TYPOLOGY OF ENGLISH ELECTRONIC TEXTS
OF LINGUISTS' PERSONAL WEB PAGES

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*The typology of English electronic texts of linguists' personal web pages is suggested in the paper. This typology was built taking into account a number of the following criteria: 1) according to the addresser orientation; 2) according to the functioning in various spheres of communication; 3) according to the type of presentation; 4) according to the primary/secondary source of information; 5) according to the pragmatic orientation. Within each criterion, appropriate types of English electronic texts of linguists' personal web pages are distinguished. **According to the addresser orientation**, there are collective and individual English electronic texts of linguists' personal web pages. On the other hand, English electronic texts of linguists' personal web pages are scientific and information-and-reference texts based on their functioning in various spheres of communication. Consequently, **according to the type of presentation**, English electronic texts of linguists' personal web pages are divided into narrative texts, reflection texts, and definition texts. In their turn, **according to the primary/secondary source of information**, English electronic texts of linguists' personal web pages can be both primary and secondary texts. Finally, **according to the pragmatic orientation**, English electronic texts of linguists' personal web pages are divided into texts aimed at informing, texts aimed at ascertaining and polemical-and-hypothetical texts. It is noted that the **texts aimed at ascertaining** are represented by such subtypes as texts stating the theoretical propositions of the scientific research and texts stating the results of experiments. Accordingly, **polemical-and-hypothetical texts** are divided into hypothetical and discussive-and-polemical texts.*

Key words: electronic text, personal web page, linguist, addresser, addressee, communication, presentation, source of information, pragmatic orientation.

Данилюк Сергій. Типологія англомовних електронних текстів персональних вебсторінок лінгвістів

*У статті запропоновано типологію англомовних електронних текстів персональних вебсторінок лінгвістів. Цю типологію побудовано з урахуванням низки таких критеріїв: 1) за орієнтацією на адресанта; 2) за функціонуванням у різних сферах комунікації; 3) за типом викладу; 4) за первинністю / вторинністю джерела інформації; 5) за прагматичною спрямованістю. У межах кожного критерію виокремлено відповідні типи англомовних електронних текстів персональних вебсторінок лінгвістів. **За орієнтацією на адресанта** існують колективні й індивідуальні англомовні електронні тексти персональних вебсторінок лінгвістів. Натомість **за функціонуванням у різних сферах комунікації** англомовні електронні тексти персональних вебсторінок лінгвістів є науковими й інформаційно-довідковими текстами. А **за типом викладу** англомовні електронні тексти персональних вебсторінок лінгвістів поділяються на оповідні тексти, тексти-роздуми й тексти-дефініції. **За первинністю / вторинністю джерела інформації**, англомовні електронні тексти персональних вебсторінок лінгвістів можуть бути як первинними, так і вторинними текстами. Насамкінець, **за прагматичною спрямованістю** англомовні електронні тексти персональних вебсторінок лінгвістів поділяються на тексти, спрямовані на інформування, тексти, спрямовані на констатування, й полеміко-гіпотетичні тексти. Зазначено, що **тексти, спрямовані на констатування**, представлено такими підтипами, як тексти, що констатують теоретичні положення наукового дослідження, та тексти, що констатують результати експериментів. Зі свого боку, **полеміко-гіпотетичні** тексти розподілено на гіпотетичні й дискутивно-полемічні тексти.*

Ключові слова: електронний текст, персональна вебсторінка, лінгвіст, адресант, адресат, комунікація, виклад, джерело інформації, прагматична спрямованість.

Introduction. The development of modern means and types of communication at the border of the 20th and the 21st centuries, the emergence of the computer environment caused the emergence of new means of communication and information. The World Wide Web Internet has become such a global means of mass communication and information that radically differs from the previous ones in the form of presentation of material, presentation of information, which accordingly affects its perception.

One of the most popular and easy-to-use information tools is a website of the World Wide Web (WWW). Websites have so-called personal pages. Such personal web pages contain personal information about individuals or provide information about specific institutions, etc., as well as report on the professional activities of these individuals or institutions. The analyzed linguists' English web pages are a new type of modern professional communication, which significantly expands its possibilities. It was on web pages that electronic texts appeared and became widespread as a type of a written text.

