

EDUCATIONAL DISCOURSE ANALYSIS

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Abstract

The academic teaching and learning involves the transmission of information from the teacher, as a transmitter, to the students, the recipients of the message, and in this process training them, shaping their intellect. When Jackbson described the function of language, starting from the realities of the linguistic communication, he introduced the concepts of *destinator* (the teacher in the teaching activities), *recipient / destinatar* (the student), *message* (the information/knowledge), all within a *context* and using *code*. The understanding, the interpretation of the information sent to students as recipients, its decoding, involves explaining the meanings contained in the message, which rests upon the destinator who, in his didactic discourse, "translates", explains, creates representations leading to the understanding of concepts, to their acquisition.

Keywords: didactic discourse, discourse procedures, knowledge, communication, locutor, interlocutor.

The didactic discourse is the result of *all the processes for the exchange of information and meanings between teachers and students who are in an educational situation.* (C. Stan, *The Didactic Communication Pedagogy*, 2010).

The knowledge transfer, their significance/meaning by establishing relationships between linguistic signs and the content of a sign given by the language, takes place through the teacher's discourse in the classroom, the didactic/educational discourse. We observe at this point that the language aim is its possibility to give information about the world we live in and then convey it – (the cognitive function, linked to the attainment of knowledge, but also to the referential one regarding the relations between words and their referents) – the denominated/named objects leading to the acquisition of knowledge. We also observe that the transfer / exchange of information between the speaker (locutor) who utters a statement for another speaker / listener (interlocutor) who is required to react implicitly or explicitly takes place in the

communication process. On the linguistic level the communication takes place through speech / writing acts that make up the discourse. To achieve communication as amount of owned and transferred/conveyed information, the speaker builds his discourse where the word materializes and / or updates its significance / significances through meanings. In the process of communication the linguistic sign highlights its ability to designate, to represent a meaning, but also, in such similar communicative circumstances, the word can acquire new meanings.

The didactic discourse has as *its main function the transfer of knowledge* using all kinds of signs - the sign used as a symbol, the sign as a means of coding in different languages, the translation - transposition or transcoding. The educational language is a specific form of the natural language, that is, as stated by C. Salavastru, "*a system of linguistic or nonlinguistic signs that in the event of a communication relationship causes personality changes within the receiver (cognitive, atitudinal, affective action)*" (Salavastru C., 1995). It highlights the intentionality of the act of teaching as communication as well as the influence of the act of education of the human spirit exerts on the receiver, in our case, the student. C. Salavastru, starting from Morris' natural language discursive specializations analyzes the educational language from three points of view: *designating – informative; estimative – evaluative; prescriptive – incitive.*

The conclusion that arises is that the educational language has three characteristics/functions: *to designate*, referring/sending to a referent, *to estimate*, the assessment, evaluation and adaptation, and finally *to incite* a reaction. If we consider that language is discourse, in this case the educational language is the didactic

discourse through the conveyed educational contents, by the pursued outcomes of teaching, through its systematic and organized character, by its subordination in relation to a set of pedagogical rules and principles and the specific institutional and organizational aspects of teacher-student relationship, then we can not fail to see the relevance of the analysis made by V. Dospinescu discussing the semiotic openings in the analysis of the didactic discourse:

To the functions of representation and communication, inseparable from the natural language, there correspond verbal operations that leave clues on the discursive surface, clues that indicate, for any discourse (literary text, scientific and technical document, conversation) three major verbal operations in constructing the discourse objects (things, beings, events): 1. of designation or referencing (common, proper nouns, their grammatical substitutes 2. of characterization (adjectives, adverbs, syntagmatic equivalent units), 3. of predication, operations simultaneously in interaction with the enunciation operations {...} the operations of interpretation, interactive updating semio-cognitive processes of knowledge shared by the protagonists of communication. (V. Dospinescu, p. 48). The analyst also points out that these operations influence the interpretation and even determine "ways of enunciation" of the discourse as object, namely *the identification of discursive segments, the anticipation ... hypothesis, forecasts, anticipations, the verification (checking) of anticipations in order to validate or invalidate them . The operation of interpretation involves a continuous spiral activity of construction and reconstruction of meaning until the discourse representation is clear to the interlocutors.*

