

ПОРІВНЯЛЬНО-ІСТОРИЧНЕ І ТИПОЛОГІЧНЕ МОВОЗНАВСТВО

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COMMUNICATIVE AND PRAGMATIC POTENTIAL OF THE TACTIC OF RATIONAL THESIS JUSTIFICATION IN ENGLISH AND UKRAINIAN ACADEMIC DISCOURSE

Despite the significant attention that linguists have devoted to the argumentation strategy, comparative studies of the tactics of its implementation in different texts of academic discourse remain beyond the scope of linguists. This makes our comparative study particularly relevant, as it aims to identify common and distinctive characteristics of the tactic of rational justification of the thesis, which is one of the most common argumentation tactics in the genre of academic articles. The selected sentence constructions from the academic texts of the same volume, particularly those in English and Ukrainian in the field of economics, enabled a conclusion to be reached regarding the implementation of the tactic of rational justification of the thesis. A total of 10,000 characters in each language were analysed, resulting in the formation of a corpus of 300 sentence structures in each language. The work of predecessors and the author's own analysis enabled the identification of a number of communicative techniques employed in the studied tactics, including argumentative chains, cause-and-effect argumentation, the use of examples, numerical calculations, and statistical data. The comparative analysis revealed that the implementation of the highlighted techniques differed between the two languages. A survey of academic discourse in both English and Ukrainian revealed that argumentative chains were the most common method of updating the tactics of rational justification of a thesis (54% and 41%, respectively). Concurrently, the English-language discourse is more likely to utilise such linguistic conventions. The utilisation of numerical data and illustrative examples occurs with equal frequency in both the English-language discourse and the Ukrainian context (28% and 25% respectively). The use of cause-and-effect argumentation is more prevalent in Ukrainian-language discourse (34%) than in English-language discourse (18%). The identified trends reflect both the linguistic and cultural traditions of the academic language.

Key words: *communicative and pragmatic linguistics, argumentation strategy, tactics of rational justification of thesis, academic discourse, academic communication, pragmatic function, comparison, multilingual discourses.*

Statement of the problem. The field of argumentation theory is traditionally studied not only in linguistics, but also by mathematicians, computer scientists, lawyers, and other professionals. The complexity of argumentation allows for the consideration of this phenomenon from various theoretical perspectives, including communicative, psychological, cognitive, and pragmatic approaches [1; 2; 5; 6; 14]. In communicative linguistics and pragmalinguistics, the study of argumentation theory is currently the most relevant [10; 11; 14].

This approach examines the active component of the communicative strategy of argumentation. The effectiveness of any communicative process depends on the correct choice of linguistic means that allow one to construct a chain of arguments, present the main idea in a clear and concise manner, and emotionally influence the interlocutor.

A clearly arranged sequence of arguments increases the effectiveness of argumentation as a strategy of speech influence. However, in the works of domestic and foreign linguists, the pragmalinguistic aspect of

argumentation is still insufficiently covered, which has led to the relevance of our study.

Analysis of recent research and publications.

The phenomenon of argumentation is a subject of study for both domestic and foreign linguists (A. Belova, V. Demyankov, T. Skuratovska, D. Hacker, J. Dunlosky, A. Graesser, R. Parl, M. Hogan, L. Rolf, J. Hofer, etc.). The argumentation has been studied in a number of different contexts, including political discourse (L. Alekseenko, L. Zavalska, O. Parshyna), legal discourse (N. Koval), motivational discourse (L. Riapolova), conflict discourse (O. Fadeeva) and manipulative discourse (I. Shkitska). In a broad sense, communication where argumentation is in demand is classified as argumentative discourse (K. Besedina, S. Hladio and S. Chugu, N. Malkovska, I. Pirog, etc.). However, argumentation in academic discourse has been studied rather fragmentarily [7; 8]. This includes N. Doronkina (English-language academic and technical articles) [11] and S. Dashkova (academic and educational texts). These considerations serve to reinforce the relevance of our study.

Consequently, the field of argumentation is a vast and multifaceted area of research, where the interests of various disciplines converge. These include logic and philosophy, cognitive science, neuro-linguistic programming, and artificial intelligence. An analysis of recent academic works reveals that the study of linguistic argumentation is based on logical and philosophical developments with a discursive paradigm. Among the existing approaches, we distinguish three main ones: linguistic-cognitive, pragmalinguistic, and communicative. From the perspective of the linguistic and cognitive approach, argumentation can be defined as a cognitive event with the objective of creating a specific mental state in the addressee, whereby fragments of knowledge are actualised and become components of decision-making processes [5, p. 46]. The pragmalinguistic approach interprets argumentation as a type of speech activity, as a special form of discourse characterised by the use of language tools to solve problems in the event of disagreement [10, p. 136]. In the context of the communicative approach, argumentation is a communicative activity of the subject, taking into account verbal, non-verbal and extralinguistic factors, which aims to convince the addressee of the correctness of their position by means of justification [12].

