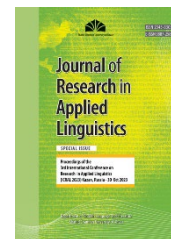




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Analysis of English Texts by Implementing Subjective-Evaluation Method in Analytical Articles

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Abstract

The study's objective is to examine the practical concerns associated with applying the subjective-evaluative modality based on critical articles from the English-language media. Fragments of texts with constructions with a subjectively evaluative modality from the English periodicals *The Independent*, *The Guardian*, *The Times*, and *The Telegraph* from 2019–2020 served as the study's source material. English text analysis is one of the research methods. It has been established what the most typical ways are to express the subjective-evaluative modality for analytical articles in English newspapers and magazines. Based on the analysis, the author concludes that the rationale and conclusions, as well as the author's knowledge of the situation, his preferences, and the manner in which he chooses to communicate information to the reader (personal assessment, public assessment, or objective presentation and assessment), all influence the means by which the subjective-evaluative modality is expressed in analytical articles published in the English media.

Keywords: English Text; Analytical Articles; English Media.

1. Introduction

Studying the subjective-evaluative modality in media texts is important because it includes the author's evaluation of current affairs, the significance of the work for the general public or particular groups of citizens, and the author's desire to express his own opinion. The functions of influence and communication are most often combined in analytical articles, which provide the reader with a wealth of information about events happening in the world and in society as well as their analysis and commentary. We can discuss its high importance in terms of its role in the communication process thanks to the study of the subjective-evaluative modality on the materials of analytical articles in English newspapers and magazines. According to Bybee's (1995) research, modality is a functional-semantic category that realizes different attitudes of an utterance toward reality as well as different subjective qualifications of the communicated. Subjective and objective modality is contrasted in Ivnitkiy & Nagorny's (2017) studies.

Every utterance has objective-modal meaning, which conveys the communicated person's attitude toward reality and the actions' actual meaning. Based on the speaker's "picture of the world," the subjective modality assessment is determined. The speaker has the ability to impact the assessment through a variety of factors, including experience, knowledge, and character. S. Bally asserts that the speaker's subjective attitude toward the message conveyed and his unique assessment are contained in the subjective modality (Collins, 2009). Frolova (2015) states that a general assessment is present in the subjective modality's structure. According to Shestakova (2020), the subjective modality's content conveys an inference or conclusion based on causal relationships. As a result, the subjective modality communicates the speaker's attitude toward the statement's content as well as his position, values, and point of view. This suggests that the modality contains an evaluative element, which allows it to be classified as a subjective-evaluative modality (Bochkova, 2007). Modal verbs like *can*, *may*, *must*, *should*, *shall*, *will*, *would*, *need*, *ought to*, etc. are the primary means of expressing subjective-evaluative modality at the lexical-grammatical level, according to V. Hacquard. Simultaneously, modal verbs convey the speaker's attitude toward action, which is indicated by the infinitive. The speaker may regard an action as possible, required, dubious, precise, allowed, desired, etc. 2010 saw Vaulina.

Modal words are one way to express subjective modality in English at the lexical level. Modal words express the speaker's evaluation of the statement, their subjective attitude toward it, and the connection between the sentence's statement and reality. Examples include: unluckily or fortunately, indeed, really, actually, and of course. F. Moltmann draws attention to modal words that convey approval or disapproval, confidence or uncertainty. According to Facchinetti (2003), adjectives like "it is far from necessary that" and nouns like "there is a possibility" can be used to express modal meanings in English (Frawley, 2006). Syntactic devices such as introductory phrases and sentences that convey the speaker's assessment of the message's content—to my mind, in my opinion, I believe, I assume, I suppose—can be used to express the subjective-evaluative modality in the English language.

