Tyschenko Olena. Morphological and Structural Syntactic Classification of Metaphors in the Headlines of Greek Newspaper Articles. The article deals with the use of metaphors in the headlines of Greek newspaper articles. It is important for the study to distinguish figurative meaning and figurative use of the word. The metaphor is an expression of the figurative use of the word. The article presents the interpretation of the concept of metaphor in logical and philosophical, logical and psychological, psychological, linguistic, cognitive aspects. Relevant for the study is the examination of the metaphor within communicative linguistics. The material of the research is outlined. Classification of metaphors has taken place on the basis of morphological and syntactic principles. According to the morphological principle the metaphors in the analyzed corpus are expressed by nouns, adjectives and verbs. They have emotional and evaluative meaning and within the advertising function of the headlines attract readers' attention and convince them to start reading the article. From the syntactic perspective, metaphors in the headlines of Greek newspaper articles can be expressed by word, phrase or sentence. Metaphors expressed by words are more commonly used.

Key words: metaphor, figurative meaning, figurative use, headline, Greek newspaper publications.

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Marta Tomakhiv

MEASURING SPEECH INFLUENCE: EXPERIMENTAL PHONETICS RESEARCH METHODOLOGY

The article offers an experimental phonetic research methodology to investigate the role of intonation in speech influence realization. This methodology is elaborated according to the proven techniques in contemporary phonetics and combines the use of subjective (perceptive and auditory), objective (acoustic) methods, methods of quantitative data analysis, method of semantic differential. The goal of the experiment is to prove the hypothesis about the role of rhythmic organization and prosodic components of the tutors’ intonation in video lectures in better supporting students’ attention, capturing the interest to the subject, facilitating understanding, which help in realization of speech influence in scholarly discourse, thus making the communication and learning more efficient, productive and successful. As a result of the experiment, the intonation pattern used in the video lecture should be established, and the indices of the temporal, dynamic and frequency characteristics most optimal for speech influence realization should be defined. The paper gives brief insights into such notions as speech influence, scholarly discourse and an e-lecture as a genre of modern scholarly discourse.

Key words: experimental phonetics, research methodology, speech influence, video lecture, English scholarly discourse, intonation, prosody.

Formulation of a research problem and its significance. Plenty of contemporary linguistic research is conducted mainly in the light of cognitive and discoursive approaches, for many scientists have a great interest in particularly cognitive processes which mediate our communication. A significant number of studies are devoted to the speech influence realization by the speaker within different kinds of discourse and on different types of audience. It is worth to highlight that discourse has become a popular object of linguistic research as it facilitates our communication between one another in our ordinary lives as well as between individuals within social, cultural, scientific and political institutions. Along with that, the matter of influence on people’s conscience with the help of means of the natural language on different language levels which may have manipulative power has recently appeared to be a common object of investigation. The phenomenon of speech influence [7; 9; 12; 15] is peculiar to various discourse practices, including scholarly discourse, and identifies the efficiency of communication. Speech influence may be conducted through various structures of the human language, including phonetic and prosodic means. The hypothesis we put forward concerns the role of rhythmic organization and prosodic components of the tutor’s intonation in successful speech influence realization in a video lecture (as a newly established scholarly discourse genre variety) in making this type of scientific communication between the tutor of a digital lecture

and a virtual learner more efficient and productive. Moreover, the hypothesis tests out the role of prosodic components in better supporting students' attention, capturing the interest to the subject, facilitating understanding and overall realization of speech influence on this new type of a learner. To support this hypothesis, we use the experimental phonetic research methodology elaborated according to the proven techniques in contemporary phonetics and which combines the use of subjective (perceptive and auditory), objective (acoustic) methods, methods of quantitative data analysis and a method of semantic differential.

Analysis of the research into this problem. For many years functioning of the prosodic system, its means and their interaction in speech realization has been of great interest for a number of scientists (A. Antipova, D. Crystal, A. Kalyta, S. Kodzasov, L. Shcherba, O. Steriopolo, O. Valihura etc.) [3–5; 10–11; 13–17]. The investigations of different aspects of speech influence realization and the pragmatics of intonation were conducted by N. Verbych, O. Padalka, I. Skrypak, O. Zinchenko to mention but a few [8; 12; 18; 20]. The research into the prosodic organization of the English language is based on the methods suggested by prominent and recognized phoneticians such as L. Tseplitis, Yu. Dubovskyi, L. Zinder [4; 13; 16].

