



# STUDYING STRATEGIES TO ENHANCE INTEREST IN TEXT FROM A LINGUISTIC PERSPECTIVE

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## Abstract

*This work will focus on text-based interest, which may be found in this article using a linguistics method. The principles of linguistics of emotions, which integrate the findings of language and psychology studies, provide the groundwork for this strategy. The paper delves into the linguistic methods of text-based interest analysis and how they relate to interest's function in interactive instructional discourse. One definition of active, emotion-evoking discourse is the communicative scenario in which an informative text piques the reader's curiosity. The speaker's goal in adopting interest-evoking rhetorical tactics—that is, strategies for generating texts to evoke the audience's attention—is to "evoke the recipient's interest" in this particular discourse. Applying techniques from communicative-functional linguistics, we may analyze these systems. First, we can pinpoint specific tactics with the use of these methods. The essay uses two such systems—text dialogization and contextualization—in Russian textbooks as an example. Second, to implement these tactics, the communicative-functional approaches show the most important ways of using language and producing finished content. We think these methods are what people mean when discussing the concretization of text content, developing text emotiveness, and forming text dialogicity.*

## Keywords

*Emotiology, emotive discourse, expository text, interest.*

## INTRODUCTION

Psychologists define interest, or curiosity, as a pleasant feeling associated with a person's need and drive to learn something new about something and want to engage. To a certain extent (Izard, 2007; Silvia, 2017). Because the feeling of interest "continually influences mental processes" (Izard, 2007), "creates the psychologically comfortable mode of mental work" (L. P. & P. N.) (Kholodnaya & Gelfman, 2016), and represents the beginning stage of the development of individual interests (Renninger & Hidi, 2019), it is widely acknowledged that it plays a significant role in the process of learning. When completing training activities, learners' attention spans, learning objectives, activity self-regulation, and mental strategy selection are highly impacted by their level of interest (Ainley, 2017; Renninger & Hidi, 2019). Because reading is one of the most popular ways for students to acquire knowledge, an increasing number of specialists have argued that the expository texts included in school textbooks must be exciting and understandable; in

other words, they should pique the reader's attention. (2016) According to Kholodnaya and Gelfman.

### **Problem Statement**

According to research by psychologists (Ainley, 2017; Schiefele, 2009; Silvia, 2006), around twenty textual features might pique the reader's interest in an explanatory text. The experts have tried to identify a few fundamental ones, and these typically include things like freshness, Coherence (i.e., clarity, applicability, lack of structure), vividness (i.e., imagery, suspense, unexpectedness), concreteness, substance, and exciting themes (such as death, power, sex, etc.). A quick summary of the research on "interesting text" was provided by Schiefele (2009): "well-organized and comprehensible texts with concrete, surprising, and vivid information enhance text-based interest" (p. 199).

Therefore, psychologists consider text features (novelty or ease of comprehension) dictated mainly by the text perception environment. Consequently, these lists are frequently supplemented with textual attributes like familiarity, prior knowledge, reader goals, etc. (Silvia, 2006). P. J. Silvia also pointed out that many distinguishing features of the text were inferred from assumptions and gut feelings rather than being explicitly stated.

It is worth mentioning that the most noticeable aspects of "interesting text" are features of the material itself. Building a mental picture of the text's content is typical of how readers process literature. Meanwhile, as pointed out by Hidi and Baird (1988), this method fails to differentiate and characterize genuine "interest-evoking rhetorical strategies" (p. 480). Two sorts of text-based interest have been recognized by Hidi and Baird (1988, p. 470): "knowledge-triggered interest" and "value-triggered interest," both of which can be employed in expository texts. Two methods work here: one aims to fill a text with fresh, surprising (from the reader's perspective) information, while the other explores different ways to make what is there more relevant and significant.

### **Research Questions**

- 1-In the context of emotional conversation, what function does interest serve?
- 2-What part do rhetorical methods that attempt to pique the reader's interest play in expository writing?
- 3-Using linguistic approaches, what are some ways that we might examine text-based interest?