The didactic discourse is a discourse of the enunciative opening in/through which the knowledge is reformulated both from the point of view of the teacher /the *enunciator* providing the communication / the knowledge transfer, and the student / the *enunciatar* receiving / taking in the knowledge in the teaching – learning process. The knowledge transfer takes place in different conditions concerning the awareness degree, the enunciation (assertion) being specific to a certain type of communication and through speech acts, typical to the didactic discourse. The didactic discourse analysis is firstly aimed at

recognizing the patterns which organize it: the exploration of contents, often implicit, which these forms carry, keep to the semiotics of cultures and ideologies (Greimas, 1979). Identifying the elements of structure and their analysis as well as of the peculiar didactic contents are primary objectives in identifying the specific of didactic communication in defining and characterizing the didactic discourse.

The didactic discourse can be analysed *as a structure of signs, of construction elements, of entities that can stand for some realities, refer to certain realities or represent themselves (C. Cucos, 1996, p. 130)* The didactic discourse should be considered a special discourse, an educational discourse, which has as final goal the transfer and reception of knowledge, *a set of processes through which an exchange of information and meanings between teachers and students takes place, who are in a certain educational situation (I.Albulescu, The Pragmatics of Teaching 2006: p. 6).* One can notice the association between the didactic discourse as pragmatic unity manifested in the educational context and statement as a result of enunciation. The didactic communication is a *special genre of discourse where the argumentation and demonstration as acts of explanation and persuasion, gradually update, completing each other, depending on the peculiarity of the new context (C. Cucos, 1996: 133-134).* In the teaching activity and implicitly in the didactic communication the didactic discourse is centered on the student as recipient / beneficiary with certain knowledge needs. In this context V. Dospinescu considers that the student *as the subject to be invested with new knowledge, calling him subject of accomplishment, who as a result of his being invested with new knowledge, becomes competent subject or state subject.* The didactic discourse focuses on a variety of illocutionary and persuasion acts aimed at developing, by the teacher, of an ideal competence its object being the acquisition by student of a *modal competence* and a *semantic competence* considered Greimas as *objects of knowledge* to be transferred and as objects of value, to be assigned (v. Dospinescu, 1998: p. 54). The student's semantic competence is achieved due to the process of transmitting and acquiring knowledge and linguistic skills through semantic and cognitive activities selected by the didactic

discourse. The objects of knowledge belonging to some established universes of meanings, are redefined and integrated into other hierarchy relationships that enable the construction of the student's competence. The information provided by the teacher varies depending on the volume and depth of the students' reactions, on the feedback. An effective didactic discourse favours the reception, the understanding of the message sent by the teacher. Since the students as *subjects of the didactic discourse do not own a constant receptive competence* (V. Dospinescu, 1998: p.56), for which the purpose, in order to acquire the *modal competence*, the subjects are subjected to constant manipulation by various educational activities involving various enunciation operations. Greimas opposes to the concept of *modal competence* that of *modal existence*. In this regard he opposes to the idea of programming the performances as with the *modal competence*, the semio-didactic manipulations leading to *free adherence and acquisition of knowledge* transmitted, of the *values offered by society*. The didactic communication, "*a special genre of discourse where the argumentation and the demonstration, as acts of explanation and persuasion, gradually update, completing each other, depending on the specificity of the new context*" (C. Cucos, 1996: p. 133- 134) ends once the proposed goal is reached, namely the acquisition of competence and the ownership of the modal existence.

DISCURSIVE PROCEDURES

The Explanation

The explanation generating meanings, clarifying the significances or offering multiple significances to the same notions or concepts, is the essence of discourse in general and especially the didactic discourse. The educational explanation, contains, any act of communication, a transmitter/enunciator, the object of explanation (included in an enunciation) and the recipient of the explanation. In the scientific discourse, the triad: transmitter - object (field of explanation) - receiver is reduced to transmitter - field of explanation. The educational explanation is personalized, it addresses an individualized

subject - the student whose cognitive level should be considered as the explanation must achieve the original / proposed goal, namely to be understood. The understanding directly involves the interaction with the teacher, using specialty language, specific to each subject of teaching, processes the explanation according to the needs of knowledge of the student.

