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Verbal and non-verbal manifestation of evaluation in English Internet forums: a stylistic perspective

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INTRODUCTION

The paper is devoted to the study of the category evaluation in Internet forums. We live in an information society where the Internet is one of the ways to receive and distribute information. In addition, it is a great platform for discussions and expression of evaluative opinions on various things and problems.

To date, social networks have become one of the most popular means of communication, and every year they continue to expand their audience. The distinctive unit of social networks is evaluation. The evaluation category is universal and is present everywhere in the Internet space. The works of both many Russian and foreign scientists are devoted to the study of this category. In Russian linguistics, the names of such scientists as Arutyunova, Patrusheva, Kolokoltseva and Wolf can be distinguished. In foreign studies , works within the framework of the theory of evaluation are presented in J. Martin, S. Hood, S. Hunston. The paradox is that there are numerous works on this topic, but there is no precise definition of the "evaluation category".Evaluativeness can be considered at different levels of the language system. In addition, it is often considered in relation to the categories of emotionality, evaluativeness, emotiveness, expressiveness.

The topicality of the study lies in the study of the evaluation category and the Internet space, and often on Internet forums, which have their own distinctive features.

The object of the paper is the category of evaluation in forums as a genre of Internet communication.

The subject-matter of the paper is verbal and nonverbal means that form the evaluative component of the English-speaking.

The aim of the paper is to identify and describe the means of verbalization and non-verbalization of evaluation in Internet forums.

In accordance of the paper with the aim, following **tasks** were set:

➢ to define the notion of the Internet forum and the functional and stylistic features of this genre of Internet communication;

➢ to consider the concept of multimodality in the context of Internet forums;

> ➢ to consider and compare existing approaches to the study of assessment, to study the structure of assessment and ways of its verbalization and non-verbalization at different language levels;

> ➢ to elaborate an evaluation classification based on the classifications presented in the master's thesis;

> ➢ to define the notion of internet comments as a subgenre of internet discourse;

> ➢ to conduct a linguistic analysis of the means of expressing evaluation in Internet forums.

The methodology used in this master thesis is conditioned by the aim**,** the object, and the tasks of research and embraces the following methods: semantic and stylistic analysis, applied for the study of internet forums and the category of evaluation; the method of contrastive analysis was used to identify the difference approaches and classifications to the study of evaluation; the methods of inductive and deductive analysis were resorted to in order to collect, generalize and systemize the material under the consideration as well as to outline theoretical background and make conclusions.

Theoretical value lies in identifying the features of verbal and non-verbal evaluation means in the texts of internet forums.

Practical value of the research is that its results can be used for lectures and practical lessons in stylistics.

The **novelty** of the research work lies in the presence of a description of the means of expressing evaluation in the texts of Internet forums.

The paper consists of Introduction, two Chapters with conclusions to each of them, General Conclusions, a Résumé in Ukrainian, and a list of references.

The **Introduction** outlines the topicality of the research, its object and subject-matter, aim and tasks, the material, the theoretical and practical value of results obtained.

Chapter One "Theoretical groundwork for evaluation study in English internet forums" provides a review of theoretical issues related to the research; defines the

concept of evaluation and classifications and systematize the classification of this notion in relation to the theme of the paper.

Chapter Two "Evaluation in English forums: verbal and non-verbal markers" aims at the analysis of the internet forums based on verbal and non-verbal markers.

General Conclusions gives a brief overview of the main results of the research and defines ways of expressing evaluation in internet forums.

CHAPTER ONE

THEORETICAL GROUNDWORK FOR EVALUATION STUDY IN ENGLISH INTERNET FORUMS

The emergence of the Internet as a means of mass communication not only gives rise to one of various network communities in the global information environment, but it also results in creating Internet communication culture, which affects the development and change of the language serving it. Accordingly, almost all members of today's society are involved in the international system of Internet communication which connects the representatives of different cultures, traditions and religious beliefs (Черкасов, 2012).

The phenomenon of the Internet has become a central issue in present day linguistic studies. However, a few researchers addressed the axiological aspect of Internet communication. This studies centers on verbal and non-verbal means that convey evaluation in English Internet forums.

Nowadays, forums are extremely popular, because the group of people may give a piece of advice for free and support the user of the forum. The forum is thriving because there is a tendency to modernize advanced technologies. Structurally, forum can be viewed as a written asynchronous virtual polylogue, distinguished by types of address, different ways of interaction between interlocutors and a variety of topics discussed. Patrusheva (2013) argues that forum as a genre of Internet communication can be characterized by a certain address type (axial and retinal); the theme(s) considered (polythematic and monothematic); the number of forum participants . We will consider the variety of forum's classification.

So, in this chapter we will consider Internet forum as a type of internet communication and its types; multimodality of English Internet Forums; the concept of evaluation within the scope of contemporary linguistics.

1.1 Internet forum as a type of Internet communication

Internet communication is a multifunctional communication in an electronic environment, which is characterized by distance, mediation, multimedia (and, as a result, polycode messages), hypertextuality, a variety of discursive and genre

embodiments, as well as the possibility of wide variation in the parameters of personality / institutionality. Nowadays, there is no doubt that Internet communication has its own extensive system of speech genres. Since one of the most important categories of Internet communication is dialogic. Numerous online publications, electronic versions of traditional publications, the entire blogosphere, Internet correspondence, Internet conferences, social networks, etc. are dialogically oriented (Kolokoltseva,2016).

Today, it can be argued that the forum is a very common form of Internet communication, since it is the forum that, expanding the circle of communication, allows users to solve a number of pressing problems – participants share their impressions, give advice, ask all sorts of questions and almost immediately get answers and support (Litvinenko,2016). An Internet forum is an independent website or a section of a website. It is an asynchronous communication tool that has no analogue in other areas due to the fixed form of speech.

This form of communication has been very popular all over the world for 15 years. The forum is a completely new way of communicating. It is interesting for the study because the participants use a "hybrid" form of speech (mixing oral and written texts). Communication on the forum is a special electronic conversation, where communication takes place in an asynchronous form. In modern linguistics, scientists have repeatedly drawn attention to the Internet forum as an object of study. For ten years, the forum as a space for learning has been studied by teachers, linguists, psycholinguists, psychologists and other scientists from different countries. Internet forum carries inconsistency, as it is modified both by external factors, such as modern renders, and by internal factors such as users of these forums, so its study can take an unlimited period of time

Forum as a type of text and as a particular genre of the Internet communication has its own distinctive functional and stylistic features. Firstly, with regard to the structure and semantics of the Internet forum, it is viewed as an examples of a written *asynchronous virtual polylogue* (Patrusheva,2013). As a polylogue genre, the web forum possesses lingual and extralingual features. Lingual characteristics

include a wide range of communicative roles, a variety of semantic positions, several types of addressing, different types of speech interaction and polythematics (ibid.) The variety of problematic questions and topics are formed in the messages on the web forums. This is due to the large number of participants. Vivid examples of problematic issues are polylogues on "eternal" topics, where each participant gives his / her own advice on how best to act to the author of the topic, how to solve pressing problems, such as …. love, friendship, treason.

Another lingual characteristics of a web forum as a polylogue genre is ***special types of addressing***. In the polylogue on the forum, you can find both axial (direct and formal) and retial (collective) addressing. (Patrusheva,2013). By axial addressing, we mean axial addressing, that is, directed at one participant, and by retinal-network addressing, that is, directed at several participants. The forum is most often characterized by a retial collective addressing (Yakovleva,2007). For example,

Jessie Gegg: "Anyone recently had the covid test at Springfield mercy hospital before birth? Is it still the up the nasal test? I'm being induced at 39 weeks but have to take the covid test on tuesday, I'm really hoping its not the nasal test".

Hayley Stanton: "I just had a baby and they didn't test me or my husband. I live in Texa"s.

The above example is taken from *"Women's world of pregnancy and parenting"* Internet forum placed in the social network "Facebook". There is no personalization in this message, since the participant uses indefinite pronouns "anyone". She doesn't use any personal pronouns or appeal to the participants. So, this is addressing to all participants of the communication at the same time.

Other types of addressing on forums are used less often. For example, axional direct addressing is found only in advisory forums due to the fact that the appeal is made to a specific user, and the rest, as a rule, do not participate in the dialogue. An interesting fact is that messages on the forum can contain several types of addressing at once (Patrusheva,2013). As noted by Asmus (2005), on the basis of the addressability of the message, electronic communication is axial (addressable) in

form, in its appeal, but at the same time it is a form of retinal communication in content, since it has the character of addressing "to everyone concerned" (Asmus,2005).

One of the most important features of the polylogue on the forum is the **polythematic nature of communication** (Patrusheva,2013) The polythematic nature extends both to the entire forum as a set of conversations and discussions, and to each specific conversation. On a web forum, each interaction between participants is marked by a specific topic. (ibid). It is worth noting that in general, each forum is monothematic – the forum is created as a communication on a specific topic: children, cars, music of an artist, computer games, sports, cooking, etc. But every polylogue on such a forum is polythematic. The main topic of a polylogue is the semantic content of the entire text, or a macro theme (ibid). It is implemented through subtopics, that is, replicas of forum participants. Replicas, in turn, consist of microthemes of the general theme of the deployed discourse. As a rule, a polylogue on a forum consists of one macrotheme and many microthemes. *For example:*

Dan: "Who can skate?"

Andrew: It was my dream to skate

Jorge: Every year, my friends and I have ice skate competition.

………………………………..

Mike: "Stars on Ice" (www.forumsport.ru)

The above example is taken from *"Forum Sport".* This conversation at a sports forum , entitled "Who can skate?". It concerns the ability to skate and dwells upon the experience of participants and well-known figure skaters. This discussion begins with the impressions of the topic starter about a trip to the ice rink and ends with extensive information from the thirty-eighth participant of the conference about the project "Stars on Ice". Thus, the forum has a polylogue form of interaction between participants.

One of the most relevant features of this genre is **hierarchy** (Patrusheva,2013). By registering on the forum and entering into communication, each participant "puts

on a mask". The lack of video contact, asynchronous communication, anonymity of communication, often the desire to abstract from real life – all this allows participants to create their own image and choose the most suitable communication style for themselves. In other words, on an Internet forum, each user plays a certain communicative role. Under the communicative role, Sternin understands the communicative behavior adopted for a particular social role; an image that is created by a person in the process of communication to achieve a specific goal.

The next feature of communication on the forum is the *"status"* of communication (Patrusheva,2013). The system of statuses exists on all world forums, but their function is different, and the assignment occurs in different ways. In the Russian forum, the status system has an evaluation function, while in foreign forums it has an informative one. Usually there is no status system on foreign forums. Information that is displayed along with the message text:

- nickname;
- avatar.

The Information that is displayed in the user's profile:

- age;
- gender;
- friends;
- the time of the last login to the forum;
- additional information (at the request of the user)

As we can see, there is no information about the user's status. Moreover, it is not provided by the system of this forum itself.

Another feature of forum communication is its *relative isolation* (Patrusheva,2013). Isolation, autonomy, isolation of communication on the forum is created with the help of a special communicative code. In a narrow sense, a communicative code is understood as a system of symbols, names of objects of a certain sphere of interests of forum participants, developed by a group of persons or one user of each specific forum. Note that a communicative act that occurs on a

forum and is carried out with the help of a certain code exists only on forums with a permanent core of participants. Like every language community, forum participants use different language tools. The use of a communicative code makes communication closed, isolated and closed. The main elements of the communicative code are graphic, lexical and stylistic means (Patrusheva,2013).

So, the Internet forum is a virtual polylogue with special types of addressing. Forums are generally monothematic, whereas communication is polythematic. There is a variety of problematic issues in each topic, which is formed by participants. There is a strict hierarchy of communication on the forums (Patrusheva,2013). Each participant has a special communicative role and status, depending on the time spent on the forum and the number of messages written. The language of forums with a permanent core of participants is a certain communicative code that is realized in special graphic, lexical and stylistic means.