In our study, we will rely on the communicative-pragmatic approach to the interpretation of argumentation, considering the latter as an important strategy of academic discourse.

Task statement. The objective of this study is to identify common and distinctive features in the implementation of the tactic of rational thesis justification within the argumentation strategy in English and Ukrainian academic discourse (on the example of the genre of academic article).

The empirical basis of the study was formed on the basis of modern academic articles in the economic sphere, which are available for free viewing on online resources. The analysis involved an equal number of English and Ukrainian language speech samples extracted from academic articles in the following journals: The English-language International Journal of Research in Marketing (<https://www.journals.elsevier.com/international-journal-of-research-in-marketing/open-access-articles>), Journal of Marketing (<https://journals.sagepub.com/home/jmx>), and Journal of the Academy of Marketing Science (<https://www.springer.com/journal/117>) and Ukrainian-language Marketing and Digital Technologies (<https://mdt-opu.com.ua/index.php/mdt>), Marketing in Ukraine (<https://uam.in.ua/rus/projects/marketing-in-ua/arhive.php>), Marketing and Management of Innovations (<https://armgpublishing.com/journals/mmi/>). In total, we selected 300 examples of the implementation of the tactic of rational justification of the thesis of the argumentation strategy in each language.

Methods. The aim and objectives defined the primary research methods to be used. The descriptive-analytical method was employed for the analysis of data, whereby the results and conclusions were further described and generalised. The hypothetical-deductive approach was used for preliminary clarification of the essence of argumentation in academic discourse. Pragmatic analysis was applied to identify the differential features of the object of study and consider the interaction between the addressee and addressee. Finally, the elements of genre analysis were employed to examine the stratification of academic discourse according to genre. The comparative method was employed to establish isomorphic and allomorphic features of the argumentation strategy in multilingual academic discourses. The method of quantitative calculations was used to obtain objective data on the specifics of the implementation of the argumentation strategy in the studied discourses. The classification method was applied to divide the set of objects under study into subsets according to the signs of their similarity or difference. Finally, the inductive-deductive method was used to comprehend and generalise the studied theoretical and practical material.

Outline of the main material of the study. The objective of academic discourse is to substantiate specific positions, hypotheses, arguments and to present a systematic overview of academic problems in order to describe, define and explain phenomena in nature and society, to convey the accumulated knowledge and to present research outcomes in detail [4, p. 758; 15, p. 23; 16; 17]. As a form of institutional discourse, academic discourse is distinguished by its reactivity, objectivity, logicality of the information conveyed and professional value. Such characteristics are inherent to professional orientation, communication with the addressee, anthropocentrism, multidisciplinary, and so forth [18; 21, p. 23].

The academic style is based on the logical sequence of presentation, focus on logical perception rather than emotional and sensual, and the desire for maximum objectivity [19, p. 243; 20, p. 16]. Consequently, it is argued that figurative means can interfere with the clarity of the presentation and accurate coverage of academic issues. In this context, two opposing views have emerged in the field of research on the challenges of academic presentation. The traditional perspective views the academic style as impartial, impersonal, devoid of emotional load and expressive forms. In contrast, the innovative perspective advocates for a radical shift in the attitude towards academic presentation. In order for academic presentation to be effective, it must include certain elements that will capture the reader's attention, highlight the most important points of the content, and facilitate the assimilation of academic thought. These elements include signs of expression, focus on essential points, and the facilitation of assimilation of academic thought.

Concurrently, the evolution of academic paradigms has also influenced the fundamental characteristics of academic discourse. In particular, the communicative and pragmatic focus of the study of academic discourse is aimed not only at the linguistic design of strategies and tactics as formative factors of academic communication, but also at the categorical content of academic texts, in particular, the peculiarities of the implementation of authorisation, addressing, intertextuality, evaluation, expressiveness and other communicative categories. Among these, the category of expressiveness is the most ambiguous in terms of academic language.

The typology of argumentation was carried out according to numerous criteria. In the context of our study, the following classifications are of particular importance: the scope of use, the subject of appeal, the logical structure of the inference, the structural

feature, the degree of dependence of arguments, the type of reasoning, and the degree of explicitness.