The Explanatory Dictionary of the Romanian Language retains the following definitions for the verb to explain:

Vb. **explain**, explain, vb. I. Tranz. To make it easier to understand; to clarify. To exhibit, **teach a lesson**, a theme etc. 2. Intrans. transit. (About axioms, principles, scientific law) served as explanation, constitute a justification to represent reasoning of a phenomenon, a property etc. 3. Refl. To motivate actions, words, etc. ; justify it. Refl. transit. To understand, to comprehend, to find or provide an explanation. Tranz. and refl. recipr. (About two or more persons) A (are) clear on an issue (the dispute), to clarify the situation in order to remove a conflict. - FR. *expliquer*, lat. *Explain*. (*Dictionary of the Romanian Language Edition II*)

Vb. **explain**. I. 1. tr. to show, clarify, clarify (some obscure). To discover, clarify the cause; show, show. (Fam.) **To teach a lesson**; to exhibit knowledge in a lesson. 2. refl. To justify, to explain (words, deeds, etc.) to understand, to comprehend. (about people) to give the mutual clarification on an issue, to clarify the situation. [P.i. explains var. ESPL vb. I. / cf fr. *expliquer*, lat. *explicare*]. (*Dictionary of Neologisms*)

Any explanation: *because, given the fact that, taking in consideration, etc.* contains a question, *why, how, <le pourquoi et comment phemenologiques>that manifests itself, and is updated by and through the procedure of explanation* (V. Dospinescu, 1998: 230). The logical, causal development of the explanation ensures the consistency of the didactic discourse, a discourse of the explanation by excellence. The didactic competence of the teacher, through the strategies and techniques used, by resuming, reformulating the sequences of the educational discourse, generates the meaning of the explanations which provide understanding. *To teach somebody something is to make someone understand something, that is, to explain* (V. Dospinescu, 1998: 234).

Any utterance can become an explanation as long as the context provides the explanatory nature of the information. "X plays tennis", is only a piece of information information / a statement. But placed in a context "X plays tennis to keep fit" becomes an explanatory sequence. *An explanatory discourse has no reality in isolation, i.e. taken out of its context of its relations with other discourses, from the situation that determines it and which develops its significance effects.* (Borel, 1980: 22).

The Explanatory Sequence

The explanatory sequence is a process of explanation where the participating interlocutors build the meaning of words through search and *successive approximation and is closed [...] to the extent that the partners who triggered it find enough the definitions given by the native speaker.* (V. Dospinescu, 1998: 237). In the didactic discourse the explanatory sequence can be triggered by the student *etero- triggered* when he, in order to continue the dialogue and to understand, needs an explanation and *self-triggered*, respectively, when the locutor /the teacher, believes or assumes that there is a lack of balance concerning the interlocutor's linguistic competence that requires explanations. In the didactic discourse the most common explanatory sequence is the *self-triggered* one because the locutor /the teacher is the power agent, is the holder of knowledge who 'knows' what the student knows and what he does not know. The *self-triggered* explanation is a current strategy used by teachers in the educational discourse, that activates, invites the student to interact turning him into a partner in the explanatory approach: *Let's see how we can tackle ... ?; What do we mean by ... ?;* and so on. The explanation may be *etero- triggered* by what we call the 'body language', mimics, which denotes some tension generated by the misunderstanding of the message conveyed, the subject of explanation, asking the teacher, by the competent authority which he holds, to build a explanatory sequence, and so, the meaning of the object / word. The explanatory sequences demand the locutor, in the educational discourse, to resort to various strategies, approaches to explain the concept in question in order to eliminate any

ambiguity in receiving the enunciation/message. The reformulation, translation, definition, use of the comparison, of synonyms / antonyms are methods and approaches which support the explanation. In English re-telling/re-writing a sequence while preserving the meaning with a given word, 'rephrase', is an exercise often used in 'use of English' for developing the communicative competence of the student. More than once in the common discourse, but also in the educational discourse, not only the student triggers the explanatory sequence but also the teacher in the context in which he 'does not find the right words' in the situation of communication of knowledge in the classroom. In this case the locutor /the teacher, knowing what he means to say, requests the support of the interlocutor/the student in achieving the explanation. The educational discourse being essentially explanatory the achievement of the educational explanatory sequence, its correct perception, constitutes itself in the acquisition of knowledge, therefore, in learning.