Having considered what a forum is and what functional and stylistic features it has, it is also necessary to pay attention to the types of forums, since each forum has its own criteria, structure and the aims of their existence. There are the following types of forums: tree-like, tabular and universal:

✓   Posts in topics create feeds, so tabular forums are also called ribbon forums. To determine the addressee and addressee of the response, a toolbar is available for a dialogue with them, namely, contacting the author, quoting and much more. Due to the strict hierarchy in the forum with such a structure, communication does not cause difficulties for users. By clicking on one of the forum topics, you can see all the messages of this topic. The most popular topics are in the top, in the first places. The rating is created by counting messages and viewing. But the nuance of a tabular web forum is the need to control messages, very often they contain comments that are not related to the topic of discussion.

✓   Web forums with a tree structure also have a strict hierarchy of messages, but a different plan than with a tabular one. In such forums, everything is clear and specific, the post always indicates to whom the message is sent. It is easy to track who is communicating with whom and to which answer a particular

comment refers. Messages have the form of a tree, each response and subsequent comments can create a new discussion thread. If the topic is not interesting to the user, he can simply ignore it. But this is the disadvantage of such a forum. To read the messages, you need to go to the topic title every time, thereby spending a lot of time. And besides, you can skip an important message in a branch that the user found uninteresting.

✓ Universal forums have positive and negative sides of each of the types listed above. They are very convenient to communicate and view topics, if desired, you can switch between types. But everyone knows that everything universal can't be too good at anything, just as it can't be too bad. From the positive aspects, the ability to choose the most convenient mode of operation is highlighted, and from the disadvantages-a fairly high complexity.

Having considered the forum in detail as one of the genres of the Internet communication, we came to the conclusion that it is significantly different from other genres, such as chat and blog. For example, in chats, the formula "I – you-here-now" is modified as follows: virtual language personalities united by a common time and virtual space (Kolokoltseva,2016).

Within the framework of forums and blogs, a slightly different modification is observed: virtual language personalities connected by a virtual space, but sending their messages, as a rule, at different times (ubid). The genres compared have significant differences due to the size of the communicative distance between the addressee and addresser. Communication within the chat, although it is carried out in the space of mass communication, is mainly interpersonal and informal. According to Kolokoltseva(2016) the communicative distance between the addressee and the addressee is minimal. Communication on forums is characterized by a certain increase in the communicative distance between interactors (compared to communication in chats) and in many cases an increase in the degree of formality of speech. Those who communicate, as a rule, feel that the genre space of forums and blogs belongs to the sphere of mass communication, and this leaves its imprint

on speech. Therefore, You-communication dominates the forums and the blogosphere.

The *time parameter* in each of the genres has its own differences. In chats, as a rule, we are talking about current affairs and issues related to the events of the present, the recent past and the foreseeable future, the time boundaries of the genre are quite narrow. The information discussed in the chat is stored only for a short time and then deleted. Current affairs and events, as well as "eternal problems" can be discussed on forums and blogs.

The communicative purpose of communication in a chat is communication for the purpose of subsequent acquaintance in real reality. Communication on forums is mostly informative communication. The topics of the genres of Internet communication are also different. Within the framework of chats, mainly everyday household topics are touched upon and current affairs are characterized.

The most typical topics here are: work, study, communication, love, sex. All these topics are discussed very superficially. Most forums are focused on the discussion of intellectualized topics. The most important difference between the genres being compared, in our opinion, is the specifics of the relationship between codified and spoken. Chat as a genre where communication takes place in real time and is characterized by spontaneity, is characterized by a fairly high concentration of conversational (in a broad sense) elements. There is a small linear length of utterances (on average from 3 to 9-word forms), a simple syntax with an abundance of colloquial constructions (including incomplete ones). Reduced vocabulary is actively used (colloquial, slang and obscene). The linguistic organization of forums and blogs in general is characterized by the predominance of the phenomena of a codified literary language. Conversational elements are used less actively here than in chats (Kolokoltseva,2016).

All 3 genres of Internet communication differ from each other on the basis of *synchronicity/asynchrony of communication* as well as by *the nature of the communicative goal-orientation of the dialogue* , *by thematic features and by the time parameter.*

1.2 Multimodality of English Internet Forums

In the modern world, the transmission and perception of information occur through various systems and channels that can generate values and interact simultaneously. (Sorokina,2017) Communication is not reduced to a single sign system, but is a specific form of symbiotic interaction. Monomodality is changing to a more complex and integrated version of the presentation of information. Communication processes are based on the complex interaction of various sign systems, i.e. multimodalities, so language communication is multimodal in nature (Sorolina,2017).

The problem of multimodality is one of the key problems in nonverbal semiotics (Sorokina,2017). The main aspects of multimodality are the research of verbal, nonverbal, mixed verbal-nonverbal, bodily components of sign communication and the creation of models of verbal, nonverbal, mixed behavior (Sorokina,2017).

Modality is a perceptual or psychological phenomenon associated with the perception of information (Khutyz,2016). The term "modality" is borrowed from psychology and is used to refer to sensory channels of perception (Kress,2009). In cognitive linguistics, a term is defined as one of the information codes included in the concept of a hybridized text (ibid.) In psycholinguistics, modality is belonging to a certain sensory system, modality denotes the characteristics of sensations, signals, stimuli, information, receptors. The modality has a socio-cultural predestination and has its own tradition of modeling and transmitting information in society (Kress,2009). To understand the modality, it is necessary to understand the culture in question. The constituent elements of each culture are ideas, beliefs, worldview, values, norms, social factors that affect the life of society and the social behavior of an individual. The following types of modality are distinguished: olfactory, tactile, gustatory, visual and auditory (Kress,2009).

So, multimodality consists in the formation of meanings using different semiotic means-modes (writing, speech, image) – corresponding socio-cultural conventions (Craidlin,2014). Multimodality is understood as a description of the

general laws and rules of interaction in the communicative act of verbal and non-verbal signs, the connection of various codes for presenting information (Kress,2009).

Communication theory defines code as an element of the basic communication model that conveys meaning (Artyomova,2002). The following communicative codes are distinguished: verbal, paralinguistic and extralinguistic. The verbal code is the transmission of information through written and oral speech. The paralinguistic code includes all the voice means of transmitting information transmitted by the verbal code. This category includes tempo, timbre, tone, intonation. The extralinguistic / non-verbal code is represented by means unrelated to language and speech: gestures, facial expressions, eye contact, poses, time, proximal space, location. Artemova identifies language codes, visual codes (technical, representative, iconic, iconographic) and also social, cultural, stylistic and ideological codes (Artyomova,2002).

Multimodality is a theory of communication and social semiotics that allows you to analyze a forum as a type of text that combines verbal and non-verbal components.

Verbally-this word comes from the Latin "verbalis", which means verbally (12). That is, communication in this case occurs with the help of words. There are three types of verbal communication:

✓ Speech is communication through words (dialogues, monologues).

✓ Written communication — by hand, printing on a computer, SMS, etc.

✓ Internal-your internal dialogue (formation of thoughts).

The words that are formed into speech are the unit of our communication with you. We use them both in oral pronunciation and in writing. Such communication is divided depending on who performs what role: talking-listening, writing-reading. In order to maintain verbal communication at a high level, it is necessary to develop its components. This is, first of all, vocabulary. When communicating in writing, it is very important to know the rules of punctuation in order to correctly submit information. Often, by incorrectly placing dots and commas, you can distort the

meaning or focus on something wrong. We all remember the cartoon where it was necessary to put a punctuation mark in the right way and save your life: "Execution cannot be pardoned." But, the new world and a new lifestyle in the world of the Internet required new language means of communication or the transformation of the old ones. A special place is occupied by lexical means. The forums retain the literary language as the main one, but participants also use vocabulary of limited use: professional vocabulary, swear words, jargon, borrowed vocabulary, etc. Almost every message on the forum contains professional vocabulary due to the fact that, as noted above, the forum is always thematically limited in one way or another. Professional vocabulary is never explained: by default, it is assumed that each participant understands words and phrases limited to the topic of the forum. (Patrusheva,2013) There are two types of professional vocabulary used on forums:

- ✓ vocabulary fixed in dictionaries (including terms):
- ✓ professional jargon education:

In the process of communicating on the Internet, there are lexical abbreviations, in particular, there is even a list of abbreviations used when communicating in English. Among them are such as "BOT" 'back on topic', "BTW" 'by the way', "TIA" 'thanks in advance', "TIE" 'take it easy', "IOW" 'in other words'. At the same time, the author points to the abbreviation " LOL " - "Laughing out loud", as the most common.

The graphic abbreviations used in the process of virtual communication include the following groups:

1. Generally accepted graphic abbreviations, such as "so-called"," etc.",".
2. Transmitting numerals using numbers: "what I said 35 minutes ago."
3. Using symbols instead of words, idiomatic writing: "some $"

One of the most important nonverbal components is the emoticon. Emoticon-a pictogram depicting an emotion; most often it is made up of typographic signs. It has become particularly widespread on the Internet and SMS (and other text messages), but recently it has been used everywhere. Emoticons denote international concepts, so they do not reproduce the current speech, do not display grammatical,

phonetic and other features of the natural language. Emoticons can be attributed to the paralinguistic means of written communication, or to such means that are not speech units, but accompany the latter in order to clarify, concretize the meaning of the main message. Emoticons are designed to complement the meaning of an utterance more richly and in a variety of ways, to clarify its expressive and intonational coloring

There are a large number of variants of emoticons and no fewer versions of their interpretation . For example, the eight in the smiley face *[8-)]* can mean either glasses, or correspond to the interpretation of "the eyes popped out on the forehead". Emoticons are images of faces that serve to express the emotional state of the writer, also called emoticons . They can be represented in the form of typed brackets, colons and other graphic symbols and are used to express positive emotions *(laughter, joy) [:-)],* as well as negative emotions (discontent, frustration) *[:-( ].* A smiley face can contain not one, but several brackets in a row to characterize the degree of positive or negative emotions. It becomes immediately clear that the smiley face is nothing more than a schematic image of either a joyful or sour expression on the face. All languages of the world are emotional. Many phrases written during correspondence can be understood ambiguously, and that is why emoticons are used in electronic messages. They are used to convey the mood inherent in the author of the letter at the time of writing. They can also be used to understand whether the author treats us kindly. In addition, this simple drawing greatly simplifies the visual and mental perception of the message. Also, emoticons can be presented in the form of images (Mileeva).

That is, it is impossible to imagine an Internet space, and in particular an Internet forum without verbal and non-verbal components, since an Internet forum is a text that connects these two components that complement each other. What sometimes forum users can't express in words, they can express with emoticons, namely, to convey the emotions that they specifically feel about a particular problematic issue.

1.3 The concept of evaluation within the scope of contemporary linguistics

The evaluation category is universal and is present in every language. It is impossible to imagine that there would be no evaluative concepts and judgments in any languages. However, differences in languages and cultures leave an imprint on the ways of expressing evaluation.

Scientists have studied various aspects of evaluativeness. In addition, the assessment could be considered not only in linguistics but also in other sciences, including philosophy, ethics, psychology (Artyunova,1990). This is due to the fact that assessment is a complex and multifaceted phenomenon, the study of which requires an interdisciplinary approach.

For the first time, the complex of problems related to evaluation was identified by Aristotle. They identified three problems in the field of estimated values (Artyunova,1990):

- ✓ The question of the types of objects that receive an estimated classification;
- ✓ The question of the contexts of evaluative concepts ("good", "happiness", "pleasure");
- ✓ The question of the values of the evaluation predicates attached to them.

In addition, Aristotle was one of the first to write about the concepts of "good" and "evil", which are important for revealing a person's attitude to the phenomena and objects of the surrounding reality. Good was divided into three concepts: good, happiness, and pleasure. The same concepts were opposed to three types of evil: bad, failure and suffering (Aristotle,1983).