Having conducted a critical analysis of previous works, we have developed our own working classification scheme of the argumentation strategy employed in academic discourse. This scheme encompasses a number of tactics and techniques. One of the tactics employed in this strategy is the tactic of rational justification of the thesis. This can be implemented through the following techniques: argument chain, cause-and-effect argumentation and appeal to numerical data, statistics, examples.

The following section presents a comparative description of the implementation of the selected techniques.

1) An argumentative chain is a method of substantiating a thesis by demonstrating that the subsequent argument logically follows from the preceding one. In English-language discourse, the discourse markers of this tactic are the linguistic units “first”, “second” and “third”. In the context of Ukrainian-language discourse, the argumentative chain is introduced by the markers “по-перше/ по-друге / по-третє”. The texts analysed contain a multitude of such examples, yet this technique is more prevalent in English discourse (54% and 41% respectively). The following examples (1–5) demonstrate the clear observation of the rules of argumentation. Firstly, the thesis is substantiated by the addressee, and then arguments are presented to support it. The presentation of a thesis using logical arguments is an effective method of persuasion. Even a simple list can be perceived as a logical and orderly presentation of information for the addressee. The use of discourse markers allows the sequence of the argumentant's thoughts to be clearly delineated.

(1) (THESIS) *This can be attributed to several features of AI.* (ARGUMENTS) **First**, the modalities of data acquisition are becoming increasingly intrusive and difficult to avoid. **Second**, even when consumers intentionally share information, they are not aware of how this information is aggregated over time and across contexts. **Finally**, data brokers are largely unregulated and often lack transparency and accountability.

(2) (THESIS) *We aim to make three contributions to the literature in marketing, innovation, and the marketing–finance interface.* (ARGUMENTS) **First**, we propose a managerially actionable explanation for why some firms that go public beat the post-IPO innovation slump: innovation imprinting. **Second**, we offer an explanation for the apparent contradiction in the effect of the stock market in encouraging or

discouraging innovation in public firms. Third, we document that the innovation slump is by no means inevitable among firms that go public.

(3) (THESIS) *Назва статті містить три ключових аспекти, які окреслюють можливі напрямки лінгвістичних досліджень. (ARGUMENTS) По-перше, до аналізу залучено університетський дискурс, у кваліфікації якого і донині немає одностайності. По-друге, тема актуалізує поняття «новинний дискурс», який, хоча і достатньо досліджений у мовознавстві і соціальних комунікаціях, проте, «імплементуючись» до університетського дискурсу, він набуває нових рис. По-третє, сьогоденний формат університетських новин – це мережева комунікація через вебсайти та соціальні мережі, що висуває низку додаткових проблемних питань з огляду на специфіку прагматичної взаємодії адресанта та адресата.*

The implementation of the tactic of substantiating a thesis may have a fan-shaped structure. This happens when the arguments are presented as independent of each other, as simultaneously substantiating the thesis. The discourse markers are the insertion phrases “On the one hand / On the other“ in English and “з одного боку / з іншого боку” in Ukrainian.

(4) (THESIS) *The commercial and craft logics provide incompatible prescriptions and competing demands for firms – a market environment scholars qualify as institutionally complex. (ARGUMENTS) On the one hand, the commercial logic orients firm efforts toward the pursuit of profits and scale. On the other, the craft logic orients firm efforts toward aesthetic engagement.*

(5) (THESIS) *Для підвищення їхньої комерційної, комунікаційної і економічної ефективності доречним є двосторонній підхід. (ARGUMENTS) З одного боку, необхідно покращувати якість як самих комунікативних повідомлень і способів їх поширення електронними засобами, так і усіх тих напрямів діяльності.... З іншого боку, для ширшого залучення споживачів у цифрові бізнес-процеси варто приділяти увагу розвитку цифрових умінь і навичок пересічних громадян....*

2) Argumentation can be of a causal nature, provided that the thesis is substantiated by showing the cause-and-effect relationship between the argument and the thesis. In order to persuade the addressee, the scholar resorts to the use of complex sentences with subordinating conjunctions, the main and subordinate parts of which holistically reflect the intention of the argument, in particular through causal, consequential semantic and syntactic relations. One of the key elements in the presentation of the com-

ponents of rational argumentation in English texts is the use of syntactic constructions, particularly complex subordinate clauses with cause-effect relations. These clauses, which include subordinating clauses of cause, purpose, assumption, consequence, and condition, facilitate the rapid comprehension of the text by the addressees, who are able to grasp the interconnection of phenomena of objective reality through the cause-effect relationship.

