

The Issues of Methodology of a Discourse-Analysis in Teaching of Professional Speech to the Students of Non-Philological Specialties

Nataliya M. Zorina and Vadim V. Kortunov

Russian State University of Tourism and Service, p.Cherkizovo, Moscow Region, Russia

Abstract: The article presents a task of methodological support of the presentation, adaptation of the discourse and discourse-analysis theory to the content of academic activity and the ways of its solution.

Key words: Discourse • Discourse-analysis

INTRODUCTION

In modern linguistic and linguo-didactic studies, alongside with traditional, system-structured approach to language description, a communicative-pragmatic approach is also used, wherein in the center of attention are the communicative text parameters, including intensional, modal, social, emotional and informative layers.

Thus, an object of analysis is the communicatively oriented text or discourse, where not only the worldview, reflected in it, is revealed, but also the whole contextual world, the social reality, laying behind the discourse.

Nowadays, the theory of discourse needs a presentation in the higher education institution and, consequently, an urgent task is a problem of methodological support of the presentation and also the adaptation of the discourse and discourse-analysis theory to the content of academic activity. The modeling of communicative situations, the analysis of their constituents, the consideration of factors of the addressee, the selection of linguistic units, suitable for situations etc. will allow the future specialists, being the freshmen yet, to master the language of specialty and the main tactics of speech behavior in standard communicative situation, to expand their communicative space.

Alongside with that, it shall be noted that there is no common formulation of the "discourse" notion. Among the most frequent definitions of the discourse, let us distinguish the following: a discourse is an

equivalent to the "speech" notion in Saussurean meaning, i.e. any specific utterance; a discourse is a system of limitations, which are imposed on the indefinite number of utterances in virtue of the definite social or ideological position [1]; a discourse is a special way of communication and understanding of the surrounding world [2]; a text-discourse is a thematically and grammatically comprehensive speech product, meeting the conditions of coherence of consecutive clauses (including the theme-rheme one), where the communicative goals, intensional concepts of the author, addressing his work, are delivered [3, pp. 41-42]; a discourse is an internally organized sequence of complex linguistic units [4, p. 26]; a discourse is a verbalized verbal and cogitative activity, understood as an aggregate of process and result and having both proper linguistic and extralinguistic plans [5, p. 113]; a discourse is a textual unity in its combination with extralinguistic - pragmatic, socio-cultural, psycholinguistic and other factors; the text, taken in the eventive aspect; the speech, considered as a purposeful social activity,... the speech, dipped into the life [6, p. 136, 137]; a discourse is a dialogue and context of this dialogue. For the discursive utterances the main thing is *who, how, about what and with what purpose* said [7, p. 44]; a discourse is an objectively-existing verbal sign-oriented construction, which accompanies the process of socially important interaction of people [8, p. 8]; a discourse is a way of text composition in definite situational circumstances; a cut of oral or written communicative activity [9, p. 22].

Corresponding Author: Kortunov, Russian State University of Tourism and Service, p. Cherkizovo, Main, 99, Moscow region, Russia.

With great variety of interpretations of the notion, the scientists are mainly united in the treatment of discourse as a speech product, having the wide range of communicative-pragmatic functions, allowing to inscribe this speech product into a definite communicative situation, to analyze and evaluate it, taking into consideration the intensional ideas, goals, social characteristics of the communicators and also the selection and use of linguistic units, relevant and adequate to the situation.

The theory of discourse began to arise in the 50s-70s of the XX century with the appearance of works of K. Benvenist, Z. Harris, R. Jakobson, T. Vandyke, J. Austin, J. Serl, G. Grace, M. Holliday etc [10-15].

At the present time, several approaches to the discourse-analysis were formed; let us distinguish the main ones, providing the methodists-researchers with a possibility, comprehending different positions and evaluations, to develop the methodology for discourse-analysis for the definite didactic educational goals: the speech act theory (J. Austin, J.R. Serl) [12, 1, 16], the logically-pragmatic theory of communication (G.P. Grace, R.S. Stolneyker), the linguistic discourse-analysis (the Birmingham School), the discourse theory of Ernesto Laklo and Shantal Muff, the critical discourse-analysis (Norman Ferklo, R.Vodak, T. Vandyke [17], the discursive psychology (Weterell, Potter) and others. The works of J.Austin, J.R. Serl, G.P. Grace, J. Sinkler, M. Kultkhard in the sphere of linguistic pragmatics significantly determined the direction in development of the discourse-analysis and they are the basis of study of the discourse and discourse-analysis.

It should be noted, that many approaches to the discourse analysis are being developed from the ideas of Michel Foucault, contributed much to the development of discursive analysis.