Discussion. In the conditions of the emergence of the World Wide Web as the most modern means of communication, and, accordingly, the emergence of electronic

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texts as a new type of written communication, the need to build a typology of electronic texts, in particular, English electronic texts of linguists' personal web pages, received an impetus. The study of various electronic texts contained in linguists' personal web pages allows us to propose the following typology of them (see Fig. 1).

According to the addresser orientation, scientific electronic texts of linguists' personal web pages belong to the group of both c*ollective* and *individual* ones. Noting that scientific electronic texts can be collective, we mean that among the entire corpus of analyzed scientific electronic texts, cases were recorded when such texts were not created by a single author, but by a group of authors. In their turn, the vast majority of information-and-reference electronic texts are *individual* ones.

An example of a collective scientific electronic text is an excerpt from the English scientific electronic text hidden under the hyperlink *Popularization Discourse and Knowledge about the Genome* [24] at Professor Teun A. van Dijk's personal web page [4]. In its turn, the hyperlink *Popularization Discourse and Knowledge about the Genome*, under which this passage is hidden, is a part of the wider hyperlink *Unpublished recent work* [25].

By looking at the information about the authors, which is given immediately after its title, we come to the conclusion that this text is co-authored. This text is Teun A. van Dijk's and Helena Calsamiglia's joint work. Another evidence that the given electronic text is a collective one is the use of the plural personal pronoun *we* (*we examine some properties of* [...]; *we analyze some semantic aspects of* [...]; *we especially found that* [...]; *we surmise that* [...]*; we are specifically also interested in* [...]). This pronoun indicates that the electronic text was created by a scientist not alone, but in co-authorship. Opinions in the text are presented on behalf of not only the researcher himself, but also his colleagues who participated in writing the scientific text.

An example of an individual scientific electronic text is an excerpt from the English electronic text "Language as a dynamical system" [21] located at Professor Jeffrey Elman's (University of California) personal web page [22]. The fact that in this electronic text, unlike in the previous example, the singular personal pronoun *I* (*I raise the more general warning that...; I will suggest in this chapter that...; I believe this is a view which...; In the view I will outline, representations are...; I am not arguing that...; I suggest that...; I begin by summarizing some of the central characteristics of...; I shall describe a connectionist model; I will discuss some of the results...*) is used allows us to claim that the analyzed text is individual. Opinions in it are expressed exclusively on behalf of the scientist himself.

A similar use of the singular personal pronoun *I*, as well as the possessive pronoun **my**, is also recorded in information-and-reference electronic texts. Let us cite, for example, an excerpt from the English electronic text of Professor Martin Ball's personal web page [12], located under the heading "Biographical Information". In this information-and-reference electronic text, the scientist also widely uses the singular personal pronoun *I* (*I studied Linguistics and English Literature at* [...]; *I was appointed as Senior Lecturer in Linguistics and Phonetics at* [...]; *I founded the journal* Clinical Linguistics and Phonetics*; I am co-Editor of this journal with Dr T W Powell; I obtained* [...]; *I was Founder Editor of* the Journal of Celtic Linguistics; *I am currently on the Editorial Boards of* Advances in Speech-Language Pathology, Journal of Celtic Linguistics *and* Journal of Celtic Language Learning; *I took up a post a* [...]; *I taught on both the Speech and Language Therapy degree and the Linguistic Science degree; I was promoted*
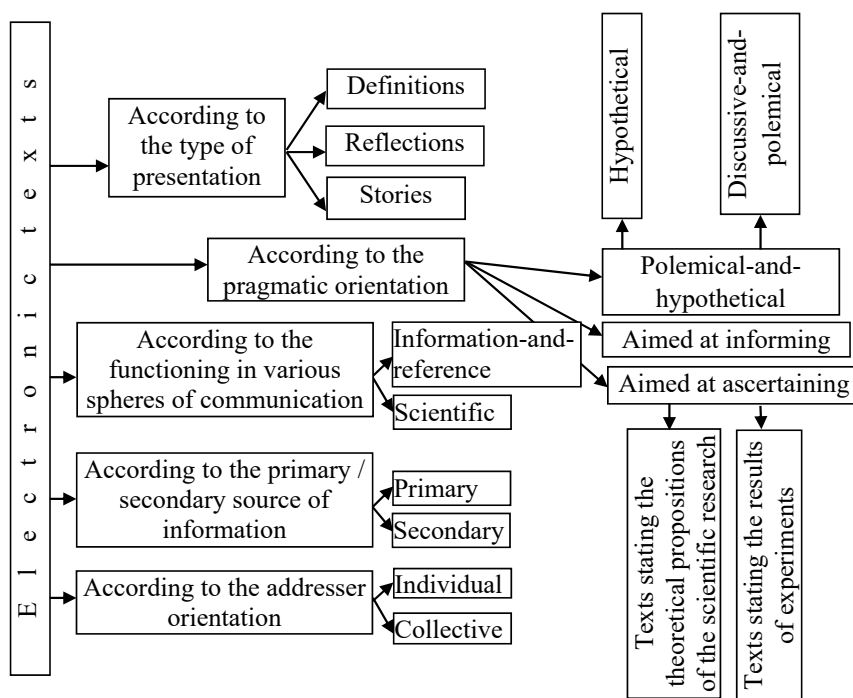