The goal and the specific tasks of the article. The goal of the article is to present a research methodology programme and a detailed description of each stage of the experiment, used methods and software, the information about the corpus of research, readers and participants of the experiment. To achieve this goal we need to establish invariant model of the utterance used in an e-lecture, and define the phonetic parameters that is the most influential in speech influence realization.

Statement regarding the basic material of the research and the justification of the results obtained.

The goal and the task of the experiment. The programme of the experiment is elaborated according to the proven techniques in contemporary phonetics [8; 14; 17; 20] and consists of the following stages:

– selection of the experimental material;

– perceptive analysis of the fragments of the video lecture by naпve native speakers, that is those who speaks English as their mother tongue, but have not special education in linguistics and by those who use English as their second language;

– auditory analysis of the fragments of the video lecture by experienced phoneticians who have taken part in the experiments before, but do not speak English as their native language. Their task is to define phonetic words, tone movement in a melodic counter, stress, pauses and their duration and describe melodic organization of the utterance.

– acoustic analysis of the fragments of the video lecture with the help of computer software specially designed for speech parameters recognition in digital indices of corresponding physical values;

– correlation of the auditory and acoustic analysis results;

– linguistic description of the results of the experiment.

As we have mentioned before, the aim of the experiment is to define the peculiarities of the intonation of the oral scholarly discourse on the example of a video lecture by establishing an invariant model of the utterance of the video lecture in English and investigate the role of the intonation in speech influence realization. The hypothesis is that special use of the prosodic means by a tutor of a video lecture is one of the most important components of the influence on the audience and supports the comprehension of the material outlined in the lecture.

To confirm the hypothesis about the role of prosody in speech influence realization, we need to complete the following tasks:

– to identify the regular features of the prosodic framing of the utterance used by tutors of the video lecture by defining frequency (tone frequency), dynamic (loudness level) and temporal (tempo, duration of key phrases, duration of nucleus syllables) characteristics;

– to establish basic utterance models used in a video lecture;

– comparative analysis of the speech segments of the original lectures with the same segments read by native speakers in order to define the prosodic parameters which support speech influence realization.

The corpus of the experimental material consists of the contemporary English video lectures taken from the massive open online courses platforms such as FutureLearn, Coursera, EdX etc [1–2; 5–6].

Methods used in the experiment. As it was mentioned before, in the process of the experiment, we make an ample use of subjective (perceptive and auditory), objective (acoustic) methods, methods of quantitative data analysis and a method of semantic differential [8; 10; 14; 17; 19–20].

Perceptive analysis of the fragments of the video lectures is being conducted in order to evaluate the character of the speech influence. It consists of two stages. The first stage of the experiment requires 25 participants to take part in, speakers of the English language, different in their social status and territories they live in, who have never had an experience of participation in suchlike experiments before. The participants listen to the tracks of the original video lectures as well as to the recordings of the same lecture performed by the native speakers and have to assess their personal impression of each fragment. At this stage we use method of semantic differential [8; 19–20] which requires the assessment of the speech according to seven point scale, for instance:

Boring *-3 -2 -1 0 +1 +2 +3* ***Stimulating,***

-3 – extremely boring, -2 – quite boring, -1 – slightly boring, 0 – neutral, +1 – slightly stimulating, +2 – quite stimulating, +3 – extremely stimulating

The method of semantic differential enables finding out the difference in perception of similair in content but different in prosody fragments of the text. It also permits singling out those features of intonation which falicitate better comprehention of the piece of text supporting speech influence realization.

The auditory analysis method. Professional and experienced phoneticians participate in the auditory analysis which consists of two stages. Their task in the first phase is to establish the model of the utterance of the video lecture via listening to the fragment of the original text in order to detect the peculiarities of its prosodic features. During the auditory analysis the participants, using special marking, define the pitch of the utterance, the melodic motion of the tone of the utterance (fall ↓, flat → or rise ↑), pauses duration and variability ((}) – a very short pause, (/) – short, (//) – long), role of logical (″) and emotional (‴) stresses. In the second stage, experts have to listen to beforehand prepared excerpts from the texts under research and assess them according to the following criteria: tone features (very high, high, neutral, low, deep), variability of the melodic counter (too variable, variable, moderately variable, monotonous), tempo peculiar to certain fragments of the lecture (slow, slowed-down, moderate, fast, very fast), level of pitch modulation (low, moderate, high).