2. Literature Review

Macdonald et al. (1982) created programs called Writer's Workbench that evaluate English prose and offer suggestions for enhancements. Project Essay Grader evaluates essays using a style analysis methodology. It has an 87% agreement rate with human graders. Features like essay length, word count, and vocabulary usage are measured, among other things (Shermis et al. 2000). The Electronic Essay Rater was created in 1998 by Burstein et al. and improved in 2006. Rater Conceptually Burstein et al. (2000) developed a natural language prototype with up to 93% accuracy that is intended for assessing brief responses to content-based questions. Sukkarieh (2011) talked about how the C-rater employs the max-entropy technique. More than 80% of C-Raters agreed with the human grader's score. Foltz et al. (1999) used a computerized evaluation tool called Intelligent Essay Assessor to apply a mathematical technique called Latent Semantic Analysis. There is an 80% correlation between IEA and human scores. Technical answers and short answers cannot be evaluated using this method. Probabilistic latent semantic analysis was created by Foltz et al. in 1999. In addition to presenting an overview of the main automated evaluation systems, Callear et al. (2001) suggested a novel method known as the Automated Text Marker prototype. Semantics and syntax analyzers are Automated Text Marker's two primary building blocks. In Prolog, Automated Text Marker is written.

The Bayesian Essay Test Evaluation Method One program that uses trained material to classify text is called Rudner and Liang (2002). The Multinomial Model and the Multivariate Bernoulli Model are the models used for text classification. Over 80% accuracy was attained. In order to calculate the co-occurrence probability of words, Blei et al. (2003) proposed a generalization of probabilistic latent semantic analysis using a mixture model and dirichlet allocation distribution. We refer to this method as Latent Dirichlet Allocation. A tool named CarmelTC was proposed by Rose et al. (2003). The idea that integrating various knowledge sources and algorithms is a workable approach for an automatic assessment of students' free-text responses has been tested by Perez et al. (2005). It was discovered that the combination schema for the Latent Semantic Analysis and Bleu techniques worked well.

3. Methodology

The study's objective is to examine the practical concerns associated with applying the subjective-evaluative modality based on critical articles from the English-language media. Fragments of texts with constructions with a subjectively evaluative modality from the English periodicals *The Independent*, *The Guardian*, *The Times*, and *The Telegraph* from 2019–2020 served as the study's source material. The analysis of English texts is the research method.

4. Results

One characteristic of analytical articles is how much text space the author takes up when presenting the subject. Because modal verbs have semantic capabilities, the analysis demonstrates that the ways in which the subjective-evaluative modality in English is expressed in media language are marked by high explicitness.

(1) In order to protect itself from danger, the Royal Navy will dispatch ships to Ukraine. According to Defence Secretary Ben Wallace, the UK will spearhead the new Maritime Training Initiative to support the Ukrainian Navy (*The Independent*, 2020). This illustration demonstrates how the relationship to the action, rather than the action itself, is what gives modal verbs their function. Furthermore, the group of predicates that includes modal verbs like "may" and "necessary" as well as adverbs and adverbial phrases like "possibly," "probably," "should," "necessarily," "eventually," etc.

(2) They will assert that they are the only ones who can help people navigate the obscurity, and as a result, we will become less and less relevant and eventually become food for the Putins of this world (*The Telegraph*, 2020). In this

instance, the author employs the subjective-evaluative modality by omitting to name the subject, since «They will» is commonly understood to refer to «a whole class of people like Putin», and the adverb ultimately represents his personal assessment of a potential circumstance.

(3) It appears likely that this was a move to avoid sanctions, since Rosneft and the government are essentially the same entity (The Independent, 2020). We can infer from the features that have been disclosed that introductory words are typically used to represent modal verb structures and modal words in the English language. Adverbs with a modal meaning, however, usually come before introductory words.

(4) The issue with the accusation of systemic racism is that it is too imprecise to be identified with precision, making it difficult to effectively address even in the event that it is true, as many people contest (The Guardian, 2020).