The discourse theory of Laklo and Muff is based on the post-structuralist idea, that the discourse forms a social world using the meanings. The discourse is not a close and unaccomplished system. A key notion of the theory is the fight of discourses. Different discourses, each of which represents a definite way of communication and understanding of the social world, are involved into the constant fight for superiority. They "tend" to fix their meaning in the language.

The most interesting in the methodological plane, in our opinion, is the three-dimensional model of N. Ferklo, consisting of the following levels:

- The level of discursive practice-the analysis of discourses and genres, which are articulated in text production and use;
- The level of text - the analysis of linguistic structure;
- The level of social practice-the analysis of questions, if the discursive practice reproduces the existing discourse order or restructures it, etc.

The main purpose of the critical discursive analysis is the study of connection between the language use and social practice.

The discursive psychologies pay much attention to the ways, how people use the discourses as the flexible resources in particular contexts of interaction, namely: ways, by means of which the speakers, holding themselves out, support or deny some world structures, producing either the coherence of meanings or discussing these meanings.

The methodology of L.Fillipse and M.V. Yorgensen [2] is of great interest for the researchers; it allows using the possibilities of all three central approaches for the individual discourse analysis.

The discourse theory and the discourse-analysis were also developed in the works of the authoritative native scientists V.G. Borbotko, N.I. Formanovskaya, Y.E. Prokhorov, K.F. Sedov, G.A. Zolotova, O.S. Issers, V.I. Karasik, V.V. Krasnykh, M.L. Makarov, V.T. Markov, T.G. Vinokur, A.V. Olyanich, I.A. Sternin, I.P. Susov *et al.*, [3-5, 8, 18-23], where is determined the following:

- The discourse types in comply with the sphere of language usage (subjective-subjective, subjective-objective, subjective-valuable) (V.G. Borbotko) [4]: communicatively oriented or communicative; cognitively oriented or cognitive; aesthetically oriented or aesthetic;
- The discourse principles [8; 4]: K.F. Sedov distinguishes two central strategies of the discourse structure: representative (descriptive) and narrative (analytical). The narrative strategy of text/discourse formation is of great interest for the pedagogical process; it predetermines the analysis of communicated information. The subtypes of this strategy are objective-analytical and subjective-analytical. The objective-analytical strategy presupposes not only communication of information, but also the reflection on the presented reality.

There is almost no speaker's subjective evaluation. The subjective-analytical strategy presents not only the events themselves, but the subjective-author's comment on these events. As per V.G. Borbotko [4], the main discourse principle is determined by the forming and organizing moments. The forming moment is understood as any text components. The organizing moment is understood as their connecting relations. The organizing moment for the communicatively oriented discourse is the contact of interlocutors;

- The discourse structure [4]: the identifying stage, where the degree of partners' involvement in the sphere of activity is determined; the distributive stage, consisting in distribution and redistribution of functions; the stage of sym-practical communication, existing in the context of practical activity. Additionally, the scientist specifies the post-practical stage of communication, consisting in summation, discussion of the results, evaluation of positive and negative moments and suggestions on elimination of the noticed shortcomings in future.

N.I. Formanovskaya [3] pays attention to the discourse integrity: semantic, based on the theme unity; communicative-syntactic, based on theme-rheme cohesion of speech paths; structural, based on lexicogrammatical structure of locutionary acts and language signals of their regular agreement [3, p. 338];

- The discourse content [24]: the interference act takes place in the discourse, when the speaker reckons on the addressee's understanding, on recognition of his intensions and on the definite reaction in accordance with such recognition and the addressee acts suitably and does not break (or breaks) the speaker's expectations;
- The juxtaposition of the text and the discourse: as distinct from the discourse, the text is deprived of the strict attachment to the real time, its connection with this time has an indirect, mediated character [25];
- The strategy rules, the communication tactics, revealed in the discourse [3, 18, 4, 20, 8, 5, 24, 26].

The conclusions about the content and principles of the discursive analysis, made by V.E. Chernyavskaya, are of great interest for the researcher [27, p. 89]. Underlying the special discourse semantics, V.E.

Chernyavskaya distinguishes five main levels of the language analysis, providing, in her opinion, a concept of discourse analysis:

- The level of (separate) communicative act. The communicative function (intension, communicative intension) of definite utterance/aggregation of utterances is determined.
- The level of (separate) text. A dominating and concurrent text functions and message topic are revealed. The analysis is carried out in the text plane, in the system of intratextual interconnections between the components of the text unity.
- The level of deep macrosemantic analysis of the text, its semantic structure. The main accent is in revelation of what linguistic and composition units are turned out to be pragmatically focused and play a central role in revelation of the semantic idea and the factors of text production, identifying this text field.
- The level of extralinguistic-above-and around-text analysis. It allows connecting some or another words, utterances, meanings, generated by them with "the time spirit", i.e. historical, psychological, ideological, social and interpersonal factors.
- The level of intratextual analysis. There are revealed the meaningfully homogenous text types, providing in total the increment of meaning inside one discursive formation.