As a result of the auditory analysis, it is possible to define the variable model of the utterance of the e-lecture and assess the role of the prosodic features in speech influence realization. Nevertheless, to achieve more faithful results, the subjective methods are not enough. That is why, the objective methods, such as acoustic analysis should be used to validate received data.

The acoustic analysis. Special programs designed for the acoustic analysis were used during the experimental phonetic research – *PRAAT Version 4.4.07, Sound Forge Pro TRIAL Version 10.0.* As the result of the auditory analysis stage, the corpus of the most distinguished utterances is chosen. The certain number of linguistic material is analysed with the help of the before mentioned software. The main aim of the acoustic analysis is to objectively verify the data received in the previous stage and those indices of the intonation features which support the speech influence realization (frequency, dynamic and temporal ones). During the acoustic analysis the indices of the pitch, volume, pauses and tempo are defined. The absolute as well as relative indices of the above mentioned prosodic features are taken into consideration in order to minimize the influence of

personal differences in intonation of the speakers on the results of the experiment and obtain as precise results as possible.

Frequency range is being defined by the ratio of acoustic parameters of the highest and lowest level indices of frequency rate which are indicated in hertz with the help of the formula [8, p. 61]:

$$i = \frac{f_{\max}}{f_{\min}},$$

where i is the interval between two tones,

$f_{\max}$ is the highest frequency,

$f_{\min}$ is the lowest frequency.

The register scale of the video lecture is divided into five zones: narrow (0–20 %), restricted (21–40 %), middle (41–60 %), widened (61–80 %), wide (81–100 %) [8, p. 61].

The speed of the rate change is defined with the help of the formula [20, p. 74]:

$$S = \frac{i \cdot \tau}{\Delta t},$$

where S is speed of the pitch change,

i is an interval of the pitch change,

τ is the time coefficient equals to 1000,

Δt is duration of the area of pitch in milliseconds.

The scale of the pitch change can be qualified with the help of the percent significance (zero (до 20 %), small (21–40 %), middle (41–60 %), large (61–80 %), maximal scale (81–100 %) as well as with the help of visual method (flat, rising and falling tones, and the curve of the pitch change as sharp or sloping).

To establish dynamic features of the utterance, the following prosodic parameters should be described: character of pitch loudness distribution in an utterance, specific features of the general dynamic utterance contour, maximal and minimal indices of the intensity and their localization in the utterance.

As to the *temporal characteristics*, the duration of the pauses is defined between the phonetic words and utterances. The average duration of pauses of different types is measured according to their physical correlate: very short (up to 200 msec), short (220–500 msec), middle (520–800 msec), long (820–1200 msec) very long (more than 1200 msec).

The peculiarities of the pausal organization of the text can be defined with the help of quantitative distribution of the indices of the pauses duration, range of their changes and their average index. Thus, to shed the light on the regularity of the pausal organization of the utterance in the video lecture, the following formula is being used to define the coefficient of the pausation [8, 62]:

$$K_p = \frac{t\Sigma_1}{t\Sigma_2},$$

where Kp is the coefficient of pausation,

$t\Sigma_1$ is total duration of the video lecture, including pauses,

$t\Sigma_2$ is total duration of the video lecture, without pauses.

Temporal characteristics of the video lecture are defined by calculation of the average duration of the utterance by finding out the ratio of the total duration of the utterance to the number of its syllables. Conducting the research on the temporal qualities of the video lecture taking into account as well as ignoring the duration of the pauses enables studying of the tempo and its description from various aspects.

All the results obtained are verified with the help of the method of quantitative data analysis which foresee the calculation of the absolute and relative indices of the prosodic components and computing the average indices of the features under the study. Data on the indices of every prosodic feature is recorded into *Microsoft Excel Office XP* table in order to count their final average indices and graphic representation of results which will facilitate the process of their further linguistic interpretation. The acoustic analysis allows receiving more precise results to prove the data obtained during the auditory analysis.

Conclusions and prospects for further research. The study of prosodic features of the utterance on the video lecture is possible with the help of comprehensive experimental phonetics research methodology which consists of perceptive, auditory and acoustic analysis, method of semantic differential, quantitative data analysis and further linguistic interpretation of the results.