The Definition

Definition, definitions, S.F. Operation of determining the qualities proper of a thing, a concept etc.; statement expressing this operation. \diamond Expr. By definition = the very nature of an object, resulting necessarily from all its characteristic elements. - From fr. *définition*, lat. *definitio*, -onis. (*Dictionary of the Romanian Language Edition II*)

Definition S.F. 1. logic operation which shows the contents of a concept, stating its essential notes or often indicating the proximate genre and the specific difference; sentence expressing this determination. \diamond by definition = the very nature of things. 2. Conceptual procedure serving to introduce a new symbol in a formalized language or specify the meaning of an expression. [var. Definition S.F. / Cf fr. *definition* it. *definizione*, lat. *definitio*]. (*Dictionary of neologisms*)

Definition ~ i f. 1) logic operation that determines the content of a concept or a meaning, listing their basic peculiarities. 2) Statement expressing the result of such operations. \diamond By ~ the essence of things. [Art. *definition*; G.-D.

definiției; Sil. Ti-e] / <fr. Definition (New Definition (<fr.) Sf (LOG.) Sentence or group of sentences determining the meaning of a term indicating the essential characteristics of an object or of a class of objects. In a d. we distinguish: the term or combination of new terms introduced (definition); term or combination of terms whose meanings are already known (defining). (Aristotle) determining the nature or the essence of a species by indicating the genre that it contains (proximate genre) and the specific difference which defines it from other species. ◇ Expr. by definition = by the very nature of the object, resulting necessarily from all its characteristic elements. (*Encyclopedic Dictionary*)

The approaches of the concept of definition from above refer both to the *nominal* definition by assigning a name / signifier to a signified known by the interlocutor; the *semantic* definition aimed at explaining the significance of a linguistic sign whose signifier is familiar to the recipient, both being lexical definitions, as well as the *ostensive* definition performed with images, diagrams, models, etc.

We single out, from the above definitions, some elements which make direct reference to the educational discourse *logical operation, explanation, determination, retaining, clarification of the meaning of a word* as specific discursive elements of the teaching-learning activity. Another important element in the activity of defining is the context in which the word / the concept appears, given the fact that different meanings that can be attributed to the same sign in different contexts. This variety of meanings of the same signified is a source of semio-cognitive development of the competence of the recipient. The act of defining, involves a series of reformulations on behalf of the enuntiator /the teacher with the aim of maintaining the dialogue with the enuntiator /the student, ensuring understanding as a complex cognitive process in the learning activity.

Defining as a structure element of the didactic discourse is used in different forms depending on the material / topic approached. In teaching English we come up with an example - in teaching a structure (grammar), the *Present Perfect*. Besides the lexical explanation, using an

enunciation to define its form and use (abstract definition), the definition can be materialized in a scheme:



Defining the present perfect, a specific tense of English, both lexically and ostensibly generates a correct understanding of its use, the visual representation supporting the lexical definition.

In approaching the literary text, the defining of the expressive procedures used in a literary work by an author highlights by force of argument, the value of the work /of the writer respectively. Whether it is a matter of language (grammar) or literature that requests the enuntiator to define a concept to provide the meaning for the enuntiator, in the teaching practice, the teacher makes use of a series of *intertextual and interpersonal definition introductory phrases*, as Roventa Frumusani calls them (1995: 128-129), which are designed to engage the students in the educational discourse reducing the distance between them and the teacher. "It is known that ..." "We all know that ..." ; "They say ...". etc. To define is to teach and to learn, respectively, new meanings and meanings in new contexts thus expanding the horizons of knowledge of the enuntiator/the student.

