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This course paper delves into the intricate dynamics between evaluative language usage and the pragmatic effects created in news media discussions of the British Royal Family. The British Royal Family serves as a constant source of fascination and dialogue, embodying a nexus of tradition, celebrity, power and controversy. This makes it a potential subject for the application of evaluative language, which consistently impacts public opinion and discourse towards them.

Evaluative language, fundamentally, is the application of judgmental language to convey or imply certain attitudes or stances. It is trickled down into shaping our perceptions and constructing social realities. Within media narratives focused on public figures or institutions, evaluative language assists content creators in subtly guiding the audiences' perceptions in specific, intended directions. It presents a scenario, not solely in its overt depiction, but also in the garnered implications, metaphoric undertones, and implied sentiments. From the thrown-in casual adjective that paints a person in a particular emotional light to the chosen verb that implies certain behaviors or tendencies, evaluative language holds a pronounced sway over the perception of the audience.

The phenomenon of evaluative language becomes particularly salient in contexts as loaded with socio-political and cultural dynamics as that of the British Royal Family. A royal event or action often sees varied media interpretations, each connected with its evaluative linguistic approach. In one narrative, a royal figure may be seen as embodying tradition and prestige, whereas in another, the same figure could be portrayed as an emblem of antiquation and irrelevance. This underscores the power of language as a subtle tool of influence in the formulation of public opinion.

This course paper aims to infuse two absorbing areas of study: evaluative language and pragmatics, in understanding the media discourse surrounding the British Royal Family. It attempts to investigate how evaluative language is strategically employed to achieve certain pragmatic effects, in turn, guiding public discourse in a selected direction. The interpretative potency of evaluative language, along with its tight relationship with context (pragmatics), makes it a compelling frame through which to understand the media's role in shaping public opinion of the British Royal Family.

CHAPTER 1. Theoretical Framework

1.1. Evaluation and Its Role in Linguistics

Evaluation is a systematic process that involves assessing or judging something or someone on the basis of a set of criteria or standards. The term is often used in diverse fields like education, business, and science. The evaluation of the text and discourse is manifested in the close interaction of multi-level, evaluative potential of linguistic means, which aims to convey to the addressee the importance of the value of the subject or event of the narrative. In other words, the evaluation of the text is the result of the "joint work" of a complex system of text elements that form its axiological field. Speaking about the multi-level means of implementing evaluation, it is necessary to distinguish lexico-stylistic, grammatical, syntactic, graphic means of forming a positive or negative attitude of the author to the object of the utterance (Зимовец, 2009).

There are some key aspects of evaluation in linguistics:

1. Judgment: Evaluations involve making a judgment or forming an opinion about something. This judgment is typically based on specific criteria that have been determined beforehand. For example, in an employment context, an employee might be evaluated on such things as productivity, teamwork, and communication.

2. Morphology. Morphological evaluation involves the study of the internal structure of words. This includes analyzing morphemes, the smallest units of meaning, and understanding how they combine to form words.
3. Syntax deals with the arrangement of words to create well-formed sentences. Evaluation in syntax includes the analysis of sentence structure, grammar rules, and syntactic relationships between words.
4. Semantics: Semantics involves the study of meaning in language. Linguistic evaluation in semantics focuses on understanding how words, phrases, and sentences convey meaning, and how meaning is interpreted by speakers of a language.
5. Pragmatics. Language in Context: Pragmatics evaluates the use of language in context. It considers how linguistic expressions are influenced by factors such as social context, cultural norms, and the speaker's intentions.
6. Discourse Analysis. Text and Conversation: Evaluation in discourse analysis examines the structure and organization of extended stretches of language, whether in written or spoken form. This includes the study of cohesion, coherence, and the principles governing conversation (Трипольская, 1999).

Thus, in linguistics, these key aspects of evaluation contribute to a comprehensive understanding of the structure, function, and usage of language in its various forms. Researchers and linguists employ diverse methodologies, including observational studies, experimental designs, and corpus analyses, to systematically evaluate linguistic phenomena. The interdisciplinary nature of linguistic evaluation allows for a holistic approach to understanding the complexities of human language (Трипольская, 1999).(2)

The evaluative function in linguistic theory primarily pertains to the way language is employed to formulate judgments or opinions about various aspects of the world. This could include individuals, actions, conditions, occurrences, or even the linguistic utterances themselves. Essentially, it is about leveraging language to make assessments or express preferences.

Linguistic expression of evaluation can come in various forms, employing diverse elements ranging from specific word selection, the construction of phrases, to the tone of voice. The articulation of these evaluations can be direct, employing clearly judgmental terms such as "excellent," "bad," "good," or "terrible." Alternatively, it can be less apparent, deploying more subtle forms of critique or praises.

It is important to note that the evaluative function extends past a mere articulation of emotive states. It delves into advancing broader societal values and judgments. This is often realized through various linguistic features such as the language register, tone, selection of vocabulary, or implementation of different rhetorical devices. For instance, the use of irony, hyperbole, or understatement can implicitly convey negative or positive judgments.

Evaluative functions are often seen as a reflection of the cultural and societal standards or norms. Therefore, to completely understand these functions, one must not solely rely on linguistic knowledge but must also account for the sociocultural milieu that shapes the usage of language. Comprehending these functions would require an understanding of the sociocultural contexts that they operate within, in addition to the specific linguistic knowledge. Hence the evaluative function in linguistic theory provides insights into language as a tool for expressing judgments and as a mirror for societal norms and values (Дубовая, 1999).

1.2. Stylistic and Pragmatic Approaches

Evaluative means in stylistics include various linguistic and stylistic tools or techniques a writer or speaker uses to express their attitude, judgement, perception, or emotions towards the subject, events, or characters in a text. These tools aim to persuade or influence the reader's or listener's interpretation or reaction towards specific elements within the text.

Evaluative means may take several forms, including the following ones:

1. Choice of Words: The choice of words or diction is an essential stylistic tool used to convey certain judgment or perspective. For example, choosing to describe a character as "persistent" rather than "stubborn" carries a different evaluation.
2. Figures of Speech: Metaphors, similes, personification, hyperbole and other figures of speech can be used to evoke particular reactions or emotions. For example, saying "The sun blazed like a raging inferno" elicits a different response from "The sun was bright".
3. Syntax and Sentence Structure: The way sentences are structured can also provide evaluative meaning. For example, passive voice can be used to avoid attributing blame or to depersonalize an action.

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