Fig. 1. Typology of English-language texts of personal web pages of linguists

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to Reader in 1993 and to full Professor in 1997; I joined U.L. Lafayette in August 2000; I have published widely on both clinical linguistic issues, and Celtic linguistics; I have also presented at many conferences; I was elected President of the International Clinical Phonetics and Linguistics Association), and the possessive pronoun ***my*** (*my B.A.; my Ph.D.; my current publications list is available* here). The existence of the mentioned pronouns in the text without any mention of the addresser's co-authors emphasizes the fact that the provided information-and-reference electronic text is an individual one.

According to the functioning in various spheres of communication, electronic texts of linguists' personal web pages are *scientific* and *information-and-reference* ones. As an example of a scientific text, let's analyze an excerpt from the English electronic text "Text Grammar Revisited" located at Professor Robert de Beaugrand's (Federal University of the State of Paraíba, Brazil) personal web page [13] under the hyperlink *Text Grammar Revisited* [16]. This text functions in a scientific environment and contains information that the linguist aims to convey to other addressees. In particular, there is information in the text about three steps necessary to solve the problem of sentence interpretation in linguistic research (*For the purposes of the present paper, I shall highlight just three of these steps. In the first step, notwithstanding its already quoted status as "the ideal type of syntagm", Saussure (1916/1966, 106) did not accept the "widely held theory making sentences the concrete units of language", because the "totality of sentences that could be uttered" would reveal "immense diversity"; and "in no way do they resemble each other" (1916/1966, 106);* [...] *Our second step was in some ways the dialectical antithesis of the first. Reflecting his own training in fieldwork, Bloomfield counselled "the linguist" to "observe all speech forms impartially" (1933, 22).* [...] *Our third step might resemble a dialectical antithesis to the other two. Far from seeing only "immense diversity" in the "totality of sentences that could be uttered" (Saussure), Chomsky (1957, 48, 54) proposed a "grammar" to "reconstruct formal relations among utterances in terms" of "structure" and to "generate exactly the grammatical sentences"*). Taking into account the transmission of academic information in the given electronic text, we claim that it belongs to scientific ones.

Accordingly, the English electronic text of Professor Noam Chomsky's (Massachusetts Institute of Technology, Massachusetts, USA) personal web page [17], located under the hyperlink *Biography* [18], belongs to information-and-reference ones. We note this, paying attention to the fact that the mentioned electronic text, which is distributed in the information environment and performs a reference function, contains biographical information about the linguist. So, in particular, the electronic text provides information about: a) the scientist's date and place of birth (*December 7, 1928 in Philadelphia, Pennsylvania*); b) the educational institutions he graduated from (*the University of Pennsylvania*); c) the societies a member of which the linguist was (*a Junior Fellow of the Harvard University Society of Fellows*); d) the obtained scientific degrees (*PhD*); e) the time and the place of their receipt (*the University of Pennsylvania* [...] *in 1955*); f) the scientist's field of specialization (*PhD in linguistics*); g) the topic of his doctoral dissertation (*"Transformational Analysis"*); h) the written scientific works (*Syntactic Structure; The Logical Structure of Linguistic Theory; Aspects of the Theory of Syntax; Cartesian Linguistics; Sound Pattern of English (with Morris Halle); Language and Mind* [...]).