Participation of the native speakers in the experiment and their reading of the fragments of the video lectures help us receive texts with different intonation parameters (the change of the pitch movement, duration of the pauses and tempo) from original ones. Comparing two different pieces enables us to prove the hypothesis about the role of intended variability of intonation used in the video lecture according to the aim of the tutor.

Performing of the perceptive analysis along with the method of semantic differential allows defining rhetoric potential of the utterance in the video lecture. This approach gives an opportunity to single out the prosodic features of the utterance which play the most important role in the speech influence realization. Data received during this stage of the experiment are proved via the acoustic analysis.

Calculation of the absolute and relative indices of the measurable parameters allows working out the average figures for further linguistic description of prosodic features of the utterance used in video lectures. The use of every of the before mentioned methods was necessary to define the specific features of the prosody which facilitate speech influence realization. Further research entails the detailed linguistic interpretation of the results and drawing the conclusions about the exact indices of the prosodic features which support the most effective speech influence realization.

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Томахів Марта. Методика проведення експериментально-фонетичного дослідження просодичних засобів реалізації мовленнєвого впливу в сучасному англомовному дискурсі. Запропоновано методику проведення експериментально-фонетичного дослідження інтонаційних засобів реалізації мовленнєвого впливу на прикладі відеолекції – нового жанру сучасного англомовного наукового дискурсу. Мета експерименту полягає в підтвердженні гіпотези про те, що ритмічна організація висловлень і компонентів інтонації, притаманних просодії усного мовлення викладачів відеолекцій, сприяють кращому сприйняттю студентами матеріалу викладу, утриманню їхньої уваги, а також опосередковують до глибшого розумінню предмета. Експериментально-фонетичне дослідження просодії відеолекції проведено згідно з розробленими в сучасній фонетиці методами експерименту, застосовуючи суб'єктивні (перцептивний та аудитивний) та об'єктивні (акустичний) методи аналізу, а також використовуючи методи кількісної обробки даних і семантичного диференціалу. В результаті експерименту ми отримали варіативну модель оформлення відеолекції, а також визначили ті частотні, темпоральні й динамічні показники, при яких здійснення мовленнєвого впливу максимально оптимальне.

Ключові слова: експериментально-фонетичне дослідження, мовленнєвий вплив, відеолекція, англомовний науковий дискурс, просодія.

УДК 81'1'42:070

Anastasiia Trofymchuk

LINGUISTIC MARKERS OF VIEWPOINT IN PRESS DISCOURSE

The article is an attempt to identify the linguistic markers of viewpoint in English-language press. The first section deals with the notion of viewpoint, the way it is defined and divided into categories, plus with its possible linguistic manifestations within each category. Attention is focused on the classification proposed by Paul Simpson (1993), who differentiates four main categories of viewpoint: spatial, temporal, psychological, and ideological. The linguistic indicators of viewpoint in language are analyzed on the basis of the works by Simpson (1993) and Short (1996). The subsequent analysis is based on press discourse, namely a selection of excerpts from British and the American newspapers (*The New York Times*, *The Washington Post*, *The Observer*, *The Independent*). In the analysis, numerous indicators of viewpoint are identified and explained with respect to their type and significance. The results of the research allow one to conclude that press discourse, although apparently objective and factual, is heavily perspectivised through viewpoint indicators.

Key words: cognitive linguistics, viewpoint, linguistic indicators, categories, press discourse

Formulation of a research problem and its significance. Contemporary cognitive linguistic research has suggested that the notion of perspective and the process of perspectivisation are inherent in any utterance, i.e. one cannot expect to find samples of spoken or written discourse that could be considered totally objective. This is because any spoken utterance or written text is somebody's creation, which necessarily imposes personal or communal perspective on a given issue. Consider the following quote in this respect:

Language, as we use it, is but the tip of the iceberg of cognitive construction. As discourse unfolds, much is going on behind the scenes: new domains appear, links are forged, abstract meanings operate, internal structure emerges and spreads, viewpoint and focus keep shifting. Everyday talk and commonsense reasoning are supported by invisible, highly abstract, mental creations, which . . . [language] . . . helps to guide, but does not by itself define [2, XXII–XXIII].

Several issues transpire through the quote. First, language is taken to be a manifestation of largely hidden but pervasive cognitive processes. Second, these "mental creations" give rise to various means of self-expression, realized through language. Therefore, third, viewpoint is an inalienable aspect of the process.

The goal and the specific tasks of the article. The focus of the present work is the identification of viewpoint in press discourse. It is widely believed that news reports in the press are