The Exemplification and Illustration

Exemplifying as a discursive procedure is brought to the forefront by the enuntiator to support the didactic discourse in order to confirm, to materialize the object of knowledge. The general is materialized, is brought to effect, by a particular fact used to explain, to demonstrate through facts the concept that was presented. The exemplification as reference to the concrete is used as argument that brings light upon the understanding of the concept / object, motivating the enuntiator to pay attention to the presented statement/enunciation. The introductory formula *for example* arises interest and captures the attention of the enuntiator who becomes the partner of the enuntiator in the cognitive approach from general to particular and vice

versa: "The meaning of new words and expressions can be presented through translation, in other words, giving an equivalent word or expression in the learner's native language. But there are several potential disadvantages to this technique. **For example**, it may encourage learners to think in their own language..." (Paul Davies, *Success in English Teaching*, 2002: 61).

Some other time the exemplification may be brought only by using the sign ' : ' (colon), the enuntiator retiring from the foreground, fading, leaving the stage free for the example: : "Most vocabulary items can be presented very clearly without translation. In fact, other techniques generally involve the learners more and they remember better. Here are some examples of different ways of presenting vocabulary items:

Teacher Mary bought a pair of shoes and a wallet. A wallet, OK? No? Well, this is my wallet - look. Have you got a wallet Yuri? Ah, yes. Is it full of money?

Learner No...it's nearly empty!

Teacher Ah, like mine".

(Paul Davies, *Success in English Teaching*, 2002: 61)

Illustrating just like exemplifying is a discursive procedure that materializes linguistic symbols, clarifying through examples facts taken from reality. The illustration in the didactic discourse supports understanding by the strength of the concrete argument. The illustration, as stated by V. Dospinescu "sticks to the theatricality of arguments [...], theatricality which consists in emphasising the enuntiator and focusing on the object in the relation which it dramatically creates with the enuntiator" (V. Dospinescu, 1998: 257). Identifying the ways to streamline the didactic discourse that aims at knowledge transfer, involves the use of those discursive procedures - explanations, definitions, examples, illustrations - to develop the enuntiator's capacity to build effective arguments in order to facilitate understanding for the enuntiator, the abstract to become concrete, the particular, general and vice versa:

Darwin tells us that many varieties of monkeys have an inclination to drink tea and coffee and spirits: *They are able, he says, to smoke tobacco with*

*pleasure, as I saw myself. Brehm says that the residents of north Africa catch the wild paviani putting them where they gather pots full of beer, getting them drunk. He saw several monkeys in this state and gives us a very funny description about their behavior and their strange grimaces. The next day they were in a very bad mood with a hang over, holding their heads in pain and exhibiting a suspicious look. If they were offered beer or wine, they would turn away in disgust, but they liked a lot the lemon juice. An American monkey, an Ateles, once, after getting drunk with brandy, never wanted to drink it again and was therefore wiser than many people (Ch. Darwin, *The Descent of Man and the Sexual Selections*, I, 1). Titu Maiorescu, "Betia de cuvinte" in "Contemporanul" magazine, 1873.*

The exemplification and illustration are elements of the educational discourse characteristic for the representation of reality, especially in the classroom, for the didactic motivation, in order to focus the attention of the enuntiator on the object of knowledge. A drawing, a picture, a gesture, etc. may constitute representations that can catch the student's attention on the subject matter.

The Analogy

Analogies are used in debates in everyday communication situations, in the didactic discourse as a rhetorical procedure with a powerful argumentation effect. The analogy involves similarities comparable between the elements characterizing the two entities. As a principle, through analogy one is trying to find some common elements for at least two objects in order to join them in meaning or concept. Speaking about certain qualities belonging to a number of objects it is supposed that if one of those qualities belongs to a new object, automatically the other qualities belong to this one too. There are several types of analogies that take into consideration elements of intent, of systemization, of cause-effect relation, etc. One distinguishes between the *common analogy* which is achieved only at first glance and without a thorough analysis of common elements and opposed to it the *scientific analogy* which is based on a thorough analysis of the elements of comparison. The random analogy starts from the

random observation of some elements with no intention of finding similarities between them and the *systematic* one which involves a high degree of intentionality. We also mention the *analogy based on causal relationships* where similar effects lead to similar causes and vice versa.