With the advent of the New Time, which was characterized by the greatest changes in all spheres of society, interest in considering the concepts of good and evil through the prism of the person himself increased.

In the 17th century, the range of questions about the category of evaluation was considered by various Modern philosophers, for example, Thomas Hobbes, John Locke, Baruch Spinoza, Immanuel Kant, Moore.

Thomas Hobbes (Hobbes,1964) first paid attention to the differences in opinions about good and evil. Good was understood by him as a kind of needs or a

necessary attribute of the desired. Everything that was undesirable, respectively, referred to the bad. Thus, T. Hobbes was also one of the first to point out the fact that the meaning of "good" and "evil" cannot come from the nature of the objects themselves.

John Locke points to a similar idea, noting that the categories of "good" and "bad" are graded. In addition, he refers these categories to the category of consciousness, not to the category of pleasure, since good and bad are conscious and sensual experiences (Locke,1960).

Baruch Spinoza introduced the term norms, which is important for understanding the assessment, which means the average standard in relation to which an object or phenomenon is evaluated. Thanks to the introduction of this term, B. Spinoza separated the role of the subjective factor in the expression of evaluation (Spinoza,2001).

Later Kant separated "good" and "evil" from the modalities of desire and raised them to the modalities of ought. Consequently, the good is defined by them as something that corresponds to the moral law, although it could diverge from the desires of the subject of the expression of evaluation (abid).

Moore drew attention to the fact that it is necessary to separate the evaluative and descriptive components of an object or a phenomenon of the surrounding world, since the description of the object does not give any reason to believe that it is good or bad. In the concept of G.E. Mura good is one indefinite and indecomposable property of an object, which does not belong to the number of natural qualities. A person cannot define good, but he can intuitively feel it. Moreover, objects that can be called good, bad or indifferent can be included in the class of other phenomena that have a different value value. And this value value will not be equal to the number of value values of objects already included in it (Moore,1984).

At the present stage of the development of linguistic science, there are various approaches to the study of evaluation. For example, E. Tokareva identifies the following approaches: logical-philosophical, communicative-pragmatic, intellectual-logical and cognitive (Tokareva,2006).

The *logical-philosophical approach* (semantic, denotative, linguophilosophical) is included in the works of Aristotle. Representatives of this approach are engaged in the search for the meanings of any evaluative statements and are guided by the study of the concepts of "good/bad". The task is to build a theory of evaluative reasoning.

The communicative-pragmatic (illocutionary) approach goes back to the ideas of G. E. Moore on the distinction between the evaluative and descriptive meaning of an object or phenomenon. Within the framework of this approach, value judgments are determined through the communicative goals of speech acts. It can be divided into two directions: functional - semantic and functional-pragmatic. The first direction studies the level system of language tools that perform an evaluative function. The second associates the assessment with the connotations of language units and their role in various semantic structures and processes.

Representatives of the *intellectual-logical approach* considers the estimate to be an immanent value and, accordingly, it is contained in any text and in any statement.

Cognitivelly, the specifics of the representation of knowledge about value systems that exist in different cultures are investigated (Tokareva,2006).

In foreign studies, scientists study mainly not the language category of assessment, but the very nature of assessments. For example, in the field of pragmatics, evaluation as the ability to influence a person was considered in the works of Robert Louis Stevenson, Teun A. van Dijk.

In foreign studies, there are various terms for evaluation, such as evaluation, appraisal and stance. They are found in parallel in various works and are most often used synonymously.

Researchers George Martin and Wighton developed the Evaluation theory within the framework of the system-functional linguistics of Michael Halliday. The theory is an assessment model that allows you to systematize the language resources used by the speaker/writer to encourage the addressee to make an assessment and unite communication participants based on common values (Shipitsyna,2019).

Within the framework of this theory, evaluation is understood as a system at the level of text semantics, which consists of three subsystems: attitude, engagement, graduation (Martin,2005). The "relation" subsystem includes the following groups:

- ✓ Affect (language ways of expressing an emotional call);
- ✓ Appreciation (language tools for describing the value of objects);
- ✓ Judgment (language tools for evaluating human behavior).

The engagement subsystem involves the consideration of a text with an evaluative position in relation to other texts/discourses. The graduation subsystem is used to intensify and de-intensify the attitude subsystem. (Martin,2005).

Researcher Monika Bednarek investigated evaluativeness within the framework of media discourse in her work "Evaluation in Media Discourse: Analysis of a Newspaper Corpus". She deduced nine main parameters that are used by a person to evaluate certain things. They are divided into basic (clarity, emotionality, expectation, importance, possibility/necessity, reliability) and peripheral (evidence, mental state, style). Using these parameters, the researcher compared the ratings in tabloids and full-length newspapers. The results of the study showed that there are fewer ratings in full-format newspapers than in tabloids, but there is more stylistic similarity (Bednarek,2006).

Susan Hunston in the work "Corpus Approaches to Evaluation": Phraseology and Evaluative Language" investigated the evaluative means of language within the framework of corpus linguistics. The main methods in her research were the method of discourse analysis, quantitative and qualitative methods. The research materials were phraseological units of the language, nouns and other grammatical units. The results of the study showed that many phraseological units are very often associated with an evaluative meaning, and some verbs more often than others contain modal meanings (Hunston,2011).

Maitei Taboada, Radoslava Trnavak and Cliff Goddard studied the ways of pragmatic expression of negative assessment on the material of Internet comments to articles from the media and reviews of films, books and various consumer products. They identified two groups of means of verbalization of any assessment:

lexical-grammatical and discursive-pragmatic means. It was found that in positive reviews, expressions with a positive and negative assessment prevail equally. Accordingly, reviews with a negative rating are not negative as such, but rather neutral. As for the study on the material of comments selected from the websites of The Globe and Mail newspapers, the results showed that they show the same frequency of evaluation expressions as in the case of reviews (Taboada,2017).

Thus, studies of value judgments have been conducted since ancient times and today have different approaches and directions.

Personal opinions and judgments occupy a special place in Internet communication. This assessment is a distinctive unit of one of the Internet genres-the forum. The main purpose of the forum is to provide a topic for discussions, disputes and advice, where users could express their opinions and share their experience. But since users are real people, not robots without feelings and emotions. They support any of their statements and comments with their subjective and emotional opinion and always give an assessment of a particular situation. The forum could not exist without an evaluation opinion, since when a user gives some advice or comments on something, they rely on their experience and ability to assess the situation that is depicted in the post. First, through the evaluation through the prism of their experience, they write a comment, but everything starts anyway from the evaluation, at the beginning of this situation, and then the evaluation, then the comments of other users. Therefore, the main basis of the forum is not only a given topic, but also an assessment.

That is, the concept of evaluation is still considered in modern linguistics, providing different approaches, hypotheses about this topic. It should be noted that no concept finds in the language such a variety of classifications, such diverse approaches to analysis, such a multitude of interpretations and such a brilliant galaxy of researchers in the history of linguistic teachings from antiquity to the present as evaluation.

The category of evaluation is by its nature connected with the ontology of human consciousness, its interpretive function and reflects the interpretative model

of the world. They objectify the ways of interpreting knowledge by a person and fix the mechanisms of this interpretation in the language system in the form of a certain knowledge format. The evaluation category has a relational nature that depends on other conceptual entities and reveals a combination of different principles of organization in its structure.

Despite the existence of numerous works on the study of evaluativeness, there are more similar terms for the same phenomenon: "category evaluation", "evaluation", "evaluativeness". Most often they are used synonymously and are found in parallel in many works.

Some researchers base their definitions on the linguistic component. For example" "evaluation category": "a set of multi-level linguistic units united by evaluation semantics and expressing a positive or negative attitude of the author to the content of speech" (Kozhina, 2006).

The term "evaluation category" itself is the easiest to distinguish from others, since it denotes a logical category and its implementation in a language, while the rest of the terms are linguistic concepts. The terms "assessment" and "evaluation" are used synonymously most often.

Sergeeva defines evaluation as "the result of the manifestation of a special, value-based attitude of the subject to the object, the specificity of which is conscious purposefulness, consisting in the presence of a certain position of the subject, determining the nature of this relationship, that is, certain "points of view" from which the assessment is made" (Sergeeva, 2003).

Arutyunova signifies the term "assessment" as "mental intelligence, as a result of which the relation of the subject to the assessed object is established in order to determine its significance for the life and activity of the subject" (Arutyunova, 1988).

As for the term 'evaluativeness', it is not recorded either in explanatory or linguistic dictionaries. For this reason, researchers often derive their own definitions of this concept.

Yakhina defines "evaluativeness" as a certain property of only linguistic units and understands by it "the ability of linguistic units to express a relative stable positive or negative characteristic of a person, as well as an attitude, opinion, judgment about the positive or negative value of objects, phenomena and processes for a linguistic personality. "The researcher suggests separating the concepts of "evaluation" and "evaluativeness" as follows. "Evaluation" refers to the linguistic implementation of the logical category of evaluation, while "evaluation" itself is thought of as an opinion about the value, level or significance of something (Yakhina, 2017).

Nabieva suggests separating the terms "evaluation" and "evaluativeness" based on the scope of functioning. According to the scientist" "evaluation" is related to the life activity of the subject in the world, and "evaluation" is related to language and text categories (Nabieva, 2017). In other words, the concept of "evaluation" is much broader than the concept of "evaluativeness", since the latter includes only a linguistic component, while "evaluation" covers paralinguistic aspects.

Morozova and Vlasova also separate these terms based on their functioning, but makes some clarifications. In their opinion, "evaluation" presupposes "the expression of the relation of the subject of speech to the object of action, the endowment of the object with positive or negative properties"""Evaluativeness", in turn, is understood as "a component of the lexical meaning of the word, fixed in the meaning of the word information about the positive or negative attitude of the participant of communication to the designated object or phenomenon." In other words, "evaluativeness", according to scientists, is one of the elements of connotation (Morozova, Vlasova, 2018).

The connection of "evaluativeness" with the concept of "connotation" is also beyond doubt among scientists. Most often, the evaluation category as a linguistic category is considered precisely because evaluation is much broader than connotation. Evaluation can include not only connotative meaning, but also denotative. Evaluation may already exist in the language system, and sometimes it may be generated by the subject of evaluation. (Avrasin, 1992). Thus, the linguistic

semantic interpretation of the mental content of evaluation implies aspects of the combination of denotative and connotative elements of meaning, as well as implicit and explicit content elements.

The categories of evaluation and emotionality are also very closely interrelated with each other. Emotionality is understood as the manifestation in speech of the feelings and moods of the speaker in relation to reality or, in other words, a subjective attitude to reality.

Despite the presence of a rational and emotional assessment, the first type is quite rare and, as a rule, the assessment is somehow accompanied by emotions. However, some scientists emphasize significant differences between these two categories.

Popova and Sternin point out that when expressing an assessment, the positive and negative sides of the object of assessment are emphasized, and when expressing emotions, a specific feeling that was caused by one or another object is emphasized (Popova, Sternin, 1984).

Yakovleva emphasizes that the semantics of emotionality presupposes "approval/disapproval", while evaluation presupposes the expression of the meaning "good/bad".

The expressiveness category is also close to the evaluation category. Telia with expressiveness understands "the neutrality of speech, detachment, deautomatization, giving speech an unusual, and thereby expressiveness" (Telia, 1991).

Unlike emotionality, expressiveness manifests itself purposefully and has a pragmatic meaning. To express expressiveness, the subject of evaluation chooses certain linguistic means to formalize his statement more expressively. The same can happen with the expression of evaluation, which brings these two categories closer.

Nevertheless, Telia points out that expressiveness refers to the elements of the expression plan, while evaluation and emotionality refer to the elements of the content plan. In other words, evaluation and emotionality enrich the information volume of the utterance, while expressiveness enhances the already laid meaning.

