

Abs-105

Agnès Tutin and Magda Florez (Laboratoire de Linguistique et Didactique des Langues Etrangères et Maternelles (LIDILEM, EA 609), Université Grenoble 3)

New approach, complex problem, promising results : evaluative markers in French scientific writing in the social sciences and humanities

In this study, we deal with evaluative markers relating to cross-disciplinary nouns of scientific writings like *approach, problem, results* ... Our goal is to explore the rhetorical and epistemological functions of these evaluative elements in three disciplines of social sciences and humanities (cognitive psychology, educational sciences, linguistics) through a semantic corpus study. Far from being neutral, scientific texts are now seen as argumentative texts with a pervasive authorial presence (Cf. Fløttum *et al.* 2006; Hyland 2005 ; Rinck 2006; Lores-Sanz *et al.* 2010), where persuasive strategies are widely used. Evaluation of scientific constructions deals both with authors' scientific constructions (e.g. *we propose a new method*) - and peers' scientific constructions (e.g. *X'approach is not fully appropriate* ...). The study of these devices helps to shed light on the criteria used to ensure scientific quality (e.g. novelty, salience, quality, inadequacy, for example). In line with previous studies in the field (Dahl 2008; Tutin 2010), we assume that these strategies vary significantly according to the discipline and according to the textual part (introduction, conclusion ...).

Evaluation, as outlined by Hunston and Thompson (2000), is a slippery notion. We adopt here their definition as "the broad cover term for the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about." (Hunston and Thompson 2005, 5), but we exclude affective lexicon. We only deal with explicit evaluative markers and adapt Kerbat-Orrechioni's (1980) definition of "subjective lexicon", dividing axiological lexicon (e.g. *appropriat*, "promising", in relation to a system of values) from non-axiological lexicon (e.g. *large, main* in relation to a norm). Our study specifically addresses adjectival and nominal evaluative markers relating to cross-disciplinary nouns (e.g. *the advantage of this approach, modest results*) and will study them in a large corpus of 2.5 M words including 50 French scientific articles and 5 French PHd dissertations in each of the 3 disciplines. The corpus is taken from the on-line Scientext corpus (<http://scientext.msh-alpes.fr>), a syntactically and structurally annotated corpus in TEI-XML format (see also Williams et Millon, 2009; Henderson et al. 2009). Our study will be twofold: we will first extract and study the evaluative markers from the whole corpus and study their semantic and rhetorical functions and their distribution in the text. Secondly, we will look more in detail at the discursive strategies that involve evaluative markers in a subset of 15 scientific articles.

References

Dahl Trine (2008). Contributing to the academic conversation: A study of new knowledge claims in economics and linguistics. *Journal of Pragmatics* 40: 1184-1201.

Fløttum, Kjersti, Trine Dahl, & Torodd Kinn (2006). *Academic voices across languages and disciplines*. Amsterdam/Philadelphia: John Benjamins.

Henderson Alice, Tutin Agnès, Grossmann Francis, Barr Robert (2009). SCIENTEXT : A Corpus of French and English Scientific Texts., *British Association of Applied Linguistics Annual Conference*, 4 september 2009, Newcastle University.

Lores-Sanz Rosa, Mur-Duenas Pilar, Lafuente-Millan Enrique (2010). *Constructing Interpersonality: Multiple Perspectives on Written Academic Genres*. Cambridge: Cambridge Scholars Publishing.

Hyland Ken (2005). *Metadiscourse*. London, New York: Continuum.

Kerbrat-Orrechioni Catherine (1980). *L'énonciation : De la subjectivité dans le langage*. Paris: Armand Colin.

Hunston Susan & Thompson Geoff (eds) (2000). *Evaluation in text: Authorial stance and the construction of discourse*. Oxford: Oxford University Press.

Rinck, Fanny (2006). L'article de recherche en sciences du langage et en lettres. *Figure de l'auteur et approche disciplinaire du genre*. Thèse de doctorat en Sciences du Langage, sous la direction de F. Boch et F. Grossmann, Université de Grenoble 3-Stendhal.

Tutin Agnès (2010). Evaluative adjectives in academic writing in the humanities and social sciences. In Rosa Lores-Sanz, Pilar Mur-Duenas, Enrique Lafuente-Millan *Constructing Interpersonality: Multiple Perspectives on Written Academic Genres*. Cambridge: Cambridge Scholars Publishing.

Williams Geoffrey & Millon Chrystel (2009). The General and the Specific : Collocational resonance of scientific language. *Proceedings Corpus Linguistics 2009*. University of Liverpool. Available on : http://ucrel.lancs.ac.uk/publications/CL2009/129_FullPaper.doc.