EDUCATIONAL DISCOURSE IN TRADITIONAL AND NON-TRADITIONAL ENVIRONMENTS

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Abstract:The didactic discourse is relatively new in the realm of discourse analysis and if some consider it meant to transfer knowledge or induce change, the didactic discourse needs first be seen as a type of mediated discourse, that type of discourse that drives change, similar to the searlian act of speech, since the didactic discourse is an act of speech consumed from the instructor as sender or creator of message and intended for the learner as the recipient or the doer, the bearer of change resulted from the process, even though the change may not be immediately seen.While textbook discourse reveals what educators already do though scarcely detailed about, the mediated didactic discourse poses some challenges in terms of actors, relations built, meanings and type of change triggered.

Keywords: discourse analysis, textbook, virtual environment, education, didactic

With the advent of technological progress and its enlarged intrusion in communication, Lyotard and Wittgenstein's language games hint at a more specialized speaker, with a more expressive and at the same time opaque utterance similar to the Searle-ian analytical connections among what the speaker intends to say, the meaning he renders, the meaning the word selection bears, the receiver's decoding and the rules governing the text. The message has also suffered changes in its form, due to speed of transmission, lack of time and the new environments it has to be tailored for in the quest to inform,influence or persuade.

General background

Educational discourses are promoters of values, designers or supporters of status and enhancers of language competences, cultural challengers and transdisciplinary frameworks of intertextuality (Fairclough, 2001). Discourse as a term triggers reference to both social studies and humanities depending on the goal of the approach and education as a phenomenon is a social act. However, educational discourse implies not only that learning is a social phenomenon but also that learning is mediated by means of instruments that come to enhance knowledge transfer- books, textbooks, the material support of a course that contains language meant either to be transferred as such in a linguistic aim or to be conducive to skill development.Textbook discourse for example provides "semantic accumulators" which store, register, express, develop and build discourse and confirm or respond to various educational theories. Seen from the humanities view, the discourse refers to the ethnolinguistic approach that analyzes spoken discourse and seen as a language structure refers to the information that is provided in a linguistic interaction. Discourse is seen as the effect it produces on the receiver but also as a conversation between the speaker and the hearer while the narration is a story that unfolds within the dialogue but irrespective of the speaker's and hearer's intervention. Looked at from the textbook perspective as a means to developing discourse, one looks at the way the textbook presents the world depending on the context and the functions it has in target, but also one looks at linguistic devices, intertextuality and message that shape up consciences, that enhance knowledge transfer and prepare development.

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Textbooks are seen as semiotic strategies employed between the author of the textbook (the educator) and the student or the reader. Textbooks can thus be analyzed as texts produced by authors that have specific authors in mind and specific messages to sender that develop specific competences in the reader- student. Language system, typographics and participants' personality are considered as well. Looked at from the cognitive linguistics approach, then textbooks are sources of educational discourse seen as semiotic entity, with frames, scenarios, mental models. The textbook is the mediator, the instrument, the channel for the discourse dissemination but also the content bearer, the linguistic support that brings change and develops skills, cultivates values and creates mental patterns. Looked at as textbooks, educational discourses prove the multifunctionality of language but also the variety of semiotic means to develop intended linguistics competences. The relationship between the text and the reader has an important role in the process of instilling cognitive development and change. If in the general discourse the text, the author and the reader developed a round relationship, the importance of a decoder of message is highlighted here, as opposed to the previously mentioned case.

Textbooks as discourses

A textbook is multilayered, it has the content layer, based on thematic selections of discourse, and the linguistic embodiment of the textbook semantics. (Klerides E, 2010)Textbook semantics usually take the narrative form and is organized around the actors of the narrative, the place and time or the setting and the plot meant like types of action comprising the story, linked together by a common general theme while the lexical and grammatical means involved in building up the narratives refer to vocabulary as the most important element of a discourse(Fairclough,1992) Thus, a narrative of a discourse in a given textbook has its encoding in vocabulary choices.The grammatical features of the textbook are illustrated with the relationships developed between participants and circumstances presented in the texts employed. At the text level, the textbook discourse brings together a variety of texts that picture various identities, various versions of the same reality, mostly past or a suspended present, elements that make textbooks be heterogenous sources of discourse.
If we consider textbook as a genre, we might say that textx are both informational and didactic, textx are subject to re-entexualization and change through exercises and activities that require students to consider and discuss the messages promoted with the professionalized textx. The discourse embedded in all these is a" structuring principle of society, in social institutions, modes of thought and individual subjectivity" (Weedon C, 1997)