Thus, there is no consensus among scientists regarding the separation of theorems of similar concepts in research by evaluation category. The existing points of view complement each other and do not contradict each other, as they most often consider the terms in different contexts.

1.4 Classifications of evaluation in different types of discourse

We will look at various Internet forums in this section and will analyze them primarily from the point of view of the verbal and non-verbal manifestations of the assessment. First of all, we will consider the evaluation classifications, based on which we will analyze Internet forums.

Estimates can be classified on the basis of various characteristics: according to the axiological interpretation, according to the methods of evaluation, according to the grounds of evaluation, and others.

Apresyan, from viewpoint of linguistic pragmatics, distinguishes several types of assessments with regard to the speaker's attitude to various objects of reality (Apresyan, 1995):

1) attitude to the reality itself (general assessment, assessment by the quality parameter, assessment by the desirable/undesirable parameter);

2) the speaker's attitude to the content of the message (evaluation by the truth parameter and by the parameter of the illocutionary function);

3) the attitude of the speaker to the addressee.

The most commonly used classification is a classification based on the axiological interpretation of phenomena.

Under the axiological interpretation of phenomena, the signs "good/bad" are attributed to the object of evaluation. Accordingly, in this case, the assessment is divided into: positive and negative.

This type of evaluation is called a general evaluation. Lexemes of the "good/bad" type indicate only a general positive or negative rating. They do not report the properties or details of an object.

A private evaluation is associated with one specific property of the subject of assessment. Usually, they run to a private assessment when there is a need to give a complete picture of all the valuable properties of an object.

There are various classifications of private estimates. The classification of Arutyunova is based on the types of objects can be classified due to the assessment. It identifies three large groups of assessments, which are also divided into subtypes (Arutyunova,1988).

The first group is formed by individual assessments, which are formed on the basis of a person's physical and sensory experience. Most often, there is no motivation in them, and the assessments themselves characterize the tastes of the subject of the assessment (ibid).

The second group includes sublimated or "Germanized estimates". The second name is based on the fact that these assessments rise above sensory assessments, "humanize" them and satisfy the sense of beauty and moral sense (ibid).

The third group includes rationalistic assessments. They are associated with relative values and are formed in the course of a person's practical activity in order to facilitate and regulate his actions, and are based on criteria of physical and mental benefit (ibid).

The classification of private evaluations (Arutyunova,1988)

Individual evaluation	Sublimated evaluation	Rationalistic evaluation
1. **Sensory-gustatory or hedonistic evaluations:** (pleasant-unpleasant, tasty-not tasty). **2. Mental assessments** **A) intellectual grades** (interesting -	1. **Aesthetic evaluations** (beautiful - ugly) 2. **Ethical evaluations** (moral - immoral, good-evil)	**1.Utilitarian evaluations** (useful - harmful, favorable - unfavorable) **2.Normative evaluations** (correct-incorrect, standard-non-standard, correct-incorrect) **3.Teleological evaluations**

uninteresting, exciting - boring, smart - silly) **B) emotional assessments** (joyful - sad, cheerful - sad)		(effective-ineffective, expedient-inappropriate)

According to the **method of evaluation,** estimates are divided into: comparative and absolute. The first type includes assessments that are given to an object based on its comparison with other objects, and they use comparative degrees of adjectives: "better/worse". If there is no comparison, then the assessment is absolute and the terms "good / bad"are already used in its formulation.

In comparative estimates, there are at least two objects, while in absolute estimates there is only one. Moreover, in the latter, the assessment is most often not expressed.

With regard to the **presence or absence of an emotive component**, the assessment can be divided into *rational* and *emotional*. Rational and emotional in the assessment implies two different sides of the subject's relationship to the object: opinion and feelings (Wolf,1985).

A rational assessment is given to an object if it corresponds to the subject's ideas about a standard, norm or standard. It has a logical nature and is associated with the process of thinking, and the objects of rational evaluation are evaluated in terms of their ability to bring any benefit (Yakhina,2017).

An emotional assessment is given based on the emotional impression of the object. It can include both the conceptual content of language meanings and various evaluative connotations. (ibid.)

In addition, there is a classification depending on the subjective and objective basis:

1) Rating "from the object": normal, fit, and so on.
2) Rating "from the subject": desirable, pleasant, and so on.

Summing up the above, there are various classifications of estimates that are based on various parameters: according to the axiological interpretation of phenomena, according to the method of evaluation, according to the presence or absence of an emotive component, based on the presence of a subjective or objective basis.

The evaluation category as a linguistic category is considered precisely in the form of a connotation component. But, some studies believe that the assessment is much broader than the connotation. The assessment can include not only a connotative meaning, but also a denotative one. Evaluation can already exist in the language system, and sometimes it can be generated by the subject of evaluation. Thus, "the linguistic semantic interpretation of the mental content of the assessment implies aspects of the combination of denotative and connotative elements of meaning, as well as implicit and explicit content elements".

Thus, it is quite difficult to find an exact definition of explicitness in the scientific literature, since this category is usually interpreted through the opposition of the category of implicitness. Demyankov, however, considers the explicitness of speech in the form of the following interrelated components, the degree of which may vary depending on the national language picture:

1) the mention of something at least by a hint (i.e., the explicitness of the opposite to omission, oblivion or ellipsis);
2) assigned to omission, oblivion or ellipsis);
3) the degree of specificity;
4) naming the subject of speech directly-as opposed to an indirect description (Demyankov,2006).

Golovanova notes that those conclusions are considered explicit, the source of which is materialized linguistic or paralinguistic means expressed in speech (Golovanova, 2016). Consequently, explicitness is a property of a text in which the content of an utterance is clearly outlined, characterized by a high degree of concreteness and is realized through the linguistic means that make up this utterance.

Thus, an assessment can be considered explicit if the evaluative meanings are derived directly from the linguistic units of the text.

In contrast to the category of explicitness, the category of implicitness in the scientific literature has received wider coverage. One of the reasons for this behavior is the fact that the hidden tends to be more interesting than the explicit. S.R. Makerova gives a more general definition of implicitness, characterizing this phenomenon as a consequence of the fundamental properties of the language, which is that the content plane is wider and more voluminous than the expression plane (Makerova, 2016).

Thus, considering an implicit assessment, several factors must be taken into account (Panteeva, 2019):

1) what assessment the author wants to convey;

2) which components of the text carry implicit information;

3) how these hidden meanings can be interpreted by the recipient of the text.

Speaking about implicit evaluation, we mean evaluative meanings that are not directly included in the meaning of the sentence, but are produced by the addressee of the text, based on the presupposition, context and the actual evaluation laid down by the author. Let's consider an example that displays the implicitness of an implicit evaluation.

"He'd have to have the skate of his life to overtake him. World champion… Six years ago".

In this case, for an adequate understanding of the author's assessment of the skater and his chances for leadership, both background knowledge and the context of the entire competition are necessary: after an extremely unsuccessful short program, the skater was fourteen points behind the leader, and the commentator does not expect a miracle, emphasizing that Joubert will have to give "the rental of his whole life". In combination with the mention of the fact that the champion of this athlete is six years old, as, consequently, his best rentals, this comment implicitly expresses a general negative assessment of the skater's chances of winning.

As we can see, the negative assessment in the given example cannot be derived from individual words of the utterance, but the evaluative meaning is produced due to the context.

Conclusions to Chapter One

Internet forum is an independent website or section of a website and an asynchronous communication tool that has no analogue in other areas due to the fixed form of speech. We found out, that forum has its own distinctive functional and stylistic feature, such as:

➢ asynchronous virtual polylogue;

➢ special types of addressing;

➢ polythematic nature of communication;

➢ hierarchy;

➢ status of communication;

➢ relative isolation.

Our task was to identify how the forum differs from other genres of Internet communication, such as chat and blog, and we came to the conclusions, that all three genres of Internet communication differ from each other based on:

➢ synchronicity/asynchrony of communication;

➢ by the nature of the communicative goal-orientation of the dialogue;

➢ by thematic features and by the time parameter.

The concept of mulmodality was also considered, which plays an important role in the analysis of forums. And we came to the conclusion that multimodality allows us to analyze the forum as a type of text that connects verbal and non-verbal components. That is, an Internet forum cannot exist without these two components. So, as something that forum participants cannot express at the level of phrases or over-phrasal unity, they can express them with emoticons.

The reasons for the increased interest in such a concept as multimodality were also identified. Multimodality is a text encoded by semiotically heterogeneous means: verbal and non-verbal. Multimodal understanding of information is interdependent, namely, all components of communication are interpreted collectively and recursively, since the meaning is constantly being processed and modified.

We investigated the concepts of "assessment category", "assessment" and "evaluativeness", which were distinguished by different scientists and came to the conclusion that these concepts have both many common and distinctive features.

We examined and analyzed the issue of the concept of assessment in modern linguistics and came to the conclusion that there are different approaches to the study of assessment, which were listed in the first chapter, such as: the logical-philosophical, the communicative-progmatic and intellectual-logical approach, which were identified by Tokareva. Our task is to consider various approaches to the study of value judgments, such as George Martin and Whiton "The theory of valuation in the framework of systems-functional linguistics by Michael Holliday"; Monika Bednarek "Assessment in Media Discourse: Analysis of the Newspaper Corpus"; Susan Hanston "Corpus Approaches to Valuation". All the research presented in our work confirmed our hypothesis that the concept is not static, it will always change over time, since we have shown that the assessment category has a relative character, which depends on other conceptual objects and reveals a combination of different principles in the scheme organizations.

In the first chapter, evaluation classifications were presented, on the basis of the listed classifications, we derived and presented a table that systematizes the listed classifications and characteristics in a schematic form (Appendix A). Based on it, we will analyze the forums in the second section.

CHAPTER TWO
EVALUATION IN ENGLISH FORUMS: VERBAL AND NON-VERBAL MARKERS

Linguistic axiology is viewed as an "umbrella term", which denotes an interdisciplinary field of research that studies various manifestations of evaluation in language (Черкасов,2012). Axiological perspective of English Internet forum study implies a close analysis of both the message of the post and its emotional tone.

The results of the research showed that evaluative information in English Internet forums can be rendered via verbal and non-verbal means. Verbally, evaluative connotations are represented by lexical, syntactic and discursive means, as well as by figurative language; whereas non-verbally, evaluative meaning is conveyed through supergraphemic means and syngraphemic means.

In this chapter, we will consider the importance of internet commentaries in Internet discourse; analyze internet forums through the verbal markers of evaluation: lexical, propositional, discursive; show the importance of non-verbal means in internet communication and also analyze analyze internet forums through the non-verbal markers.

2.1 Internet commentary as a subgenre of Internet discourse

In our study, it is impossible not to pay attention to comments in the Internet space. Since comments are one of the main provisions on the basis of which the study of verbal and nonverbal assessment in Internet forums is conducted.

Internet commentary is "a special communicative genre of personal Internet discourse, which can be both factual" (to satisfy the need for communication and realize this need in a form free from obligations) and presentation (to promote the self-expression of a linguistic personality and realize this need in a free form independent of the rules of ritual communication)"(Mityagina,2012).

Sidorova gives the following definition of an Internet commentary: "a text in which the communicative action of a person is verbally defined, who demonstrates himself through the open publication of his opinion / assessment" (Sidorova, 2014).

Almost any video or audio hosting has a "Comments" section in which users share their opinions on a particular topic. Social networks also have sections with comments, which are an integral part of them, which is due to the very nature of the social network – a place where communication takes place between people of different ages, professions, activities, etc. Many researchers note the fact that an Internet comment is a verbal response to a primary text (or any other product of the network), representing a secondary text. As Savelieva defines: "These texts are mainly created by ordinary native speakers, who, due to factors such as anonymity and spontaneity of writing, openly, not covertly demonstrate their socio-political views, talk about various topics, give an assessment of the events taking place. At the same time, the result of the reasoning takes the form of a text about the text "(Savelieva, 2017).