Thus, based on main provisions of scientific investigations of native and foreign scientists, let us present our developed model of analysis of institutional business monologic discourse:

- *The linguo-pragmatic level* (the description of components of the communicative situation; the subject-author's evaluation of the reality model with maximum consideration of the speech address factor, addressee reactions to the speaker's intensions).
- *The structure-forming level* (the characteristics of principles of discourse structure and its compositional parts).
- *The linguistic level* (the analysis of linguistic means, revealing the spatial-temporal model of the reality).

Let us make an example and brief analysis of the institutional business monologic discourse, developed by us.

The content-related description of the model. Presentation.

The Modeling of Communication Situation

The Organizational Constituent:

- The place of speech (communicative) act - *the company's office "The Travel Agency "Horizon"*
- Time-The 12th of March, 2012 at 2 p.m.
- The description of addressee-the consumers of tourist services of "The Travel Agency "Horizon" Ltd., the director of orphan asylum No....of Shelkovo (name of organization is conventional); the representatives of social departments of Moscow and Moscow Region Government; the representatives of Shelkovo management, the representatives of regional Mass Media; the representatives of commercial structures: OJSC "The Renaissance Bank", OJSC "Mortadel", "Neva" Ltd., "TourtransVouage" Ltd.
- The description of addresser-the General Director of "The Travel Agency "Horizon" Ltd Thematic constituent:
- Theme determination-the presentation of new pilot project *Intensional constituent:*
- Determination of speech intension-persuasion of representatives of state, commercial, financial structures and the Mass Media to support the new pilot project.

Strategy-the improvement of Company's image, the increase of market segment and keeping of connections with constant business partners.

The Discourse Content

Ladies and Gentlemen: *Welcome to our office! We hope that today's meeting will become for us a beginning of remarkable tradition - open, constructive dialogue of the Company, presenting the tourist services at the market, with the consumers of these services. Our client is special, what is pleasant to note, he is a traveler, desiring to discover the whole world and it means to discover himself in this world. We, professionals, do our best for this discovery to be bright, joyful and comfortable. Alongside with that, we understand that not everyone is able to realize his dreams, his wishes.*

Today we would like to bring to Your attention a new pilot project, the implementation of which will provide different social categories

with an opportunity to understand the world culture. It is referred to children and we, adults, all together are able to make the Russian children happy.

We are glad to inform that our company "The Travel Agency "Horizon" Ltd., together with the leading Russian tour operators "TourtransVoyage", "Neva", "NataliTour" and the Governments of Moscow and Moscow Region opens the so-called social tour in two directions "The world through the child's eyes" and "Our home is Russia".

Today under the new project, we present a European tour (children's parks and entertainments) to the orphan asylum No.5. The tour is meant for 40 people.

Under the direction "Our home is Russia" it is planned a tour through the Golden Ring of Russia for the schoolchildren of Moscow and Moscow Region, mainly from the families with low income.

These are our first steps in the sphere of social tourism and we hope for the support of this project by the Government Authorities, the Mass Media, public organizations and commercial structures.

Of course, we do not forget about our permanent clients and today let us present with pleasure a coach tour through the France cities, developed by our constant partner - the tour operator "TranstourVoyage"; it is called brightly and romantically - "The Aromas and Tastes of France".

As is known, France is not only the queen of fashion, but also a queen of exquisite aromas: the French perfume, the French cognac, the French campaign, the French cuisine....I don't name the specific brands (You know them very well)-it is referred to the warranty of quality, symbol of prosperity, the attribute of good mood.

Our tour will pass through the cities of France, each of which will open for You the beauty and special charm of France: Reims, Paris, Cognac, La Rochelle, Marseille..... - it is not a full list of French cities, which you will be able to attend. The tour is meant for 16 days, it differs by comfort: there are no long, night trips. The tour cost is 40000 rub., including the air travel Moscow-Paris-Moscow. Our permanent clients are provided with the discount of 10%. The tour timetable is included to the general catalogue of coach European tours under the number 20A.

Now you can watch the tour demos, presented for Your attention. The catalogues, leaflets for all tourist destinations are at Your disposal.

Our Managers Are Ready to Answer All of Your Questions:

Today's presentation is a special remarkable event in the life of Our Company, we thank all the present for the support of new, prospective project.