The impersonal forms in lexic give the textbook a high persuasive power, inviting the reader to identify with the author of the original texts used in the textbook. Events speak for themselves but significant highlights make the reader understand why the texts need to be analyzed.
Readership and authorship are differently approached. Readers are passive recipients but using syntactics they situate themselves as active and agentive. Readers are constructed when they have to use questions, to problematize, to assess things. The writer is always present, an agent of truth but takes a distance through direct commands. Readers are passive assimilators of well established facts, writers are agents of factual knowledge and the theme is a value free discipline (Klerides E, 2010).When analyzing textbook discourse there are various approaches and they are all incipient since the field itself is rather young (Knudsen& Aatmoesbakken, 2010) One research might be into the process of producing and distributing textbooks, the application approach might look at how teaching resources are used, while the product oriented research (Drotner, 2006, Olsen, 2005) focuses on content, i..e selection of texts, of linguistic aspects and their presentation (Johnsen, 1999) Textbooks designed with linguistic and cultural objectives for professional competences in a certain field do not only look at functional language and practice but they look at embedded cultural

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and professional values, at indices of status and working-related vocabulary enhanced once immersion in the text is performed. Thus textbooks are a complex structure developed on the basis of a multitude of rules. Textbooks are cultural artifacts (Gray, 2010) that instill power and status through the relationship they develop. Our approach looks at coursebook used for the defense system to enhance specific linguistic competences, cultural immersion and status conducive to an appropriate deployable set of personal capabilities. The language provided along with the four competences of speaking listening reading and writing help individuals tailor and control, dominate their environment. Vocabulary and functional language imprint a set of professional values as well within the text as a bearer of both specific terminology, attitutes and manner of expression.

Military didactic discourse

When I produced the discourses for all the textbooks of the English as a Second Language (ESL) or English for Special Purposes (ESP) or even English for Academic Purposes (EAP) I have been teaching, I fundamentally considered "who speaks and who listens, under what conditions of possibility and (…) of which pedagogical agendas (Schenke A, 1991) but I also had in mind that an educational discourse contains "ways of talking, listening, reading, writing, acting, interacting" because any discourse "creates social positions (or perspectives) from which people are invited to speak, listen, act, read and write, think, feel" (Bourdieu, 1991, Foucault, 1980, Gee J, Hull G& Lankshear C., 1996)

Within the military field one needs complex training linguistically, since the functionality of language in the military needs specific linguistic terms and values, for the readiness when deployed. Language functions and specific terminology give rise to the language of professsionals, all charaterized by the impact of tactics of the battle or the strategic thinking, by the development of a distinct specialization.Description of battlefield and its experience, modern weapons and ammunition are introduced in texts that depict, in the backgroud, a world that can only be re-organized and settled with military intervention. The terms conveying death, war and destruction are rendered with the use of acronyms, nouns and dynamic verbs. Human capabilites get immersed into the environment conducive to their enculturation prior to deployment.The military language and the texts used to convey the medium of the message are bearers of status and professional identity, they are generators of power.

The register seen as type of linguistics variation most closely related to the basic social function of the language fulfills the function of initiating, maintaining and controlling social interaction in specific circumstances. The register of the military is differentiated on tactical and strategic levels and therefore teaching competences in a foreign language should use different texts for these two levels, since not necessarily vocabulary is different but linguistic functions employed are different. Both the pragmatic (goal oriented) and non-pragmatic (socially oriented) functions of language are used in textbooks that develop competences for the theatre of operation specific language, intelligence gathering, action, analysis and decision, as well as strategic thinking on issues of national security, in an abstract and level headed approach.

To this end, the textbook discourse develops specialized language competence for the military and draw on *entextualization*, transforming military theatre of operations accounts into texts for language training and *recontextualization* by which entextualization from one genre (military account) is performed into another genre (textbooks or language courses). Moreover, since language education systematically teaches differences in meaning, mentality and worldviews, literature film and the media are used to challenge students' imagination and help them consider alternative ways of approaching things, to acquire functional language abilities and critical language awareness. Texts used as reference or background to build the didactic discourse are seen as "an intersection of

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several textual surfaces, as a dialogue among several writings- that of the writer, the addressee of the character, the contemporary or earlier cultural context" (Kristeva J, 1980).