However, the opinions of researchers on the scope of the concept of "Internet comment" differ. So, Shchipitsina suggests considering Internet commentaries exclusively in the context of the primary text, to which a secondary text appears-a reaction. In this system, the researcher separates the micro-level (the level of a separate user message, that is, a comment as such) and the macro-level (a chain of messages that relates to the source text, topic and author, limited from other discussions) (Shchipitsina,2015).

In a narrow sense, a commentary is understood as comments and explanations to a test, in a broad sense - as a criticism, an expression of the speaker's attitude, opinion and reasoning in relation to something. The genre of Internet discourse is also the speaker's reasoning, an expression of his opinion: most often it is a reaction to any content containing criticism, praise, or just a message (for example, a comment that consists of one emoji).

One of the most important features of the genre of Internet commentary is its bidirectional nature, consisting in direct contact between the addressee and the addressee. This becomes possible due to the specifics of the commentary in the Internet discourse, where the author of the content can receive feedback, communicate with readers, listeners or viewers (Abdullina, 2014).

Shchipitsina note that the terminological basis of research related to the commentary on Internet discourse has not yet been fully formed - the attention of researchers to the commentary is only gaining momentum. The problem is the very notion of a comment: in the works of linguists there are such variants, "response" (his choice is based on the belief that the comment is one of the functions of the response) and "comment", introduced by analogy with the English word "comment", which means commentary on the Internet (Shchipitsina, 2015).

Speaking about the status of the genre of commentary on the Internet, Shchipitsina defines it as "a network comment is a short message expressing the reader's opinion about various source network material" (Shchipitsina,2015).

The limited character of the network commentary is one of the possible signs of the difference between the traditional commentary and the network commentary, but it is not sufficient. Stepanova divides comments into comment-interpretation, comment-reasoning and comment. A comment is understood as "a special component in the structure of communication on information resources, entertainment sites, blogs, where everyone can enter into a discussion with the author of the text or other commentators."(Stepanova,2013)

Another classifications was presented by Barysheva, who identifies the following types of Internet comments (Barysheva,2015):

1) analytical commentary (contains the reader's observations on the text, his questions to the author, analysis of semantic successes and failures in the text);

2) the comment "emotional response" (does not contain elements of analysis, is an expression of emotions in relation to the author or the work);

3) comment -co-creation (the reader's reaction to the author's text and the desire to respond to the author in a figurative form);

4) mixed commentary (includes at least two types from the previous ones).

Sidorova identifies the following main parameters relevant for the analysis of Internet comments: pragmatic, media, structural-semantic and linguistic-stylistic. (Sidorova,2014)

Pragmatic parameters take into account the participants of communication (addressee, addresser and observer) and their intentions. If the addressee and the addresser are necessary participants in any communicative process, then the presence of an observer (a passive participant in communication) makes communication polylogical, which is one of the features of electronic communication in general. (ubid.)

Media parameters are related to the interface of the service on which the comment is posted, with its hypertextuality, multi-media and explicitness/implicitness of communication participants. Hypertextuality of a comment usually manifests itself in grouping comments around a specific topic. Multimedia is manifested in the publication of a comment not only in text form, but also in the form of a creolized text, for example, in the form of an image or video. Interactivity means that any user can join the discussion. The explicitness and implicitness of the participants means that any participant who can only be an observer of the conversation and be "implicit" can join the discussions (ubid.)

The structural and semantic parameters include the topic of discussion, the structure of the comment. The topics discussed in the genre of Internet commentary can be diverse. The structure may also vary, but usually there are mandatory characteristics: the comment field, the user name and the publication date. All other characteristics are optional and depend on the service on which the comment is posted and its technical functions. (ubid.)

The linguistic and stylistic parameters take into account the linguistic means that ensure the implementation of the addressee's communicative actions.

That is, in this sub-item we have considered the classification of Internet comments, but in general we can say that the issue of classification of Internet comments requires further development. So, the genre of Internet commentary goes back to the genre of commentary in the media, but it has fundamental differences from it: the author of the commentary is not an expert, but an ordinary user; the text is a reaction to the source material, the addressee and the addressee of the Internet

commentary can come into contact with each other. Comments are divided into interpretation comments, reasoning comments and comments.

2.2 Verbal markers of evaluation in English Internet forums

In this subparagraph, we will look at the lexical, propositional and discursive ways of expressing evaluation using the example of the Gaia forum. This forum allows participants from all over the world to reunite to discuss a variety of topics, debate, share their impressions and assess a particular current topic of discussion, for example: *"What books do you like to read"; "Favorite superheroes"; "Discussions about the Brand New World book".* Analyzing the various topics of the forums, we trace how the participants express their assessment, for example: explicitly or implicitly; in a particular comment, they give a general evaluation or a private evaluation of the subject of discussion. Also in this subparagraph, you will see how adjectives, adverbs, verbs play one of the most vivid roles showing the evaluative opinion of forum participants on the issue of discussion. In addition, how important it is to be able to read between the lines, in order to understand what assessment the forum member gives to what is happening based on the microtexts. All of these issues will be considered in the following subsections of our study.

2.2.1 Lexical.

The analyzed examples of evaluation verbalization have shown that implicit evaluative meanings cannot be expressed in words that make up the utterance itself: they can be formed with the help of the recipient's background knowledge, context, metaphors, a certain use of grammatical categories.

We considered different classifications of evaluation, based on the presented classifications, we developed an evaluation classification table. *(Appendix B)*

According to the presented table, we will analyze the following English Internet forums.

The first example of the English internet forum is taken from Gaia's forums, where millions of members gather to discuss random stuff, make new friends, complain about life, argue about nothing, laugh at dumb pictures, discuss serious

issues and/or curse like sailors. The participants of this forum and the age category are enough variable. Everyone may find any topics for discussion. This forum has different sections, for example: one of them is entertainment discussion. It includes different subforums, for instance: videos&streams; pokemon; books; anime/manga/cartoons; music; gaming discussion; computers & technology. Besides, every user has its own nickname and a photo of the cartoon character on the avatar. Moreover, each subforum has a list of topics, for example: section entertainment subforum – books What books are you reading? Each topic has its own statistics, for example: Do you like to read? There is a table of statistics
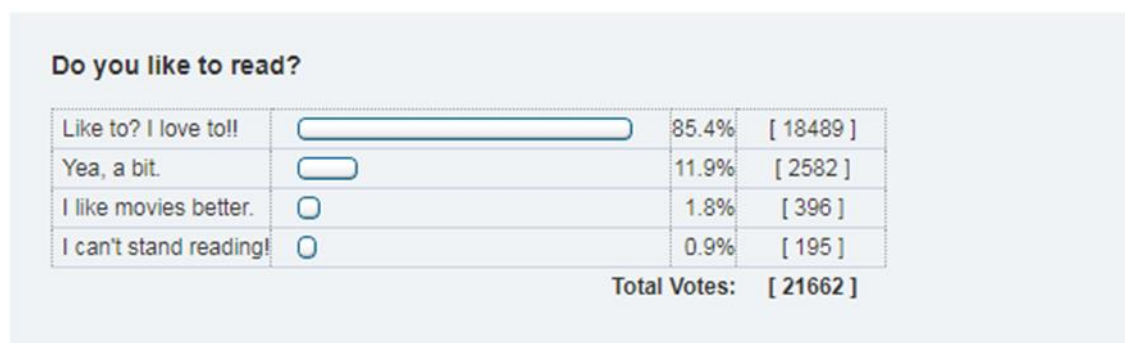
Statistics show the interest in the topic by forum participants. This statistics gives a great opportunity, for participants of forum, to find out how many common interests users have on the forum.

The first fragment is taken from the first page of Gaia's forum. Kori pookie is the user who starts talking on the topic "What books are you reading? ". According to Artyunova's classification, the user expresses general evaluation, since he gives common reasons for reading books without presenting more details about ones, for example: the plot, protagonists, antagonists and the main message of these books. According to the method of assessment this evaluation is comparative. According to Panteeva the evaluation is expressed explicitly, as one of the participants uses adjectives, the violation of punctuation and underlining the title of the book in order to focus attention on this particular user book.

According to the lexical units, we underline the following:
User compares his preferences with the ones of other forum participants, asking:

   -*"Tell me what you think and what you're reading ".*

Tell me – it is imperative form, which expresses call to join the discussion. Kori pookie gives a rational evaluation, as he only presents his interests without emotions, but Nuraeriel gives emotional evaluation, which is expressed in the verb "stuck". This verb stuck has such meaning as: unable to move from a particular position or place, or unable to change a situation, so in other words this verb carries the negative connotation, showing Nuraeriel's attitude to school curriculum, according to which you need to read a lot of books. He puts an ellipsis, thereby showing that there is a lot to be said about this. Kori uses the verb "*love to read*" to show to interest in reading. Besides, this participant of internet forum uses the evaluation connotation is expressed by the adjective "*favorite book*". This adjective is used to characterize the concrete book as something fascinating for reading. Kore uses a lot of adjectives and adverbs, for example: "*actually my first post*", in this combination of words, we observe adverb actually and first is numeral, which is expressed adjective. Using this adjective and adverb, he has intention to emphasize on the first experience to post something. The other adverb is *mostly*, describing the degree of the verb love. The next adjective, which is used by Kori, is awesome. This adjective shows, that Kore is a big fan of fantasy chronicles. The usage of not

complicated grammar testifies only to the fact that these users are adolescents since the structure of sentence is quite simple and uncomplicated by grammatical phrases and constructions.
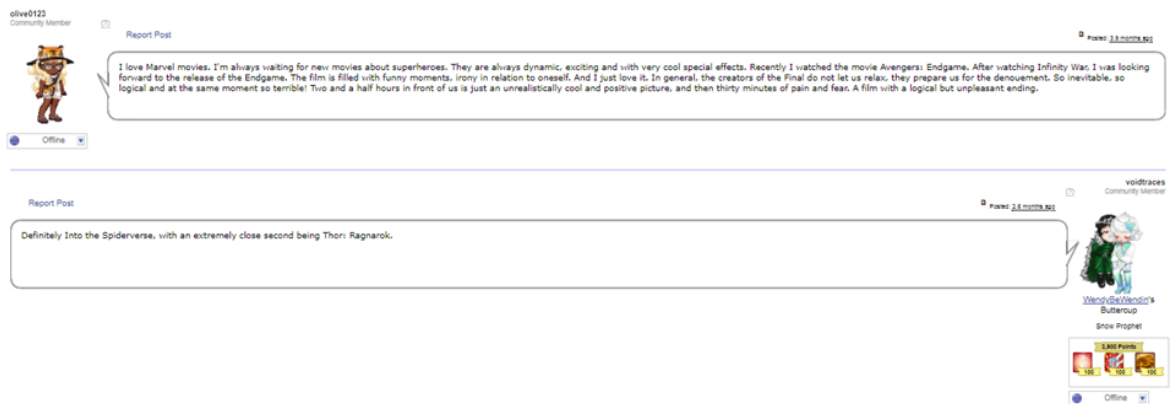

The second example of English internet forum is also taken from Gaia's forums. The topic of the discussion is "What is your favorite Superhero film?". According to the classification of evaluation, there is a private evaluation in this fragment, as user Olive 0123 assesses Marvel films. By the method of assessment, it is absolute, so there are not two objects for comparing, users only talk about their preferences about superheroes. Olive0123 expresses rational mark, so he gives a lot of proofs, which supports his point of view. According to the lexical units, we underline the following:

The participant of forum uses a variety of adjectives, for example: dynamic, exciting, cool. All these adjectives show the positive connotative meaning, which call the reader's interest to these superheroes. But there is also adjectives, carrying negative meaning, for example: terrible. Besides, the combination of adverb and adjectives: *"unrealistically cool and positive picture"* uses to strengthen the power of adjectives and show that such exciting stories do not exist. There is one more negative connotation – unpleasant ending, from author's point is the absence of happiness. Olive0123 decorates his speech with phrasal verbs such as*: look forward to, to be filled with.* The phrase *look forward to* expresses feeling excited about something that is going to happen, in this fragment there is an excitement about the end of movie. The second phrasal verb is used to express the plot of film.