### **Purpose of the Study**

The research aims to substantiate a different methodological stance, which is linguistically based on the principles of emotion linguistics (a term coined by the Russian linguist Shakhovskii (2008) to describe this area of study).

## **METHODS**

Among the methodologies utilized in this investigation were linguistic communicative-functional methodologies and discourse analysis methodologies.

### **Findings**

#### **Interest and emotive discourse**

The communicative-functional method of linguistic data analysis has long been associated with emotional linguistics (Shakhovskii, 2008). According to this method, the new discourse-pragmatic approach to emotion is the anticipated outcome of the rapid development of emotiology (Alba-Juez & Larina, 2018; Alba-Juez

& Mackenzie, 2019). Emotional discourse, which Koschut (2018) defines as speech that contains "some affective content or effect," is therefore essential to the current research that is being conducted in this topic. In-depth discussion of feelings, an emotional discourse, and an emotion-evoking discourse are the three forms of emotive discourse that Katriel (2015) calls "emotionally laden discourses," they illustrate three common instances of emotional and verbal engagement.

According to Alba-Juez and Larina (2018), the first two types convey emotions as distinct information or "interpersonal meanings" in language. According to Piotrovskaya (2015), "a description of emotions in speech" is the standard term used in Russian emotiology when referring to a discourse on emotions (p. 780). Emotionally charged events or descriptions of feelings are common in this type of speech (e.g., He feels sad). The outward manifestation of feelings is at the heart of an emotional discourse. As previously mentioned, this emotive discourse has several subtypes based on how emotions are expressed. One kind of emotional communication that has not yet gotten much attention is discourse, which evokes emotions but is not necessarily tied to transmitting emotions as data. This kind of discourse may not have any "affective content." Scholars and thinkers have pondered the art of persuasion through language throughout history. Psychologists and psycholinguists have researched text emotiogenicity, which is influenced by the content of the text (including emotional elements) and the circumstances of text perception, such as the recipient's personality and the communicative context (Shakhovskii, 2008). Current psychology study is mainly focused on exploring the emotiogenicity of expository writings. The proposed linguistic strategy focuses solely on studying verbal methods of emotional influence to "arouse the recipient's interest." These approaches are considered to be interest-provoking rhetorical strategies identified as a "strategic tool" in emotional pedagogical discussions, with the goal of enhancing the emotional impact of an explanatory text. The study of interest-evoking rhetorical tactics cannot completely anticipate or explain the emotional impact of an explanatory text.

### **Attention-evoking rhetorical strategies in the explanatory text**

One way to look at interest-evoking rhetorical strategies is to create text to pique the reader's interest. The communicative objectives of the speaker are fundamental to any strategy for text generation and the strategic use of language in general (Fetzer, 2018). The intents are an integral aspect of text conception as they organize meaning and affect the verbal influence on the receiver (Dridze, 1984). Purposes "meaningfully line up a material in a text and thereby organize its texture" (Duskaeva, 2012, p. 254) should be used more accurately. Thus, it is reasonable to assume that various interest-evoking rhetorical methods are applied with the objective of "to evoke recipient's interest."

According to Kholidnaya and Gelfman (2016), the goals of a textbook's producer significantly impact the intentions of expository text writers. Since the condition "Although it seems to be the intended objective, 'to make a text interesting' is not required. 'to evoke recipient's interest' may be viewed as facultative. An explanatory text is the end product of several text creation strategies interacting with one another. "linguistic constructions are utilised within the framework of which particular communicative-cognitive goals are realised, and these constructions can change according to the goals that are implemented. " (p. 62) is the best way to approach explanatory material, according to Dridze's (1984) research. As a result, there is a way to harmonize the goal of "to evoke recipient's interest" with the numerous "The term "linguistic

constructions" refers to the various interest-evoking rhetorical tactics that had been used to create them. The reader is presented with such structures through the medium of an explanatory text, which operates as both a construct of the author and a thing in and of itself.