The analogy has an important role in the educational discourse founding the cognitive understanding by projecting the known, familiar characteristics, on new phenomena or situations. The argument by analogy facilitates the transmission of knowledge by putting into relationship two objects, "a problematic one in connection with which the locutor subject aims to build a certain knowledge, with a more familiar object, or better known by the interlocutor." (V. Dospinescu, 1998: p. 259). The analogy as a discursive procedure calls for understanding of what is unknown by calling upon the known, familiar - and leads to a conclusion (often implicit), subordinating the explanation to persuasion. (Rodica Zafiu, 2014, "Reasoning by Analogy: Evaluation Criteria and Rejection Strategies"). Starting from the known truth one tries to bring it to the proximity of the unknown truth but compared to the first one it becomes intelligible.

A classic example of analogy that highlights the opposition between the superfluous thing and the necessary one, by comparing the powers of a nation with a marble block, is found in the preface of T. Maiorescu's *Critice*.

The power of a nation, or moral or material, at any time has at a any moment, a limited amount. (...) You can not play unpunished with this sum of power, with the capital of the culture enterprise within a people. Time, wealth, moral strength and intellectual sharpness we use for a superfluous work, let alone a wrong one, are forever lost to the needful work and the true one. Both can not go together, precisely because the source of a nation's power is not inexhaustible but is by nature limited. (...). You have a single block of marble: if you use it for a caricature figure, from what could you carve a Minerva? (T. Maiorescu, pref. to the Vol. *Critice*, 1978: 4). The discursive break between the compared terms, where the term of comparison is placed at the end, is subdued, reduced, settling the ratio of similarity, the compared elements involving their relationship.

The analogy, in addition to its the contribution in support of the understanding of the educational discourse, it is an effective discursive form through the role it plays in the conversational interaction where the teacher's creativity builds connections, links and similarities between objects which are subject to knowledge. Analogies can be summarized, paraphrased, rephrased, which from a didactic point of view could be a way to assess the degree of assimilation of knowledge.

The Repetition

Whether we speak about the repetition of a word or phrase in different positions of the statement, the purpose is the same, namely to strengthen an idea, to illustrate it better, to better express a feeling, a fact, a content. In the teaching - learning activities, the knowledge is shaped like a pyramid, for each year of study, the concepts are repeated, the new knowledge is set on the previously taught one thus raising the educational scaffolding. The educational discourse aims at transferring knowledge through discursive processes whose goal is their understanding and in taking by the recipient / the student. Resuming, repeating a notion, an idea, a concept, facilitates the acquisition of knowledge, eliminates possible ambiguities of the didactic discourse. Repetition has a secure character, through which the teacher, the owner of knowledge, makes sure the taught concepts were retained and understood. This insurance is not unilateral, it comes as a confirmation in the interaction with the receiver of the message, meaning to confirm the correct understanding by its reproduction, its repetition. "As an act of language, the repetition fosters and maintains the contact between the speaker/the locutor and the auditor". (V. Dospinescu, 1998: p. 263) The repetition of a concept, sequence, by enuntiator / the teacher is not identical, on the one hand, it is rephrased aiming at synthesizing, simplifying it which would facilitate understanding, on the other hand, through its paraphrastic dimension, adds new elements to the previously reported information." *Repeating a discursive sequence, a <déjà vu>, includes a complementary goal, subject to the pure and simple transmission of information, strengthening it.*" (V. Dospinescu, 1998: p. 263)

Through repetition the didactic discourse is ordered, is re/structuring itself and is re / structuring the information submitted, it becomes persuasive just by repeating the same content. In teaching, during a lesson, resuming the concepts presented, the teacher asking for the student's participation: "Let's see, then, how do we define?; What do we mean by ... ?; To resume who can ...?," etc. The act of involvement of the recipient /the student in the resumption of concepts transmitted is not limited to the activities in the classroom, it is extended to the activities at home, where the repetition occurs on a construction already achieved, the repetition representing the way of acquiring, retaining and consolidating knowledge.