Generally, participant uses complicated grammar and vocabulary, members of the forum use complex grammar and vocabulary, which denotes their erudition

2.2.2 Propositional.
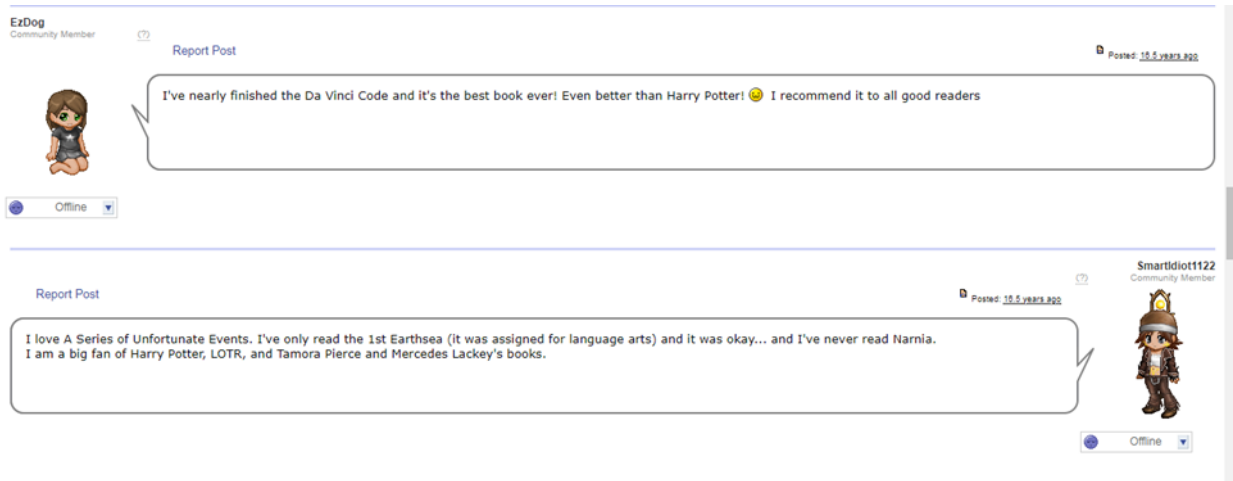
The first fragment is taken from the fifth page Gaia's forum. There is a private evaluation in these following commentaries, as private evaluations are most often explicated using evaluative adjectives, for example: *"the best"*, *"good"*, *"better"*. According to the subject matter of the question, the reaction of users and answers to the question about favorite books expresses a comparative assessment according to Artyunova's classification, since users share their impressions of the books, compare them and give recommendations on the choice of a particular book, for example: EzDog recommends "Da Vinci Code» to everyone.

EzDog convinces everyone of his preference for reading another book

- *"I've nearly finished the Da Vinci Code and it's the best book ever! Even better than Harry Porter! I recommend it to all good readers".*

And in this case, the participant gives his evaluation to the concrete book, using superlative adjective *"the best"* and comparative form *"better"* to compare two books. Moreover, the particle *"even"* indicates Da Vinci Code is extremely fascinating book more than Harry Potter, though teenagers are involved more in fantasy. According to presence or absence of an emotional component, in this fragment evaluation is emotional, since EzDog uses the exclamation mark to show

his preference Da Vinchi Code than Harry Potter. Participants explicitly express their own evaluation to books through clear formulation of their thoughts and attitudes towards a particular book. Moreover, the grammatical tenses are enough diverse, there is Present Perfect, Past Continuous, Present Continuous, inversions. The variety of grammatical tenses help users to give accurate and understandable evaluation to one or other book.

The second fragment is taken form the six-fifth page. According to axiological interpretation of phenomena, there is a private evaluation in this fragment of Internet forum. Three users share their impressions about one concrete book "Brand New World" and also evaluative adjectives are used such as *"interesting", "considering".* Gabriella uses adverb *"pretty"* in this case *"pretty interesting"*, pretty is an amplifier for adjective. According to Artyunova, by the method of assessment, absolute evaluation is used, since the discussed element is only one. The user No Pants gives negative evaluations, as it is expressed with the word expression *"go downhill",* so it means, the plot of story wasn't enthralling. The oner user Inynnet, based on the previous commentary, she will not read Part 2. According to the presence or absence of an emotional component, there is emotional evaluation. It is expressed with emoticons and usage of evaluative adjectives , which we mentioned. Participants show evaluation explicitly without giving ambiguous statements.

2.2.3 Discursive

The third example of internet forums is the passage from *"Women's world of pregnancy and parenting"* Internet forum placed in the social network "Facebook".

Clarencia Charlene Robinson: *"Have anyone ever had the genetic testing done before. A test that shows what your having through blood work? If so how accurate was it ! I just refuse to accept the fact that I'm having another girl😫 what ima do with 3 girls !! 😂😂"*

Katie Speet: Oh girl I'm on my 4th girl come the end of December. Lol excited, but I'm more scared than you! 💖

Tysha Jane: *"I'm having my 3rd girl too* 😬*I'm scared hahaha! "*😂*".*

Rebecca Kirby West: *"Remember that the His DNA is what determines the sex of the baby so you can blame him lol. But God knew you could handle three beautiful mama".*

Chris Mortimer: "How can you teach your child, if you can't write down correctly😵*".*

Monica Grace: "If you don't check the sex of her child TWICE, you'll buy a pig in the poke."

Mary Romine: Lol genetic testing is RARELY wrong girl! 💕💕💕

The participants of this forum are mothers from English-speaking countries. Pregnant women share their experience about their pregnancy, about its difficult stages, ask for advice and give it to each other. Besides, the English women share their experience of raising children. This fragment describes the woman's emotional state, when she learned about the sex of her child. This fragment is full of the emotion icons, aiming at expressing Clarencia's emotional state.

According to this example, the verbal marker of evaluation is discursive, specifically it is microtext. The microtheme of this fragment is about the accuracy of DNA test. All the discussions and commentaries are connected with only one exact problematic question. According to Artyunova, there is a private evaluation, so it is associated with one specific property of the subject of assessment and also

this fragment describes the concrete situation about DNK test and the clear question, so in other words this example demands concrete and accurate comments and the ways how to overcome this problem. In this case, it is veracity of DNA test. By the method of assessment it is a comparative assessment, in this case users of this forum compare Clarencia's experience with their own one. Katies Speet uses comparative adjective «more scared» to show the difference in the emotional state with *Clarencia Charlene Robinson.* According to the presence or absence of an emotional component, there is emotional assessment in this fragment. This assessment is based on the emotional impression from the subject of discussion. According to this English internet form, there are many evaluative connotations in user comments, for example: *"so you can blame him lol"*. According to Rebecca's comment, she expresses her sarcasm relatively I only trust DNA test, so the word lol demonstrates her attitude to the concrete situation. Monica expresses accusations using idioma "pig in the poke", meaning to buy something without verifying its contents or value first. As the author of the post as users express a free point of view clearly and understandably, without giving any additional contexts or connotations. Chris Mortimer expresses her disrespect to Clarencia because of her illiteracy using emoticon. Based on the examples above, we came to conclusion, that evaluation is expressed explicitly, the members of forum pull no punches each other, using extreme adjectives, exclamations sentences and rhetorical questions.

Verbally and non-verbally, it is manifested through a variety of contracted forms, exclamation marks, inversions, emoticons, abbreviations, elliptical sentence. The absence of the question mark in the first sentence suggests the idea that Clarencia is sure about the answers for her question. Her grammatical inaccuracies evoke a negative verbal assessment of users. For example, Chris Mortimer's in her comment uses laughing emoticon, expressing self-irony. Mary Romine pays user's attention to the word rarely, as it is highlithed with caps lock for better understanding of the dna inaccuracies. Tysha Jane feels the same as Clarencia and believes that having 3 girls is tortures. Rebecca Kirby West uses *"lol"* (laugh out loud). Generally, LOL is used in text-based communication to express amusement.

It's one of a few common Internet acronyms that convey laughter. The last talker expresses verbal aggression, which is underscored by capitalization (*TWICE).*Moreover, she used the obscene phraseological unit, equating a child with a pig in a poke. It is important to note, that the verbal aggression render rudeness in speech; in turn language means illustrate negative emotional-evaluative attitude of speakers towards each other.

2.3 Non-verbal markers of evaluation in English Internet forums

The Internet space at the present stage of development forms new communicative practices, strategies of interaction of participants, implemented in the modern communication space through Internet forums. As you know, the Internet forum is a space where verbal and nonverbal ways of expressing assessments are combined. As Kreidlin notes" "the nonverbal component of communication is one of the most important areas of the functioning of signs and occupies a significant place in human life and society" (Craidlin,2002).

The problem of studying nonverbal communication in mediated communication is relevant for linguists. Researchers have repeatedly noted emoticons, or "emoticons", as a means of nonverbal communication. Emoticons are a stylized graphic image of a smiling human face. It is traditionally depicted as a yellow circle with two black dots representing the eyes and a black arc symbolizing the mouth. The word smiley is often used as a general term for any emoticon. The emoticon, in turn, is a pictogram depicting an emotion. Consider as an example emoticons, which are a means of nonverbal communication in mediated communication. Smiley "smile". It has a different graphic image in social networks and messengers, but its value remains unchanged. The smile "smile" does not need to be explained, because it is easy to interpret and is perceived by the communication participants in the same way.Its use is multifunctional: "smile" helps to share a good mood, soften a serious conversation or show the interlocutor your disposition. Proved it Dr Owen Cherchez, a scientist at the Flinders University School of Psychology in Adelaide, who has researched

the perception of emoticons.As a result of the study, it was found that a person who looks at a smiling smile activates the same areas of the brain as if he saw a real smiling face.

"Tears of joy" can be used to depict the highest degree of manifestation of laughter as a response to a joke. In addition, the smile may have a connotation of irony and self-irony

After analyzing the use of emoticons in social networks, we come to the conclusion that emoticons are a universal means of nonverbal communication, since their increasing number and ubiquity of use allow them to be used as an expression of emotions in a variety of speech situations.

There are also "stickers– - graphically images that allow you to express emotions and convey mood. It is believed that stickers are a logical continuation of emoticons, but with a more colorful implementation.Stickers express complex emotions that are able to notice words and even actions within the framework of indirect communication.

In addition to emoticons and stickers, there is such a means of nonverbal communication as a "meme". The concept of a meme was proposed back in 1976 by evolutionary biologist Richard Dawkins, who considered a meme as a unit of cultural information that can be expressed as any idea, symbol, manner or mode of action, consciously and unconsciously transmitted by people through speech, writing, video, rituals and gestures.Dawkins compared all cultural information, consisting, in his opinion, of memes, with biological information, which consists of genes, therefore, memes, like genes, are subject to natural selection, mutation and artificial selection. (wikipedia)

At the moment, memes have become an integral part of popular culture.It should be clarified that when talking about memes, or, as Internet users began to call them, "memas", "memchiki", it means not so much a cultural code as funny

images with some kind of postscript.The use of memes at the moment is for entertainment purposes. Considering memes as a means of nonverbal communication, we mean those speech situations when a participant in communication shares a graphic image (meme) expressing some emotion instead of formulating the same using speech. Memes can also replace some replicas.

The last, most interesting, in our opinion, method of nonverbal communication is punctuation and graphic design of the text. We should immediately note that we consider this method of communication exclusively within the framework of informal communication. This clarification is important because business correspondence exists for other purposes and sets other tasks for itself; informal communication, unlike formal communication, does not have strict regulations, serves for personal communication in which the expression of feelings and emotions is permissible, which means that it is in informal communication that nonverbal communication is possible.