The text also includes information about the linguist's professional activities, in particular, about: a) the place of work (indicating the years) (*the Massachusetts Institute of Technology in 1955; during the years 1958 to 1959* [...] *at the Institute for Advanced Study at Princeton, NJ; in 1961* [...] *in the Department of Modern Languages and Linguistics (now the Department of Linguistics and Philosophy)*); b) the positions held by the scientist ([...] *full professor;* [...] *the Ferrari P. Ward Professorship;* [...] *Institute Professor*); c) the delivered lectures (indicating the place and date) (*In the spring of 1969* [...] *the John Locke Lectures at Oxford; in January 1970* [...] *the Bertrand Russell Memorial Lecture at Cambridge University; in 1972, the Nehru Memorial Lecture in New Delhi, in 1977, the Huizinga Lecture in Leiden*); d) the fields of science from which the lectures were delivered ([...] *linguistics, philosophy, intellectual history, contemporary issues, international affairs and U.S. foreign policy*); e) the establishments of higher education that awarded the linguist honorary titles ([...] *University of London, University of Chicago, Loyola University of Chicago, Swarthmore College, Delhi University, Bard College* [...]); f) his membership in scientific establishments ([...] *the American Academy of Arts and Sciences and the National Academy of Science.* [...] *other professional and learned societies in the United States and abroad*).

Having familiarized himself/herself with the biographical information presented in the given electronic text, the addressee can learn about certain facts of the particular linguist's life and professional activities, as well as form a personal opinion about the level of his/her professional experience.

Taking into account the criterion "**the type of presentation**", scientific electronic texts are divided into: *narrative texts*; *reflection texts*; *definition texts*. In their turn, information-and-reference electronic texts are mainly *narrative* ones. The criterion for selecting such types is the nature of relations between units that make up the form of context-variable division: temporal, spatial and causal [1; 2; 3].

Focusing on the classification of electronic texts by the type of presentation, we note that each of the texts, preferably, but not necessarily, contains not one separate type (narrative, reflection, definition), but a complex of types of presentation: narrative + reflection, narrative + definition, etc. As a rule, a change in the type of presentation in scientific electronic texts occurs together with a change in the semantically complete part, which is the basic concept of our research. The criterion for selecting each of the mentioned types of presentation is its functional-and-communicative relevance.

Let's consider, for example, an excerpt from the English scientific electronic text "Hypertextual reading: What's the difference?" at Professor David Miall's personal web page [5]. This electronic text is hidden under the hyperlink _Hypertextual reading: What's the difference?_ [6]. This hyperlink is a part of the more general hyperlink _Online Essays_ [7], which, in its turn, is a part of the hyperlink _Reader Response Research_ [8]. In the given passage, which consists of three semantically complete parts, united within one paragraph, two main types of presentation are simultaneously combined: narrative and reflection ones.

The story is presented in two semantically complete parts. The first semantically complete part-narrative contains a statement of fact about the changes in the learning process caused by the emergence of hypertext and hypermedia ([...] _in prospect are radical changes in learning_ [...]), which will require a different approach to this process both from teachers ([...] _the introduction of the computer will force teachers to rethink their practices_ [...]) and students ([...] _students will be empowered to learn in new ways_ [...]). The second semantically complete part-narrative deals with three aspects of the investigated problem ([...] _(1) an assessment of the commitment to the topographical nature of the medium emphasised by most hypertext proponents (Bolter, Moulthrop, etc.); (2) the rhetoric of empowerment in the light of current hypertext design, particularly hypertext fiction; and (3) discontinuities between hypertext models of reading and much previous understanding of reading_).

In its turn, the reflection is presented in a semantically complete part, which contains a number of problematic questions that are directly indicated by interrogative sentences (_Given what we know about reading and writing, and the psychological processes that support them, how effectively does hypertext electronically embody those processes? To what extent does hypertext change these processes, or promote some component process to a more prominent role? The question is how well do we currently understand those underlying processes_). It is these interrogative sentences that are markers of the thoughtful nature of the described semantically complete part, since, reflecting on the questions, the linguist tries to give answers to them.

It is quite justified to use the following semantically complete part of the sentence: _Until we have some convincing answers to this question the impact of hypertext on reading or writing must be unpredictable: we cannot be sure whether we are supercharging the process or throwing a monkey-wrench into it_. It is this sentence that prompts the addressee to think in order to reach certain own conclusions about the indicated problematic issues.