### **The nature of analysis of an emotion evoking discourse**

Studying discourse that evokes emotions is critical to analyzing text communication functions. It is crucial to emphasize the significance of this method in a linguistic study focused on text. This technique emphasizes the intentionality of linguistic constructs to discover interest-evoking rhetorical strategies, as Mackenzie (2016) described. Secondly, the functional method examines the surface structure of text by considering how it reflects the speaker's intents and semantic representations. This enables us to consider numerous attributes of "interesting text" that psychologists have found. Question texts are compared as part of the communicative-functional analysis. This becomes vital with the goal being to "arouse the recipient's interest" and the many means to that end being entirely discretionary. There will be a discussion regarding evaluating two text snippets on social science and physics from Russian textbooks. The details bolded in the fragments will be brought to the forefront. If our hypothesis regarding the falling body is accurate, then when bodies of similar weight fall, they should always fall at the same rate. In what ways might this be demonstrated through the use of experiments? Take two sheets of paper that are identical to one another and crumple one of them. When I let go of a piece of crumpled and smooth paper, would they fall at the same rate? While its weight is comparable to a dropped leaf, the net accelerates at a far higher rate! Because of their weight the difference in the falling of bodies is not determined by their weight. Under the assumption that our hypothesis regarding the descent of bodies is correct, then bodies of comparable weight ought to drop at the same rate consistently. Can personal experience verify this? One of the two sheets of paper that are similar should be crumpled. Will the lump and the crumpled sheet fall in the same trajectory? Despite having the same weight as a crumpled sheet, the lump falls more quickly than the sheet. Therefore, the difference in the rate of descent of items cannot be explained by the mass of the objects.

You have been exposed to the term "salary" from seniors ever since you were a child. You can connect long-awaited purchases, gifts, and surprises to your memory using a single word. Earned income, often known as *zarplata*, is a shorter phrase that also refers to payment for work. It is referred to as compensation in the scientific world. The concept of "salary" has been familiar to older people since they were children. This word is associated in your mind with various memories, including those of long-awaited purchases, gifts, and surprises. Pay for employment is meant by "salary," a condensed form of "earned salary." In the domain of science, the word "labor payment" is the one that is utilized. Analyze how interest is aroused depending on two key features of the context: interpersonal variables and representational factors (Berry, 2016).

Assuming the first scenario is correct, the first component simulates the author-reader dialogue. Possessive pronouns like "nash" (our) and imperative forms of verbs like "voyage" (to take), "skomkat" (to crumple), and "otpushtit" (to let down) are used to symbolize the people involved in discourse. What experimental methods might be used to prove this? Will their downfall be identical? How can one's own experiences confirm this to be true if it is so? Are they going to tumble the same way everyone else did? Emotionally

heated exclamation is part of the statement. The sentence is as heavy as a crumpled handkerchief! An example of good communication would be a response to the question: "How much did they pay for the Odinakovo?" What kind of downfall can we expect from them? This situation makes use of both of these inquiries. "No way..." The second part reinforces this concretization and makes the text fragment's substance more tangible. "Bodies of the same weight should always fall the same" (tela odinakovogo vesa dolzhny vseгда) is the idea that pada odinakovo) is an abstract theoretical premise that can be evaluated through the concretization of the experimental environment.

For this purpose, it is helpful to have a list of concrete nouns such as bumagi (which means "a sheet of paper") and chef (which means "a lump"), as well as verbs that hint at specific sequential acts such as vzyat', skomkat,' and otpustit.' These more precise terminology are used in place of the English word telo, translated as "body." In addition, the author uses the methods of dialogue simulation that were discussed before to assist in making the content more concrete. The possessive pronoun tvoi and the personal pronoun ty, which in this context means "you," have been used to indicate an addressee in the second case. The verb lysate, which means "to hear," is in its most basic form, known as the finite form.

