given the nature of conceptual metaphors as based on the general structure of concepts (i.e., that the concepts have various aspects and we use the conceptual metaphors to comprehend those aspects)* (Kövecses, 2018, p. 133).

Quotation marks. Single quotation marks should be used for the translation of non-English words, e.g., *cogito* 'I think'.
Double quotation marks should be used in all other cases, i.e., direct quotations in running text.
Please always use rounded quotation marks (". . .") not "straight" ones.

Dashes. Spaced EM dashes (long English dashes) are used as parenthetical dashes ("text — text"). Please do not use double hyphens (--).

Unspaced EN dashes (a short dash corresponding to the Ukrainian dash) should be used between inclusive numbers to show a range), e.g., 153–159, 1975–1979.

A long dash (EM dash, —) without spaces on the left or right in English texts might set off a phrase at the end of a sentence—like this one. Or, EM dashes may set off a phrase midsentence—a technique that really draws a reader's attention—as they do in this sentence.

Italics should be used for:
- Words, phrases, and sentences treated as linguistic examples
- Foreign-language expressions
- Titles of books, published documents, newspapers, and journals
- Drawing attention to key terms in a discussion at first mention only. Thereafter, these terms should be set straight.
- Emphasizing a word or phrase in a quotation indicating [emphasis mine]

Bold or underlining may be used sparingly to draw attention to a particular linguistic feature within numbered examples (not in the running text).

Please keep the use of italics and boldface type to an absolute minimum. CAPITAL LETTERS and SMALL CAPS should not be used for emphasis.

Tables and figures in the text should be given as *.bmp* pictures, their titles are not included in the picture.

Punctuation. Please use a serial comma (an Oxford comma or a Harvard comma) placed immediately before the coordinating conjunction (and or or) in a series of three or more terms as in "France, Italy, and Spain" (with the serial comma), but "France or Spain" (two terms only).

Put a comma before 'which' to introduce attributive clauses ("Tom's book, which he spent ten years writing, is now a best seller."). Do not use a comma to introduce questions and prepositional phrases ("in which").

Abbreviations. List of Common Latin Abbreviations for APA Style

Abbreviation	Meaning	Used inside of parentheses only
cf.	"*compare*" or "*consult*" (to contrast information)	Never put a comma after "…in (cf. Zeller & Williams, 2007)".
e.g.,	"for example," (*exempli gratia*)	Always put a comma after: "Some studies (e.g., Macmillan, 2009)…"
etc.	"*and so on*" / "*and so forth*"	Put a comma before if used to end a list of at least two other items: " (chemistry, math, etc.). In other cases do not use a comma "(biology etc)".
i.e.,	"that is," (*id est*; specific clarification)	Always put a comma after: "(i.e., first, second, or third)"
vs.	"*versus*"	Put a full stop after: "(low vs. high)", do not italicize.
ibid.	"*ibidem*" for citations	Not used in APA to refer again to the last source previously referenced. Instead give each citation using author names as usual.

References (Times New Roman 12, bald, caps, not numbered)

A reference list (usually about 30 authors, preferably of the last decade) must comprise all the references cited in the text of your paper, listed in alphabetical order at the end of the paper and not numbered. Each reference in the reference list needs to contain all of the bibliographic information from its source (citation style APA-6). In each new item, its first line is aligned right, other lines (if any) are indented 1,0 cm. Please make your URL and DOI active.

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Books (authored work) & e-books:

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Haybron, D.M. (2008). Philosophy and the science of subjective well-being. In M. Eid, & R. J. Larsen
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Journal articles:

Gibbs, J. P. (1989). Conceptualization of terrorism. *American Sociological Review, 54*(3), 329-340.
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On-line newspaper article:

Brody, J. F. (2007, December 11). Mental reserves keep brain agile. *The New York Times.* Retrieved
     from http://www.nytimes.com

Several volumes in a multivolume work:

Koch, S. (Ed.). (1959–1963). *Psychology: A study of science* (Vols. 1–6). New York, NY: McGraw-
     Hill.

Reference book:

VandenBos, G. H. (Ed.). (2007). *APA dictionary of psychology.* Washington, DC: American
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Print journal article. Article titles use sentence style capitalization, i.e., capitalize the first word of the title and subtitle (after a colon, if there is one), and any proper nouns (names)**.** Journal/magazine and newspaper titles use headline style capitalization, i.e., capitalize each significant word but not articles and prepositions. In the year field for reference type Article in press enter the words: (in press). Mind a comma before "&" to cite more than one authors!

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Wilson, S., Spies-Butcher, B., & Stebbing, A. (2009). Targets and taxes: Explaining the welfare
     orientations of the Australian public. *Social Policy & Administration, 43*, 508-525.
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     Flesch, R. (n.d.). *How to write plain English*. Retrieved October 3, 2017, from
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     New Zealand Government. (2008). *Digital strategy*. Retrieved April 12, 2009, from
     http://www.digitalstrategy.govt.nz/

Dissertation. Please consultthis site: https://aut.ac.nz.libguides.com/APA6th/theses

     To cite a Print/Hardcopy:

     Knight, A. (2001). *Exercise and osteoarthritis of the knee* (Unpublished candidate / doctoral
     dissertation). Auckland University of Technology, Auckland, New Zealand.

Thesis or dissertation, online from an institutional repository or a website

Thomas, R. (2009). *The making of a journalist* (Doctoral thesis, Auckland University of Technology, Auckland, New Zealand). Retrieved from http://hdl.handle.net/10292/466

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Houzel, S., Collins, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences, 105,* 12593–12598. doi: 10.1073/pnas.0805417105

Film/movie

Scorcese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures.

Blog post:

Author, A.A. (2019, December 12). Title of post [Description of form]. Retrieved from http://www.xxxx

For more details go to:

EndNote for PC: A comprehensive guide to the reference management software EndNote. Retrieved October 3, 2019, from http://aut.ac.nz.libguides.com/endnote/APA_and_EN_Books

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Book:

Piaget, J. (1966). *La psychologie de l'enfant* [The psychology of the child]. Paris, France: Presses Universitaires de France.

Bennahmiasm, J.-L., & Roche, A. (1992). *Des verts de toutes les couleurs: Histoire et sociologie du mouvement ecolo* [Greens of all colours: history and sociology of the ecology movement]. Paris: Albin Michel.

Journal articles (brackets contain an English translation of the article's title, not the journal):

Janzen, G., & Hawlik, M. (2005). Orientierung im Raum: Befunde zu Entscheidungspunkten [Orientation in space: Findings about decision points]. *Zeitschrift für Psychologie, 213* (4), 179–186. doi: 10.1026/0044-3409.213.4.179

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E-materials:

Zagurenko, A.A. (2002). Ekonomicheskaya optimizatsia [Economic optimization]. *Neftyanoe khozyaistvo, 11*. Retrieved from http://www.opus

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Dissertations:

Zagurenko, A.A. (2002). *Ekonomichna optymizatsia. [Economic optimization].* Unpublished candidate dissertation, National Teachers' Training University of Ukraine, Kyiv, Ukraine (in Ukrainian)

Dissertation thesis (abbreviations: dokt./ kand.):

Zagurenko, A.A. (2002). *Ekonomichna optymizatsia. [Economic optimization].* Unpublished candidate dissertation thesis, National Teachers' Training University of Ukraine, Kyiv, Ukraine (in Ukrainian)

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