In the modern world of Internet communications, punctuation marks can be a means of expressing non-verbal communication. Interesting for analysis, we highlight the following :

- ✓ end of sentence signs;
- ✓ redundancy of exclamation and question marks.

A dot is understood as a punctuation mark separating the finished part of the text, as well as used in abbreviated spelling of words. In modern Internet communication, the meaning of the point is reinterpreted by users. There is a tradition in the Internet space to use emoticons at the end of a sentence in order to demonstrate their disposition to communicate. The same function of emoticons is most often replaced by brackets, as well as a punctuation mark, which is a simplified version of a smile. The use of a bracket as an image of a smile has become commonplace, so the absence of one causes difficulties for users to perceive. Messages devoid of parentheses are perceived as neutral, but the

presence of a dot instead of a parenthesis or a smile can give the statement a connotation of aggression, resentment, unwillingness to talk. At the same time, studies of the dot, not the smiley, cause a negative reaction from users.

As for exclamation marks and question marks, in case of their excessive use, we can say that they are used for:

- ✓ attracting attention
- ✓ additional emotional coloring
- ✓ emphasis on content

In addition to punctuation, the means of nonverbal punctuation is the graphic design of the text. By the design of the text, we mean additional tools that can transform the text, in particular, the use of the upper case of the keyboard. Uppercase looks like writing all letters in lowercase. The use of uppercase writing of all letters is possible by pressing the "Caps Lock" key. Many modern authors use upper case in the design of literary texts, which certainly helps to focus the reader's attention on certain words. The same thing happens in indirect communication, the upper case is widespread in personal Internet correspondence. Upper case is used, as a rule, in two cases: to attract attention. To simulate a scream during a conflict .

Having studied the actual means of nonverbal communication in mediated communication, we can conclude that over time they transform, acquire new meanings; their meanings in many cases are known to each participant of the conversation.It was also found out that certain means of nonverbal communication are not always unambiguous and often need to be clarified.

2.3.1 Supergraphemic

Supergraphemic means in most cases convey the phonetic component of speech: a change in intonation, pauses, accents on certain parts of the utterance. Next, we will look at examples with supragraphemic means as a way of expressing evaluation in English-language Internet forums.

This fragment is taken from the Gaia forum. The problematic question is "What's your favorite horror film?". There is private evaluation, as participants of this forum discuss Marvel superheroes. AlexSlater1234567 begins his comment with an indirect act of expressing the emotion of surprise: *"It's not really mature for you age no?"* and then, using the tactics of direct assertion, he explicitly expresses his position that being fans of Merlow films, namely Betman and Superman, is very childish. Expressing his personal pronoun *"you"* position, indicating that he is addressing today's comic book fans. Also, in order to be more convincing, the user highlights the *"NEVER"* caps lock token, thereby showing that he is sure that Jounouchi_1 will never fit into the crowd of comics and superheroes. But also AlexSlater1234567 gives advice expressed if, what to do to become one's own in this environment of comic book fans. In addition, his advice is expressed by the imperative form of the verb learn. Through the entire comment of AlexSlater1234567, there is a wild desire to convince other participants of this negotiation of his rightness, namely, he uses the negative pronoun *"NOBODY"*, caps lock is highlighted, thereby showing his manipulation on other forum participants, expressing it in not accepting the admiration of the participants of the Australian actor Heath Ledger, who played the main role in the Joker movie. In

order to defend his point of view, Jounouchi_1 uses three question marks, thereby showing his indignation and misunderstanding of such a negative assessment of his choice. In addition, using a crying smiley face, expressing his resentment and sadness at another forum participant.

In general, forum participants explicitly express their assessment of what is happening, without hesitating in expressions, especially AlexSlater1234567, who used words that carry a negative connotation, for example: *"junk", "fluff", "snooze"* and also the verb *"waste"*, which already contains a negative assessment of what is happening.

This fragment is taken from the Gaia forum.There is a variety of sections in it. One of them is entertainment. There is a list of actual questions in this section. One of them is "What is your favorite sport?". StatusFox tells the forum rules that participants should follow. He highlights one of the rules in bold in order to draw the attention of the participants to this particular point. Jackop's commentary is written in small letters, but it was the word football that he capitalized, thus highlighting it as a favorite sport and also used an emoticon to confirm his positive attitude towards football. NZane is also an avid soccer fan, as the words soccer are written in caps lock and are followed by a lot of exclamation marks to draw

attention. The repetition of letters adds an emotive flavor, as in this case of *"WOOOOOOOO",* expressing admiration for the sport or part of the chant on the football field. Another user wrote all the words caps lock, thereby creating the impression of screaming words of delight from football, also expressing their emotions with exclamation marks. Emoticons were not used, but omg was used as a substitute for emoticons, which is used to express surprise, excitement, disbelief.

In this fragment, various supergrapheme means were used, such as: redundant exclamation marks, emoticons and font variation of the text. These tools help to reinforce the evaluative opinion that participants expressed with both positive and negative connotations.
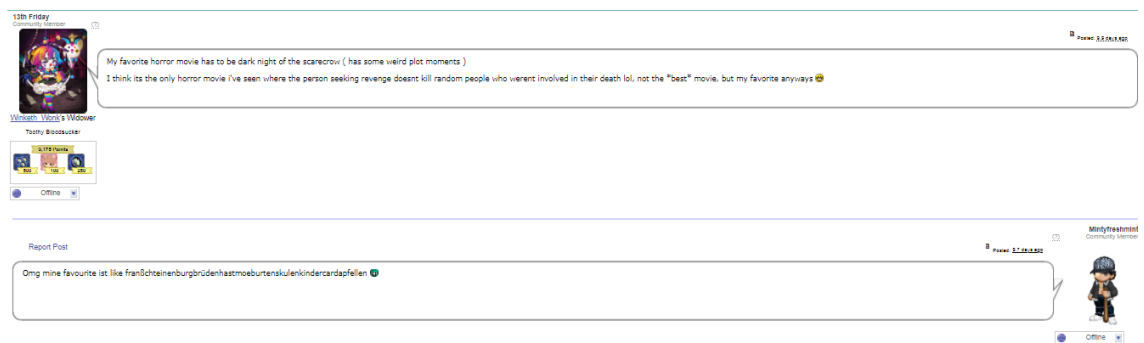
The next passage is taken form th Gaia forum.The subject matter is the the favorite horrorr film. There is a private evalution in this fragment. It is expressed by the exact examples of horrorrs. The nickname of the participant *13th Friday* suits to the topic. He clarifies the description of any horror movie in parentheses, giving more explicit evaluation. In one of the sentences he uses the acronym lol in a sarcism context, which means mock the plot in the film. There is a superlative of the adjective *good:"best".* This adjective is enclosed in optional quotes, which is empasized, that this supertalive adjective isn't used to espress positive connotation, but negative connotation with a touch of sarcasm. There is an ironical emoticon which helps to understand better the emotional state of participant. The other participant expresses his emotionts not only through emoticon, but contraction *omg,*which is expressed shocking reaction at the previous replica.

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Remote Jobs   Telecommuting and Working Remotely   Software Engineering Career Advice
+6

I am a software engineer looking to find a remote job with a company in the USA. What is some advice for me?

Answer   Follow · 289   Request   2

Navneet Mishra, former Digital Marketer
Answered Jul 4

I am Digital Marketer, I worked 1 yr with **Australian company**. I got this job in Linkedin.

171,219 jobs are available in USA for software Engineer you can see results below at the top left.

If you are looking for remote job from USA based company then they will check the only one thing on you if you have already good knowledge on your field.

The one thing is **TRUST**

Here is the exact method —

Step 1 — create linkedin profile if you have not create yet and make good portfolio there(you can check out my also — inavneetmishra).

Step 2- Published some thoughts on your post.

Step 3- Find companies in which you are interested in on search 🔍 box.

Step 4- Send a message to their HR about yourself and why you are interested in that company.

Step 5- You can also apply directly by choosing jobs section and filter it into country and choose software engineer and filter out remote only.

One more fragment is taken from Quora. It is a Q&A platform that empowers people to share and grow the world's knowledge. People come to Quora to ask questions about any subject, read high quality knowledge that's personalized and relevant to them, and share their own knowledge with others. Quora is a place to share knowledge and better understand the world. We present you with a list of rules that you need to follow:

✓ Ask a question and get helpful answers

- ✓ Follow topics and browse quality content
- ✓ Learn from credible people with first-hand knowledge
- ✓ Answer questions and share your knowledge with the world

The subject matter of this discussion is search for remote work.There is a private evaluation, as the subject-matter is concrete, demanding not only "good/bad" evaluation, but more detailed information as for the concrete theme. Navneet Mishra sahres his experience emphasizing his evaluation through bolt *"Australian company"*, expressing pride in where he works. He gives rational mark, as his evaluation of this company relies on statistics. He highliths the word "trust" not only in Caps Lock but also in bold, pointing it is the basis of getting job. Moreover, the words: *"step 1, step 2, step 3, step 4"*in bold in the text for focusing on the order of steps.

In this fragment, the participant expresses their neutral evaluation of what is happening, sometimes highlighting certain words to focus attention.

To sum up, the participants doesn't express their negative atittide to each other's point of view, but show their evaluation directly and explicitely, using acronym, emoticons and optional partentheses.

2.3.2 Syngraphemic

In addition to supragraphemic means, syngraphemic means are also singled out in English Internet commentary, which are unregulated punctuation rules. They are excessive punctuation, ellipsis, optional quotation marks. Thanks to syngraphemic means, the author can convey the intonation pattern of speech.
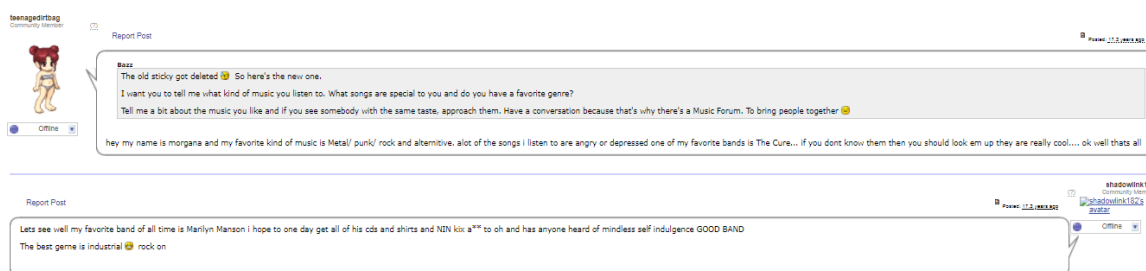
The fragment is taken from the same forum(Appendix 9).Favorite song, band and genre are discussed in this forum. Bazz uses emoticons to show emotions more explicitly. The second emoticon is friendly, which provokes other participants share their musical preferences. Teenagedirtbag uses ellipsis to give an opportunity to other participants guess, what the musical band is. What's more, she uses phrasal verb *look up,* but uses after verb "*look em''. This "em''* expresses her uncertainty about how to rate this group. After adjective cool she uses again ellipses thereby focusing on her pensiveness. Shadowink 182 uses asterisk to replace letters or letters in a word in order to avoid the use of abnormal vocabulary, for example: "*a***". Besides, *GOOD BAND* is written caps lock*,* expressing admiration for this musical band. The participants proves, that the best genre of music is industrial, using emoticon. It makes his speech more alive and positive.