On the other hand, the representational characteristic of language use in this context is principally accountable for the explication provided by the reader. Content concretization is built on this feature, which describes a context recognizable to the learner and serves as the foundation. This is accomplished by the author through the utilization of both concrete and abstract terminology in order to describe the recipient's internal world environment. Both the noun memory and the verb lysate, which means "to hear," are included in the first category. In contrast, the second category is "the semantic field of mentality" (Pliva, 2019, number 291). The use of the pronouns ty (which means "you") and two (which means "your") is the only interpersonal component. These pronouns reflect the social standing of the author (a teacher, a senior) and the reader (a student, a youngster) because they address a single individual rather than a group, and they also reveal the move toward more personalized communication.

Both text dialogization and contextualization, which are related to interest-evoking rhetorical strategies, are made possible by the specific strategic deployment of language in the explanatory texts. According to Kholodnaya and Gelfman (2016), the first method involves transforming the content that is being explained into a "dialogue character" in order to simulate a "dialogue between a learner and a text" (p. 48). For a long time, Russian psychologists and textbook writers have held this textual characteristic in high respect due to its emotional impact. According to Shain et al. (2016), the second strategy is placing the reader in fictitious situations where they can experience the phenomenon directly. Research into the tumorigenicity of this strategy has only recently begun to be conducted. Contextualization, which demands the reader to explain themselves; in other words, they should be marked in the text as an active participant in the scenario, is the sole strategy used in the instance (2), but case (1) uses both strategies.

It is stated by Kholodnaya and Gelfman (2016) that the objective of both techniques is to give the impression that the reader is "a partner" in the intellectual pursuit. These approaches may be connected to the "interesting text" concept about the reader's relevance and significance. These strategies are intended to arouse attention inspired by value by referring to the two categories of text-based interest that Hidi and Baird (1988) suggested. The offered cases demonstrate that the suggested linguistic approach to text-based interest research can define the significant ways to utilize language and produce finished

text while realizing these strategies. This is in addition to the presented cases demonstrating that interest-evoking rhetorical tactics are also included.

Text dialogic, content concretization, and text emotiveness are the three fundamental mechanisms identified as contributing to this realization, according to our previous research on expository texts (Piotrovskaya & Trushchelev, 2019). In order to promote text dialogic, it is vital to focus on the conversational component of language use and the inherent communicative nature of all discourse. (Fetzer, 2018) [...] There is a connection between the materialization of text content and the representational component of a language, as well as the basic concept of content organization in almost all texts, where the subject matter is expanded in specific assertions. There is a connection between the formation of emotional content in text and interpersonal interactions that involve the display of emotions by the speaker or recipient and the portrayal of emotions by characters. (Piotrovskaya & Trushchelev, 2019) Semantic scaling on expository texts about geography empirically proved the emotional influence of these strategies. This helped to demonstrate the effectiveness of these methods. When it comes to captivating rhetorical methods, the means that have been mentioned serve as the foundation. Compared to the contextualization strategy, which is conducted through the specification of text content, the dialogization method is primarily accomplished by establishing text dialogicity.

## CONCLUSION

In light of this, we could emphasize the communicative position of the reader's interest aroused by the text by using the linguistic approach to examine text-based interest. Regarding this particular occurrence, it is suggested that this circumstance be seen as an example of an emotive discourse, more precisely, a discourse that evokes emotions. When producing expository text, the speaker intends "to evoke the recipient's interest," which is the driving force behind utilizing unique text production procedures, which are interest-evoking rhetorical tactics. Such procedures are used to produce expository text. The methodologies developed within the communicative-functional approach framework are the most pertinent ones to utilize to carry out the linguistic analysis of such strategies. Through the utilization of these ways, not only are we able to recognize particular strategies, but we are also able to discover the basic methods of utilizing language and producing final text in the process of putting similar strategies into action. The creation of text dialogic, the concretization of text content, and the production of text emotiveness are all phrases that allude to the establishment of such ways.

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