The Argumentation

To **argue** vb.I. transits. (from fr.argumenter, lat.argumentari) - to support, strengthen, establish, demonstrate some arguments (*DEX Universe Enciclopedic Gold*).

To **argue** - to inform, present and make clear the possible alternatives → the speaker serves as a guide, a teacher who explains, demonstrates, describes, persuades, to induce the reader to choose one of these alternatives → the speaker is becomes a leader of opinion, taking responsibility for his allegations and appealing to emotions and feelings to be persuasive.

The argumentation is the means by which it is alleged or demonstrated a viewpoint on a topic it is a logical justification activity of an opinion that we intend to bring for discussions and support. The argumentative approach is structured in a logical scheme which involves a series of steps: *statement of acts, their support, proof of issue found and accordingly the strengthening, of the positive effect.*

The purpose of argumentation is to convince (persuade) the communication partner (interlocutor or reader), regarding the validity of the opinion expressed to win his adherence and cooperation. I used the words *to convince* and *to persuade* as synonyms (in French persuader = to convince) in the argumentative discourse. However there are theorists who discern between *conviction* and *persuasion*. If we consider the agent of the action then the conviction is an activity that comes from within the interlocutor whereas

the persuasion is an external action, meaning to appropriate someone's advice. For Kant the persuasion is a belief, a conviction that is not given by the objectivity, while the conviction is objectively appropriated by a rational person. Parelerman approaches the two notions from the perspective of the relation audience-topic. The *persuasive* argumentation refers to a particular audience, while the *convincing* argumentation to a general audience. The educational discourse has as goal the shaping of knowledge and beliefs, that is, accepting the transferred knowledge by the force of arguments used for the acquisition of the 'advice' to the end. The use of persuasion techniques is based on a presentation scheme of ideas in an orderly, logical structure ensuring a rational order in transmitting concepts and their meanings. The ability of ordering ideas, the presentation of arguments, is the source of conviction and the means of persuasion of the listener. A model of organization and scheming the argumentation can be the one called STEP (in English: State, Translate, Exemplify Prove)

- State - to present, to state the idea in a simple and clear way;
- Translate - to expose the idea to be understood by the audience; reducing ambiguity by paraphrase, the use of comparisons.
- Exemplify - to illustrate, give examples that illustrate the ideas, concepts introduced - personal experiences generally known facts, can support the statements made.
- Prove - to show, to demonstrate that the initial idea is correct using factual data, statistics. (Rotariu et al., 2010)

From the point of view of the communicative approach the argumentation involves the transmission of a message to a receiver in order to convince him/her of the validity /the truth of the thesis supported by the enuntiator. During the lesson, the teacher, through the arguments presented in conjunction with other forms of discourse, ideas and concepts, demonstrates the cognitive character in a specific context. Convincing, obtaining the student's adhesion from a logical approach in which the affectivity, the emotional state, induce representations, fruit of the imagination of the participants in the

communication process, the classroom being the scene where emotional relationships and behaviour states bear the imprint of argumentation, is the aim of such an approach.

CONCLUSIONS

The educational discourse is a personalized type of discourse, it is the discourse of the classroom whose goal is the transfer of knowledge. The educational discourse engages the learner in interactive activities aiming at making them proficient users of the language. The educational discourse analysis involves a description of the communicative intentions of the participants, of the context and the types of discourse procedures used. These descriptive, narrative, informative, argumentative, explanatory procedures support the staging of the teaching activity whose manipulations aim at gaining the student's attention and cooperation in the acquisition of knowledge. If the discourse, in general, consists in the transfer of information to an unknown or unidentified listener, the didactic discourse is a continuous transfer of knowledge, of meaning, of significance, where the recipients known, the student being expected to react, to interact, it is the ground of interaction and of the dialogue.

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