However, the situation when electronic texts contain only one type of presentation is not excluded. Let's consider, for example, an excerpt from the English scientific electronic text hidden under the hyperlink _Popularization Discourse and Knowledge about the Genome_ [24] at Professor Teun A. van Dijk's personal web page [4]. In its turn, the hyperlink _Popularization Discourse and Knowledge about the Genome_, under which this passage is hidden, is a part of the wider hyperlink _Unpublished recent work_ [25]. The mentioned passage contains a narrative presented in a semantically complete part, where it is said about: a) the aspects of the linguistic research ([...] _properties of the interface between meaning and knowledge in popularization discourse_ [...] _the sequencing of the human genome_; [...] _semantic aspects of 42 texts in El País_ [...] _denominations, explanations and the description of new objects_; [...] _the strategies of specialized journalists for the management of knowledge_ [...]); b) the obtained results ([...] _descriptions of new objects tend to be organized by a limited number of fundamental categories, such as Location, Composition, Size, Quantity, Appearance and Functions_).

Certain assumptions are also made (_We surmise that these meaning categories correspond to underlying cognitive categories that organize the schematic structure of knowledge about things_).

An example of a definition text is an excerpt from the English scientific electronic text "What is a text?" at Professor Robert de Beaugrand's personal web page [13]. This electronic text is hidden under the hyperlink _What is a text?_ [15], which, in its turn, is a part of the more general hyperlink _Text Linguistics_ [14]. The given passage contains definitions of the text. So, in particular, the text is defined as: a) a communicative event (_A text (with a small 't') is a COMMUNICATIVE EVENT that contributes to a **discourse**, which is a set or sequence of mutually relevant **texts**. Whatever is found to be intended and accepted as a **text** IS a **text**. The **text** is defined by its natural occurrence in a context of communication and not by its forms or features, which can show tremendous variation._); b) an authentic recorded product (_A **Text** (with a capital 't') is the AUTHENTIC RECORDED PRODUCT of such a communicative event, usually in writing, but also in such media as pictures, graphics, soundtrack, videos and so on. This second definition includes what is commonly called a 'text', namely a piece of writing in hard-copy, such as a friendly letter, an essay, or a book. But modern media and technology, especially the computer, have sharpened public awareness of other modes of **Text**, and other means of access, as when you 'download a file' from the Internet_).

Information-and-reference electronic texts of linguists' personal web pages **according to the primary / secondary source of information** belong to _primary_ ones. In their turn, scientific electronic texts are both _primary_ and _secondary_ ones (abstracts, theses, etc.).

Let's consider, for example, the English scientific electronic text _Semiotic aspects of social transformation and learning_ [10] at Professor Norman Fairclough's personal web page [11]. This electronic text is an example of combining in one text both the article itself (primary text) and its annotation (secondary text). This secondary text, limited to the first paragraph, gives the content of the primary text in a compressed form (_This paper has the character of a theoretical reflection on semiotic aspects of social transformation and learning in response to the empirical research presented in preceding papers. Its particular focus will be one gap in my work in Critical Discourse Analysis which a number of contributors have pointed out: it has_

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not addressed questions of learning. So my objective will be to incorporate a view of learning into the version of Critical Discourse Analysis [...]. I shall approach the question of learning indirectly, in terms of the more general and in a sense more fundamental question of the "performativity" of texts [...]; I shall use the term 'semiosis' rather than 'discourse' to refer in a general way to language and other semiotic modes such as visual image, and the term "text" for semiotic elements of social events, be they written, spoken, or combine different semiotic modes as in the case of television texts). Having familiarized himself/herself with this secondary text, the addressee can get an idea about the problems of the primary text and not read the text itself, if the information contained in it is not of interest. The rest of the electronic text is, in fact, the primary text.

According to the pragmatic orientation, scientific electronic texts of linguists' personal web pages are divided into: 1) texts aimed at informing; 2) texts aimed at ascertaining; 3) polemical-and-hypothetical texts.

The main pragmatic goal of the addressee of ***texts aimed at informing***, which are exclusively informative in nature, is to objectively inform the addressee about the scientific life, the content of this or that article. Texts of this type usually include: a) materials of symposia, conferences, seminars; b) chronicle of scientific life, reviews; c) summary.

As an example of an electronic text aimed at informing, let's consider an excerpt from the English scientific electronic text at Professor James F. Allen's (University of Rochester) personal web page [23]. The defining feature of the mentioned electronic text is that it consists of two communicative blocks (information-and-reference and scientific).