Thank You for attention. C

Brief Methodic Comment: The current presentation is intended to demonstrate the ethical side of the business. The Company "The Travel Bureau "Horizon" invites public representatives of different categories, including the permanent clients - the service consumers with average and high material wealth - the representatives of Government Authorities, state, public and commercial structures to the presentation of new, pilot, socially important project. Thus, the addresser (speaker) creates a discourse in accordance with the speech intonation (presentation of the new, pilot project) and orientation at the addressee, who, in virtue of his role sets, determines the distinguishing features of this monologic discourse to a greater degree: 1) solemnity, style elevation, reflected in etiquette formulas: address (Ladies and Gentlemen), greeting (Welcome!), politeness (it is pleasant to note, we are glad to inform, we present with pleasure); the use of high vocabulary (queen of fashion, queen of exquisite aroma), figures of speech: gradation (*this discovery was bright, comfort; it is referred to the warranty of quality, symbol of prosperity, an attribute of good mood*); deictic units (for Your attention, to Your disposal), paralipsis (*French perfume, French cognac, French champagne, French cuisine...I don't name the specific brands (You know them very well) - it is referred to the warranty of quality*); 2) the syntactically expanded utterances; 3) the use of speech tactics: "grease payments" of the argument (Our client is special, what is pleasant to note, he is a traveler, desiring to discover the whole world and it means to discover himself in this world; provision of examples etc). 4) The wide use of arguments to the business, vanity, authority.

The suggested discourse model can be used for methodical purposes as one of the instruments of formation of the personal communicative competence. When modeling the communicative situation and creating/analyzing the text/discourse, the educatee gets the skills on creation of speech product, taking into consideration a special role of the addressee and an ability to think unconventionally in conditions of standard/nonstandard situation.

REFERENCES

1. Serl, J., 2004. What is a Speech Act? The Language Philosophy. M.: Editorial URss.
2. Phillips, L. and M. Yorgensen, 2008. The Discourse-Analysis. Theory and Practice. Translated from English. Kharkov: Publisher "The Humanitarian Center".
3. Formanovskaya, N.I., 2002. The Communicative and Pragmatic Aspects of Communication Units. M.: The Institute of Russian Language named after A.S. Pushkin.
4. Borbotko, V.G., 1983. About Communicative Adequacy and Discourse Perfection. In Collection "Text as an Instrument of Communication". Y.A. Moscow.
5. Krasnykh, V., 2003. "A Good Guy" is among "The Strangers": a Myth or a Reality. M.: Flinta-Nauka.
6. Arutyunova, N.D., 1990. A Metaphor and a Discourse. The Theory of Metaphor. Moscow.
7. Berdichevsky, A.L., 2007. What, How and Why in Intercultural Space. Russian Language Abroad, 6: 17-28.
8. Sedov, K.F., 2004. A Discourse and a Personality. Moscow.
9. Tevelevich, A.M., 2007. A Learner's Dictionary of Linguo-Didactic Terms. Omsk.
10. Benveniste, E., 1974. Problems in General Linguistics. Paris, pp: 1-302
11. Harris, Z., 1988. Language and Information. Oxford: Clarendon Press, pp:47
12. Austin, J., 1962. Sense and Sensibilia. Oxford: Clarendon Press, pp: 1-184.
13. Dilemmas, R., 1954. Cambridge: Cambridge University Press, pp: 1-209.
14. Ryle, G., 1949. The Concept of Mind. Chicago: University Of Chicago Press, pp: 1-209.
15. Strawson, P.F., 1959. Individuals: An Essay in Descriptive Metaphysics. London: Methuen, pp: 1-271.
16. A Quadrature of Meaning: A French School of the Discourse Analysis, 1999. M.: Progress.
17. Vandyke, T.A., 1989. Language. Cognition. Communication. M.: Progress.
18. Prokhorov, Y.E., 2003. Reality. Text. Discourse. Russian as a Second Language. M.: The State Institute of Russian Language named after A.S. Pushkin.

19. Zolotova, G.A., N.K. Onipenko and M.Y. Sidorova, 2004. The Communicative Grammar of Russian language. M.: The Institute of Russian Language named after V.V. Vinogradov.
20. Issers, O.S., 2011. The Modern Speech Communication: Discursive Practices. Omsk.
21. Krasik, V.I., 2004. The Language Circle: Personality, Concepts, Discourse. M.: Gnozis.
22. Ticher, S., M. Meyer and R. Vodak, 2009. The Analysis Methods for Text and Discourse. Kharkov: Publisher "The Humanitarian Center".
23. Tomashevskaya, K.V., 2012. Speech Communication in Tourist Sphere. M.: Academy.
24. Makarov, M.L., 2003. The Bases of Discourse Theory. M.: GNOZIS.
25. Dymarsky, M.Y., 2010. The Problems of Text Formation and Literary Text (At the Material of Russian Prose of XIX - XX Centuries). Moscow.
26. Romanova, N.N., 2006. The Specific Character of Content and Educational Methods of Monologic Speech for the Students of Non-Philological Specialties. GOUVPO "MSUS", Moscow.
27. Chernyavskaya, V.E., 2006. The Discourse of Power of the Power of Discourse. M.: Flinta-Nauka.