The discursive markers of causal argumentation are connecting words, including “because of,” “so,” “although,” “thus,” “as a result,” “hence,” and “therefore” (in English) and “тому що”, “бо”, “отже” (in Ukrainian). In this instance, the argument may precede the thesis, reflecting the empirical experience of the researcher. The following examples illustrate the use of causal argumentation in different linguistic contexts (6–11). Our observations indicate that the described technique is typical of both English and Ukrainian academic discourse. Conversely, within the selected samples, this technique is more prevalent in the Ukrainian-language context (18% and 34%, respectively).

(6) (ARGUMENT) *Because individuals tend to passively accept defaults instead of exercising their right to opt out, (THESIS) the selection of defaults by choice architects may lead to suboptimal outcomes when it does not properly consider preference heterogeneity.*

(7) (THESIS) *Both interventions enhance donors’ perceived control over the donation target (ARGUMENT) because they enable donors to specify which charitable project to support (or not).*

(8) (ARGUMENT) *Although investigating how consumers react to specific planned brand changes is relevant for acquisitions, (THESIS) it does not answer our main research questions or shed light on the signaling value of acquisitions on consumers.*

(9) (THESIS) *Social media communication is characterized by a single modality (i.e., text only), asynchronous interactions (i.e., time lags in the conversation), and exposure to public scrutiny (i.e., broadcasted interactions). (ARGUMENT) Therefore, de-escalating negative arousal in this distinct setting is crucial to current-day recovery attempts.*

(10) (ARGUMENT) *Оскільки цифрова економіка України децю відстає від розвитку цієї сфери у провідних країнах світу, (THESIS) відповідний лаг доцільно використовувати при прогнозуванні за аналогією з переносом тенденцій, що вже мали місце у цих країнах на Україну.*

(11) (THESIS) *Споживчий вибір стає все більш ірраціональним та незалежним. (ARGUMENTS)*

Тому управління процесами монетизації стає все складнішим, що пов'язано із необхідністю пошуку шляхів до серця споживача, відстеження його цінностей, формуванням якісного контенту.

3) It is common practice in bilingual discourse to refer to examples, numerical calculations and statistical data. It is a common occurrence in both bilingual discourses to refer to examples, numerical calculations and statistical data. The proportion of such samples was found to be approximately the same (28% in English and 25% in Ukrainian). The addressee's evidence may include various facts that are presented as ready-made, previously obtained. Please refer to examples (12–15).

(12) **Figure 1** provides examples of both strategies.

(13) (THESIS) *Depending on how it is implemented, enhancing donor agency could potentially generate emotional conflicts.* (ARGUMENT) **For instance**, asking donors to choose between two needy individuals (e.g., *Frida vs. Caroline*) implies that they cannot help them both.

(14) (THESIS) *We argue that in the absence of “better” information, stakeholders use the mere knowledge that a brand has been acquired as a signal to form brand inferences, which can be positive or negative.* (ARGUMENT) **For example**, investors may view acquisitions as positive signals: an indication that the brand is valuable and desirable.

(15) Навички створення цифрового контенту означають можливість створення та редагування текстів, зображень, відеоматеріалів, інтегрування та перероблення цифрових матеріалів, створення інформаційних джерел, програмування. Зокрема ці навички пов'язані

з роботою з текстами (*Word*) чи числовими даними (*Excel*).

(16) Дані загальнонаціонального опитування показують, що постійно збільшується частка користувачів мережі Інтернет серед дорослого населення, у 2021 р. вона досягла 92 % порівняно з 88 % у 2019 р.

A summary of our findings is presented in Fig. 1.

Conclusion. The strategy of argumentation is an essential component of academic discourse. This strategy is founded upon a multitude of intentional needs of the addressee. The primary objective of this intention is to argue and substantiate a hypothesis, to present the author's idea in a logical manner, and to provide accurate and precise terminology regarding the research. The tactics of rational justification of the thesis include the following techniques: argumentative chain, cause-and-effect argumentation, the use of examples, numbers, and statistics. A comparative study of the implementation of the tactic of rational justification of the thesis revealed that this tactic employs a number of linguistic units that facilitate the structuring of an academic presentation in terms of an argumentative chain, cause-and-effect relationships, and the use of static and quantitative calculations. Our observations indicate that the implementation of the tactic of substantiating a thesis exhibits comparable vectors in the languages under comparison. Conversely, the utilisation of an argumentative chain is more prevalent in English-language discourse, whereas Ukrainian-language discourse tends to employ cause-and-effect argumentation. The use of numerical data as a rhetorical device is similarly prevalent in both discourses.