(5) Dr. Anthony Fauci, an expert in infectious diseases, testified before a Senate committee that the number of coronavirus-related deaths is "almost certainly higher" than the 80,000 or so reported in the official death toll (The Times, 2020). The following introductory expressions can be used to illustrate the author's subjective-evaluative position:

(6) The final survivor of the World Anti-Doping Agency team claims that athletes aren't doping after all. English newspapers and magazines choose their ways of expressing the subjective-evaluative modality according to the author's preferences for expressing his own position and national stereotypes connected to a particular communicative situation. Note that the author's subjective evaluation and the logic of her reasoning can both be expressed through implicit means, like (it (un) wasn't clear, and independent statements, like (I'm not so sure).

(7) The world in which politicians didn't care if they were found to be lying; where conspiracy theories had replaced outdated ideologies as the go-to explanation for events; where political parties had no clear definition and all previous political categories—socialist, liberal, conservative, and communist—seemed completely meaningless; and where irrational nostalgia and evocative calls to "Raise Russia From Its Knees" had replaced any coherent vision of the future (The Telegraph, 2020). In example (7), the author demonstrates his ability to reason on the subject and his ability to support his reasonable conclusion that "it was unclear."

(8) As I sit in Kennedy's office and gaze at his antiquated computer monitor, I'm not entirely sure I agree. Even though technology is getting better every year, it still seems to find new and better ways to let us down. My careless finger swipes can be used by my smartphone to construct words and sentences. However, I continue to swear at its errors (The Times, 2019). Regardless of where the impression originated, the semantics of the construction in example (8) presumes an evaluation.

(9) The war in Syria is still ongoing, despite the fact that it was almost forgotten. According to (The Independent, 2020), a recent explosion that claimed the life of a major general may be far more significant than we realize. However, the author exercises restraint in providing a subjective assessment of the events taking place. Although he does not use a pronoun or a noun, the event is still evaluated. As an illustration:

(10) He is viewed as being less bureaucratic and more pro-business (The Guardian, 2019). In this instance, the author does not present his "own" viewpoint; rather, he summarizes public opinion or presents the findings of data analysis regarding a particular topic. The use of "expertise," such as the following, characterizes the subjective-evaluative modality in English media texts.

(11) Even if that is avoided for the time being, the prospect of such a nightmare in the future is a strong argument for bolstering Europe's military, technological, and security capabilities in common – as well as its defenses against financial and economic blackmail a la Sassnitz (The Times, 2020). If the author presents his personal interpretation of the incident in the first section of the fragment—"I suppose [a possible nightmare]"—in the second, the author explains the benefits of finding a solution.

5. Discussion

The following ways to express the subjective-evaluative modality that characterizes analytical articles in English newspapers and magazines were discovered during the analysis process: 1. types of propensity The German government says there is a "certain likelihood" that opposition figure Alexey Navalny, who became ill while on a domestic flight last week and was evacuated to Germany over the weekend, was poisoned. These are the imperative, subjunctive, and conditional moods. How should Europe respond now that its American ally has turned hostile?

2. Equivalentents of the modal auxiliary verbs (may, might, can, could, would, and should); 3. modality of lexical verbs (as in to seem, suggest, think, argue); 4-modal terms (definitely); 5-adjectives (clearly, un/likely); 6-adverbs (definitely, ultimately, really); 7- opening phrases (in my opinion, ultimately, I suppose); 8- analogies (such as).

6. Conclusion

It is advised to make the following deductions in light of the examination of the application of the subjective-evaluative modality in analytical articles published in the English media. In English newspapers and magazines, mood forms, modal verbs, modal words, adjectives, adverbs, introductory expressions, and comparisons are the most common ways to express subjective-evaluative modality for analytical articles. Both implicit techniques, such as and independent statements, can be used to illustrate the author's reasoning logic and subjective evaluation. The author's knowledge of the situation, its significance to him, his preferences, the method of presenting and assessing the information to the reader (personal assessment, public assessment, or objective presentation and assessment), justification, and conclusions all influence the means by which the subjective-evaluative modality is expressed in analytical articles published in the English media.

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