Generally, there is private evaluation, as music is a concrete topic for discussion and participants share their preferences with each other, assessing one or another musical band. A lot of informal lexes are used in the forum, which is a sign of teenager's communication. Grammar is enough simple and plain this fragment.
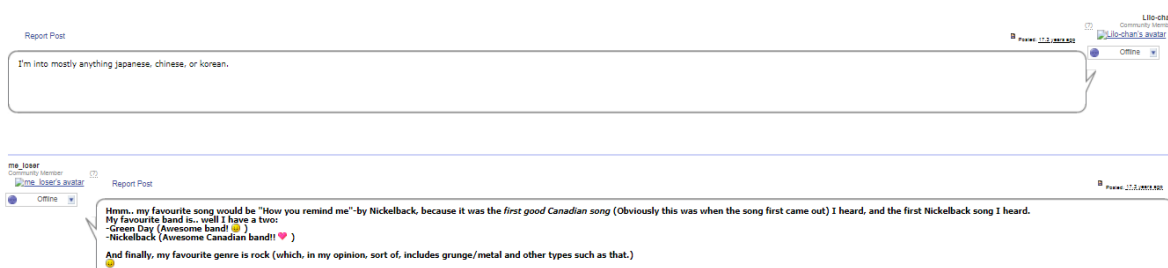
The second fragment is taken from the same passage (Appendix 10). The participants are discussing their preferences in music. Me_loser's comment is highlighted in black which in itself grabs the participant's attention. First of all, his first word is "*hmm…*" talks about his uncertainty about the answer. He uses ellipsis to give himself to think. Second of all, there are a lot of additions are used in the brackets. The participant gives the exact and explicit estimate, backing it up with additional facts about a particular song. When choosing a favorite musical group, the author expresses thoughtfulness in ellipsis. Talking about favorite genre, he again expends his own answer using brackets. According to the me_loser's comment, he gives explicit evaluation based on their knowledge of the origin and history of a particular song or group. Besides, he uses a lot of emoticons, for example he uses pink heart to express his excitement about Nickleback. Moreover, he is a big fan of this musical band, expressing his preference to this band, not only through emoticon, but also exclamations and positive adjective.

So, according to this fragment, one of the participants is enough calm person, and another one is extrovert, who is extremely emotional person, evaluating musical preferences, he very vividly expresses his thoughts using non-verbal markers.

Dianne Dawson, Business Growth Coach

Answered Jan 17, 2019 · Upvoted by Wendy Harrison, MA Psychology & Counseling, Pepperdine University (1989) and D'Ann Dziuba, PsyD. Psychology, University of Colorado at Colorado Springs

Here's how I handled those calls... plus **the second half of this is a horror story** *of what happens when managers don't believe employees when they call in sick.*

As a manager and later as a Department Head – including when I was Director of Human Resources for two different companies - if one of my employees called in sick, I accepted that statement "as is".

I would thank them for letting me know, ask them if there was anything I could do and ask if there was anything I needed to take care of or be aware of on their behalf while they were out.

I then said something along the lines of "take care of yourself".

It's important to treat people with respect. The person who is calling you has already assessed that they are not feeling well and they require the use of a sick day. *What is the purpose of probing?* I'll answer my own question and then you'll see why I don't do it.

The only reason to probe for more details before accepting their statement and moving on, is so you can **judge** whether or not you **agree** with their assessment and their chosen action (taking a sick day).

This example is taken from the forum Quoara. The participant of this forum gives absolute evaluation, telling her own story. There is a rational evaluation, as Dianne Dawson shares her experience based on the the norms of the labor code. The participants uses ellipsis thereby expressing thoughtfulness over this issue. Moreover, the participant uses bold and italic type in order to attract the attention of other participants in the discussion. Besides, she uses "as is" in this sentence:

"As a manager and later as a Department Head - including when I was Director of Human Resources for two different companies - if one of my employees called in sick, I accepted that statement "as is".

She uses the optional brackets to express the neutral evaluation to this situation, since in this situation she does not consider taking sick leave as a problem and refers to this to the work process. There is one more word expression, which is taken in the optional brackets "take care of yourself". She uses this phrasal verb in the optional brackets to express a speedy recovery. Dianne Dawson focuses on two verbs, making them bold: *"judge" "agree"* thereby giving a contemptuous assessment of the head who does not trust their employees.

So, the participant of this forum expresses his evaluation through: ellipsis, optional brackets and bold.

Conclusions to Chapter Two

A comment is a text that verbally defines the communicative actions of a person who demonstrates himself through the open publication of his opinion / assessment. It was found out that it has a bidirectional character, consisting in direct contact between the addresser and the addressee. We have reviewed various classifications and concluded that they require further development. Since there is no one general classification of Internet comments that would include comment parameters.

We also presented verbal evaluation markers, such as lexical, propostional and discursive.Based on the analysis of the forums, we came to the conclusion that most often the evaluative opinions of the participants of various discussions were expressed through the superlative and comparative forms of adjectives,for example :*"better", "the most interesting", "the best"* and etc.Adverbs were also used in order to strengthen the meaning of the adjective, for example: actually, mostly, highly and etc.In addition, we noted that the imperative mood of verbs is used in order to call for discussion of a particular problem. We analyzed the phrase and concluded that forum participants use them to express their negative assessment, for example: "go downhill".This phrasal verb in the context of discussions was used as an expression of a negative assessment about the uninteresting content of the plot of the book.There was also a phraseological phrase *"a pig in the poke",* which carries a negative connotation of what is happening, in the context of an unpleasant surprise.

We analyzed the variety between emoticons, stickers and memes. We came to the conclusion that emoticons are a universal means of nonverbal communication, since their increasing number and ubiquity of use allow them to be used as an expression of emotions in a variety of speech situations.

Based on the investigated form "Gaia forum", we considered phonetic-graphical means of expressing evaluation: supragraphemic and syngraphemic.

Forum participants very often resorted to the use of supragraphemic means to express the phonotic meanings of the message, which cannot be expressed due to the impossibility of exchanging voice messages.We have traced the trend of the most popular supragraphemic tools in the Internet space, such as:

➢ font variation of texts in internet comments;
➢ the acronym "Lol" was used to express sarcasm, expressing a negative assessment;
➢ asterisk, used by participants to replace profanity;
➢ repetition of letters;
➢ emoticons, most often laughing from tears or just a smile;

Thus, supragraphemic means of expressing evaluation are auxiliary and either help to strengthen the evaluative component of the utterance, or express it implicitly.

Syngraphemic means - unregulated punctuation rules, namely: excessive punctuation, ellipsis, optional quotation marks.We analyzed the Internet comments of forum participants and came to the conclusion that excessive punctuation of exclamation marks was most often used, since the fact that participants could not convey their indignation, joy or appreciation of condemnation, they conveyed graphically.We also noticed that the ellipsis is popular among the participants of the Internet space.The reason is the inability to express their opinions in full or to let other forum participants guess what will be discussed in the comments.

Based on the above, we came to the conclusion that in order to more accurately express their evaluative opinions in writing, forum participants resort to using phonetic and graphic means in order to make their conclusions understandable to the perception of other participants.

GENERAL CONCLUSIONS

Internet forum is an independent website or section of a website and an asynchronous communication tool that has no analogue in other areas due to the fixed form of speech. One of our objectives was to explore the functional and stylistic features, so forum has its own distinctive functional and stylistic feature, such as:

- ✓ asynchronous virtual polylogue;
- ✓ special types of addressing;
- ✓ polythematic nature of communication;
- ✓ hierarchy;
- ✓ status of communication;
- ✓ relative isolation.

Multimodality is understood as a description of the general laws and rules of interaction in the communicative act of verbal and non-verbal signs, the connection of various codes for presenting information. Multimodal understanding of information is interdependent, namely, all components of communication are interpreted collectively and recursively, since the meaning is constantly being processed and modified.

Within the framework of the conducted research, the concepts of "evaluation category", "evaluation" were studied and the approach to its study was considered; the typology and structure of evaluation and ways of expressing evaluation were considered.

In the process of considering approaches to the study of assessments, it was revealed that there is no basic classification of assessments, since they are based on various grounds, such as axiological interpretation of phenomena, the method of evaluation, the presence or absence of an emotive component, a subjective or objective component. The structure of the assessment includes the objective

elements (subject, object, content and basis of the assessment). The ways of expressing the assessment are diverse and can use units of all levels of the language. Most often it is a lexical level, or a combination of means of different levels. Based on that we presented you a systematic clasification of the evaluation. This classification became the basis of our analysis of Internet forums.

We conducted an analysis of Internet forums such as: "Women's world of pregnancy and parenting", Gaia forum and Quora. During the study, it was revealed that both positive and negative evaluation is verbalized in interns forums. In addition, the main type of assessments identified in the material is a private assessment. So, as a private assessment is related to one specific property of the subject of assessment, as it was presented in Internet forums.It is expressed by evaluative adjectives or nouns, since only they can give the necessary information to classify it into different types. Most often, in our example of an Internet forum, there was an individual assessment, since mostly forum participants gave an assessment based on their own experience and through the prism of subjectivism. But also, in some cases, a general assessment was presented, for example, one of the forums was to tell about a favorite book. In this case, it is not required to report anything about the details and properties of the evaluation object and is most often verbalized using the lexemes "good/bad".

During the analysis, we identified the main means of expressing evaluation, which can be divided into two groups: lexical-syntactic and phonetic-graphic.

Lexico-syntactic means of expressing evaluation include lexemes with connotative components and various syntactic constructions.Most often, lexemes are evaluative adjectives and nouns that convey a positive or negative assessment. It was also found out that the adverb is used to strengthen the adjective.

Phonetic and graphic means most often enhance the already existing evaluative component with the help of expressive means of language.This subgroup

is divided into supragraphemic and syngraphemic means. Supargraphemic means to a large extent convey the phonetic side of speech and include font variation, word shortening and emoticons. Syngraphemic means are unregulated punctuation rules and convey the phonetic side of speech and ironic subtext. These means are excessive punctuation, quotation marks and ellipsis.

РЕЗЮМЕ

В інформаційному світі, інтернет відіграє одну із найголовніших ролей, не тільки через необмежений обсяг інформації, але й через можливість спілкуватися в різних інтернет спільнотах, що й призводить до формування культури Інтернет-комунікації, що пливає на розвиток та зміну мови,що її обслуговує. Відповідно, майже всі члени сучасного суспільства залучені до міжнародної системи інтернет-комунікації.

В сучасному світі категорія оцінки набуває величезного значення, тому що в ході світової глобалізації та повсюдного поширення глобальних комп'ютерних мереж людей мають доступ до оцінних міркувань мільйонів користувачів. Зокрема, оцінка – дистинктивною рисою інтернет простору, зокрема інтернет форумів. Інтернет форуми – стали дуже популярні зараз, оскільки більшість щоденниих питань, можна вирішити, лише зайшовши на форум та запитавши учасників. Звичайно, поради або обговорення, які відбуваються на форумах, не можливо уявити без оцінки. Учасники інтернет форумів так чи інакше виражають свою думку через призму об'єктичної чи суб'єктивної оцінки.

В нашому дослідженні ми аналізуємо інтернет форуми з точки зору вербальних та невербальних засобів та звертаємо увагу на те,яким чинном виражена оцінка в тому чи іншому контексті інтернт форумів.

Магістерська робота складається зі вступу, двох розділів з висновками до кожного з них, загальних висновків, резюме українською та списку використаних джерел.

У першому розділі праці було дослідження явище інтернет-форум та його функціонально-стилістичні особливості. Було визначено сутність поняття оцінка, оцінність й категорія оцінки та розглянуті різні класифікації оцінки.

У другому розділі праці визначено поняття інтернет коментар та досліджено вербальні та невербальні засоби вираження оцінки в інтернет-форумах.

Ключові слова: *forum, evaluation, the category of evaluation   internet-commentary, supergrapemic, syngraphemic.*

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The classification of evaluation

Ways of expressing evaluation

phonetic-graphic

lexical-syntactic

According to different authors

According to Artyunova

Presence or absence of an emotional component

rational

emotional

Axiological interpretation of phenomena

By the method of assessment

General evaluation

Private evaluation

Comparative

absolute

According to Panteeva

explicit

implicit