In the part of the electronic text, which belongs to the information-and-reference block, information is provided about: a) the scientist's year of birth (*b. 1950*); b) the year and the place of obtaining a scientific degree by the linguist (with its indication) (*Ph.D. (1979) University of Toronto*); c) the positions held by James F. Allen at the University of Rochester (with the time period) (*Assistant Professor (79–84), Associate Professor (84–87), Department Chair (87–90), Professor (87-present), Dessauer Chair (92-present); University of Rochester*); d) the publications, the editor of which the scientist is (*Computational Linguistics (83–93); Presidential Young Investigator (84–89)*; e) the scientific works written by the linguist (*Natural Language Understanding, Benjamin Cummings (87), 2nd edition (1995); Reasoning About Plans, Morgan Kaufmann (91); Readings in Planning, Morgan Kaufmann (90)*).

In the part of the electronic text, which belongs to the scientific block, it is reported about: a) the linguist's field of scientific interests (*natural language understanding, discourse, knowledge representation, common-sense reasoning and planning*); b) the research project managed by the linguist (*These areas of research are combined in the TRAINS project, a long term effort co-directed with Len Schubert. The TRAINS system is an intelligent planning assistant that can converse in spoken natural language with a person to create, discuss and evaluate various plans involving freight shipments by train*).

The scientific block contains information about: a) the two main areas of James F. Allen's scientific research (*In particular, Allen's research breaks down into two main subareas, broadly classified as research in discourse and research in plan reasoning*); b) the essence of the first area (*The research in discourse is focused on two-person extended dialogs in which the speakers have specific tasks to accomplish. An emphasis in this work is the representation and use of the context of the dialog to solve problems in semantic interpretations and the recognition of the intentions underlying the speakers' utterances. Work in this area has included developing the first computational model of speech acts, the development of a multi-level plan-based analysis involving discourse-level plans as well as domain-level plans, and the development of several different discourse-plan recognition algorithms. In addition, we are exploring how prosody and intonation signals discourse intentions and how this interacts with the plan-based dialog model. While it is important for work to be formally well-defined and understood, it is equally important that computational theories can lead to effective implementations. As a result, a considerable amount of effort has also been made in developing an expressive hybrid knowledge representation system that can support complex reasoning about plans and actions*); c) the essence of the second area (*The research in plan reasoning draws much of its motivation from the dialog work. In particular, the representation of plans must support a wide range of different forms of reasoning: plan construction (i.e. traditional planning), plan recognition, plan evaluation, and the communication of plans between agents. Much of our work in this area has focused on the representation of time and action, and we have reformulated the planning problem as a problem in temporal reasoning. Within this framework, we have developed a representation of plans that is temporally explicit and supports plan construction, recognition and communication. We are also exploring methods of temporal reasoning that are viable even with large data sets of temporal information*).

The information given in the electronic texts of each of the mentioned communication blocks enables the addressee to familiarize himself/herself with the linguist's biography, his professional activities, the direction of scientific research, etc. and to satisfy the information request by obtaining the necessary information with the help of the given text.

As for the ***texts aimed at ascertaining***, the purpose of the addressee of such texts is to introduce the addressee to the course of scientific experiments, to get acquainted with the results of the experiment (positive or negative). The mentioned texts are represented by the following subtypes: 1) *texts stating the theoretical provisions of the scientific research*; 2) *texts stating the results of experiments*.

Texts stating the theoretical provisions of the scientific research provide the addressee with familiarization with certain theoretical postulates, which has the attraction of the maximum number of scientists to the side of the presented theory as its goal. As an example of an electronic text stating theoretical propositions, let's consider an excerpt

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from the English scientific electronic text "Text Grammar Revisited" located under the hyperlink *Text Grammar Revisited* [16] at Professor Robert de Beaugrand's personal web page [13]. This electronic text outlines the main theoretical positions that define each of the three steps that must be taken to solve the problem of sentence analysis as the main object of linguistic research: (*For the purposes of the present paper, I shall highlight just three of these steps. In the first step, notwithstanding its already quoted status as "the ideal type of syntagm", Saussure (1916/1966, 106) did not accept the "widely held theory making sentences the concrete units of language", because the "totality of sentences that could be uttered" would reveal "immense diversity"; and "in no way do they resemble each other" (1916/1966, 106). [...] Our second step was in some ways the dialectical antithesis of the first. Reflecting his own training in fieldwork, Bloomfield counselled "the linguist" to "observe all speech forms impartially" (1933, 22). This counsel led him to define the sentence as an observable entity, namely: "a linguistic form" that is "spoken alone" and "not included in any larger (complex) linguistic form" (1933, 170, 179). [...] Our third step might resemble a dialectical antithesis to the other two. Far from seeing only "immense diversity" in the "totality of sentences that could be uttered" (Saussure), Chomsky (1957, 48, 54) proposed a "grammar" to "reconstruct formal relations among utterances in terms" of "structure" and to "generate exactly the grammatical sentences"*). Due to the coverage of these three steps in the electronic text mentioned above, the theoretical essence of the problem posed in the research is revealed.

