

Viewpoint phenomena in academic discourse: A Cognitive Linguistics account

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This paper is concerned with the linguistic expression of viewpoint in academic writing. Traditionally regarded as a highly impersonal type of discourse, academic prose has, in the last two decades, increasingly drawn the attention of researchers exploring manifestations of author subjectivity, and a growing body of linguistic research has demonstrated that research articles, monographs, university textbooks, etc. are far from objective or "faceless" acts of communication (Hyland 2005). Although this should be hardly surprising in view of the perspectival nature of meaning posited as one of the fundamental tenets of Cognitive Linguistics (Geeraerts & Cuyckens 2007: 5), there has been little CL research into the subjective aspects of meaning in academic writing, with the existing studies mostly focusing on metaphor and metonymy. Yet, as noted by Dancygier (2016: 287), "viewpoint becomes a concept as indispensable as the cognitive linguistic reliance on the body." Therefore, since CL is particularly well suited to the study of viewpoint-related aspects of linguistic meaning, my paper seeks to redress this situation by proposing a CL account of several types of viewpoint phenomena typical of academic writing.

Apart from the already much-discussed issues of epistemic modality and evaluation, the paper will address, *inter alia*, the use and semantic structure of the so-called abstract rhetors (Halloran 1984), as in *The analysis shows that...* or *This paper investigates the problem of...*, and manifestations of authorial presence in the text, along with the various grammatical means of giving it more or less prominence. The discussion will be based on the conceptual framework offered by Cognitive Grammar, including such notions as perspective, prominence, subject-setting construction, subjectivity and subjectification (Langacker 1987, 1991, 2002).

The semantic phenomena subsumed under the model of viewpoint delineated in the talk will be illustrated with authentic language material from English articles and monographs in linguistics. Where pertinent, examples will also be provided from Polish translations of English texts to show the significance of the topic for CL-inspired research on viewpoint shifts in translation.

The discussion will, hopefully, demonstrate the relevance of CL research into viewpoint phenomena in academic discourse in general, spark greater interest in this area of study and suggest possible lines of investigation.

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