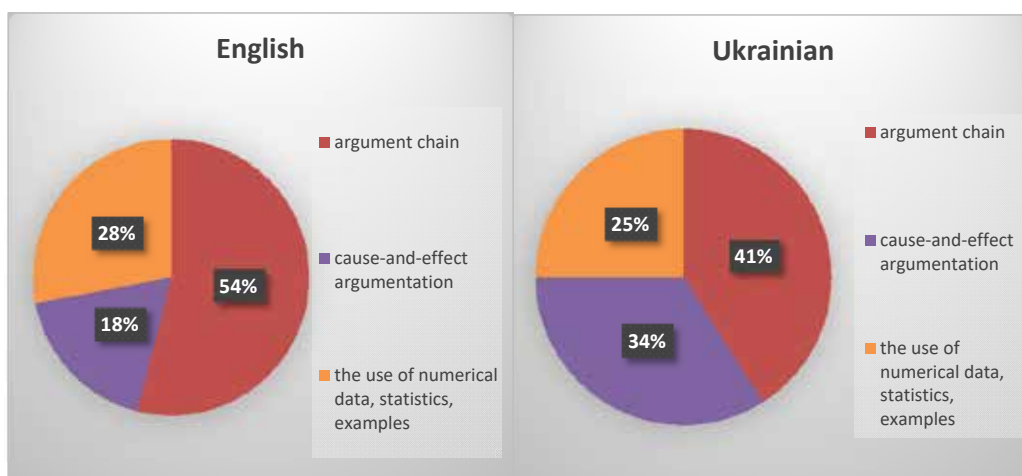


Fig. 1. Implementation of the tactics of rational justification of the thesis in English and Ukrainian academic discourse

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Іваницька Н. Б., Іваницька Н. Л. КОМУНІКАТИВНО-ПРАГМАТИЧНИЙ ПОТЕНЦІАЛ ТАКТИКИ РАЦІОНАЛЬНОГО ОБГРУНТУВАННЯ ТЕЗИ В АНГЛОМОВНОМУ ТА УКРАЇНСЬКОМОВНОМУ НАУКОВОМУ ДИСКУРСІ

Попри належну увагу лінгвістів до стратегії аргументування, поза увагою мовознавців залишаються зіставні дослідження тактик її реалізації у різномовних текстах наукового дискурсу. Це актуалізує наше зіставне дослідження, мета якого полягає у встановленні спільних та відмінних характеристик тактики раціонального обґрунтування тези як однієї із найбільш поширених тактик аргументації в жанрі наукової статті. Відібрані для аналізу реченнєві конструкції з однакових за обсягом наукових текстів, зокрема із англійськомовних та українськомовних статей економічної галузі дали змогу дійти об'єктивних висновків щодо реалізації тактики раціонального обґрунтування тези. До аналізу було залучено однакову кількість текстового масиву з англійськомовних та українськомовних наукових журналів. Було проаналізовано тексти обсягом по 10 000 др. знаків у кожній із мов, сформовано корпус реченнєвих конструкцій обсягом 300 одиниць в кожній із мов. Напрацювання попередників та власний аналіз дав змогу виокремити низку комунікативних прийомів досліджуваної тактики,

зокрема: аргументативний ланцюжок, причиново-наслідкова аргументація та звернення до прикладів, числових підрахунків, статистичних даних. Зіставний аналіз виявив відмінності в реалізації виділених прийомів. За нашими спостереженнями, як в англомовному, так і українськомовному науковому дискурсі найбільш поширеним прийомом актуалізації тактики раціонального обґрунтування тези став прийом аргументативного ланцюжка (54% та 41% відповідно). Водночас англомовний дискурс схильний до більшого використання таких мовленнєвих зразків. Прийом звернення до числових даних, прикладів є однаково поширеним як в англомовному, так і українськомовному контекстах (28% та 25% відповідно). Прийом причиново-наслідкової аргументації більш властивий українськомовному дискурсу (34%) на противагу англомовному (18%). Виявлені тенденції віддзеркалюють як власне мовні, так і лінгвокультурні традиції наукової мови.

Ключові слова: комунікативно-прагматична лінгвістика, стратегія аргументації, тактика раціонального обґрунтування тези, науковий дискурс, наукова комунікація, прагматична функція, зіставлення, різномовні дискурси.