Texts stating the results of experiments, revealing the essence of conducted scientific experiments, are largely supported by graphs, diagrams, and drawings that are informative. We will give an example of an electronic text stating the results of experiments. It is an excerpt from the English scientific electronic text *Critical Discourse Analysis and Citizenship* [9] at Professor Norman Fairclough's personal web page [11]. In the mentioned electronic text, propositions obtained as a result of an experimental study of citizenship as a communicative phenomenon are proposed (*From our experience of attending the participatory events, our experience of talking to people in the interviews, and our initial analysis of the texts and transcripts from these, we suggest there are four practical and fundamental strands for our empirical analysis of citizenship as a communicative achievement [...]. They are intended, in combination, to offer a coherent practical and theoretical framework for the analysis [...]. As the arrows indicate, these four analytic strands are clearly inter-related and complementary. Moreover, "subject positioning" is located in the centre of the diagram in order to keep in mind the intended focus of this empirical analysis of citizenship, and therefore the common focus of these strands*). In the text, the scientist emphasizes the experimentally proven existence of four fundamental practical aspects of the empirical study of citizenship as a communicative phenomenon and their interrelationship, which can be verified by any addressee after directly familiarizing himself/herself with the electronic text.

Polemical-and-hypothetical electronic texts present a new theory or proposition and introduce it to addressees-specialists. For the addressee, these processes lead to a number of psychological difficulties that require him/her to ensure an adequate perception of the presented information. In particular, in presenting a hypothesis it is important for the addresser to convey its essence to the addressee with the least information loss. Polemical-and-hypothetical texts, in their turn, are divided into: 1) *hypothetical*; 2) *discussive-and-polemical* (these include both purely polemical texts and reviews).

An example of a hypothetical scientific electronic text is an excerpt from the English electronic text [19] at Associate Professor Jennifer Arnold's (Stanford University) personal web page [20]. The mentioned electronic text presents the hypothesis proposed by the scientist (*The hypothesis that I investigated with the corpus analysis was that both subjects and the focus of clefts signal that there is a high likelihood that their referents will be mentioned again in the subsequent discourse*). The essence of the expressed hypothesis is revealed in the following presentation (*In a "normal", nonclefted utterance, the best bet for the topic of the following utterance is the topic of the current one, since speakers usually talk about the same thing for extended periods of time. On the other hand, a clefted utterance is a marked construction that the speaker may employ to indicate that the topic will shift to the referent of the focus*). Thus, after reading the given electronic text, the addressee can familiarize himself/herself with the hypothesis and agree or disagree with it, forming his/her own position.

We will also give an example of an electronic text that belongs to discussive-and-polemical texts. It is an excerpt from the English scientific electronic text "Language as a dynamical system" [21] at Professor Jeffrey Elmans's personal web page [22]. Its first paragraph is an illustration of the discussive-and-polemical nature of the given passage. It directly points to the disagreements among the theories dealing with the problem of the creation of language by humans. However, it is also noted that there are a number of assumptions that are shared by the majority of such theories (*Despite considerable diversity among theories about how humans process language, there are a number of fundamental assumptions which are shared by most such theories*). The fact of the existence of both disagreements and common provisions actually indicates the polemics that took place between representatives of various theories proposed to solve the problem posed in the electronic text.

At the same time, the text also presents provisions that highlight two approaches to the interpretation of the brain (*So although many cognitive scientists are fond of referring to the brain as a 'mental organ' (e.g., Chomsky, 1975) – implying a similarity to other organs as the liver or kidneys – it is also assumed that the brain is an organ with special properties which set it apart*). These provisions, in fact, cause controversy, indirectly calling on the addressee to take part in the discussion, expressing his/her own opinion on the debatable issue.

Results. Thus, our systematization and construction of a typology of English electronic texts of linguists' per-

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sonal web pages was conditioned by the emergence of electronic texts as a new type of written communication, which require careful linguistic research, including the construction of their typology.

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