The topics often selected for language books designed for the defense education make connections between places and memories that enable military construct important tactical and strategic decisions and thus challenge the learners to engage themselves in various linguistic approaches to dealing with an event. Military operations are in themselves a discursive process of constructed meaning. Learners engage in the process of evaluating and comparing, becoming aware and understanding the other military nations, becoming aware of the differences with the cultural awareness texts proposed for lecture and the debates that follow. Connections, comparisons and reflections on various cultures involved in solving conflicts under NATO are stirred. Original documents give a sense of reality and motivate the adult learner who can see the applicability of the information he is going to internalize. There are fragments where military events are co-constructed in dialogues among speakers /learners and between readers and writers, drawing on a variety of modalities- visual, acoustic, verbal- that modify the cultural consciousness simultaneously with the communicative proficiency.As an example, *Duty with Honor (*Popescu, 2005) a coursebook published in order to facilitate and boost communicative English skills within the predeployment training of the Romanian response task force soldiers uses Canadian media materials, mainly *The Ottawa Citizen* as regular printed press to inform students on the Canadian culture and civilization and immerses them in a language and custom related environment conducive to an effective mission in the international theatre of operations, along Canadian forces for better mission-related communication effectiveness.

Moreover, teaching for the military higher education brings challenges in meeting officers that serve in various coats of arms. Students in counter-intelligence are but another example to meet their needs but also to reveal aspects of communication needed for various functions in professional contexts abroad, *Me against the Spies* (Popescu, 2006) addresses specific counter-intelligence problems from famous espionaje cases to the rules of engagement in psychological operations, in a quest for developing self- confidence and decision making skills in communication, in a foregin language.Thus, both entextualization and recontextualization is performed, using real texts meant for official intelligence service use to draw contexts that facilitate functional language learning.

Technologically challenged texts – can they still perform a discourse?

Things get a new turn when the didactic discourse is transferred in the virtual environment. Multimodality seen as a theory of communication and social semiotics is a characteristic of various media aggregated to facilitate people's communication and interaction in the educational process as well. Thus, writing, gesture, posture, gaze, color, images, video and interactions come to generate a goal oriented didactic discourse especially when student centered learning is in focus.

The mediated technologically enhanced didactic discourse can be monological or dialogical, reflecting a stratification of phenomena- turn taking among students or among students and instructor, speech acts triggering change performed through action, discourse relations in case of peer or group working. What lacks or can be achieved only through synchronous interaction is the face work needed in a discourse focused on cultural aspects and language functions. Facework can be either replaced through arbitrary markers such as emoji in chatboxes or orthography or even capitalization or onomatopoeia. In terms of framing a competency based learning environment, competencies are embedded in data chunks while the software of the learning environment has the embedded performance indicators either in right versus wrong answer or in percentual progress of a lesson, or even in the decisions made for course of action selected in multimodal environments or in game based learning. The didactic framework is designed with the help of intertextuality of various

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military texts extracted from military procedures or shapshots shooted by embedded journalists turned into educational resources as "additions to the chains of speech communication, consisting of prior texts which they respond"(Bakhtin, 1986)

In the context of second language acquisition Machine Language Translation deployed into various Virtual Learning Environments, be they on standard or mobile Learning Management Systems, is brought to the forefront. VLEs are the solutions for ubiquitous learning and information, especially when it comes to mobile LMS. The truth is that we go global while the language requirements are more frequent with dissolved geopolitical boundaries. This results in employing communicative methods, cooperative learning and collaborative media to translate from one into many other languages, especially the lesser taught ones now, in order to inter-relate with an international workforce irrespective of the field, inside the Virtual Learning Environment, irrespective of their nationality and mother-tongue.

What is important in relation to all of the above is that -in the given context of skyrocketing technological- progress communication technologies have changed the meaning of communication and discourse analysis itself has undergone important changes since digital revolution occurred in applied linguistics as well.

In terms of the military language training discourse the battlefield has changed, it is no longer in open physical space but a borderless one, ubiquitous and virtual, a highly complex "hi-tech warfare". This implies that verbal communication is electronically performed so linguistic competence comes wrapped into a technologically encoded form. The didactic discourse has a new form, getting from paper based to computer or mobile based. Relationships between meanings and words that describe weapons and tactics are different since semiotics has changed. The growing trend to use less and less words, more and more acronyms since time as a factor is not on fighters' side anymore gives rise to a different didactic discourse that abounds in acronyms, euphemisms, abbreviations and slang, converted in real life operational field use.

Consequently, educational discourse by means of textbooks or virtual learning environments (VLE) nowadays provides capabilities to react to learners' abilities and difficulties and provide feedback based on pioneering ways of interpreting the user's responses -particularly in relation to deep or shallow reasoning and thinking. Artificial Intelligence will soon replace it all since AI will be able to tailor word selection and contextualize to render a proper meaning based on a storyboard imprinted in the didactic discourse soft.

Socially speaking, in virtual environments power relationships are eradicated since the focus is on the functional use and not on context. Eastern block military cultures may encounter problems in what organizational rules of conduct are concerned when the discourse disregards power status and social relevance factors. Elements such as nonverbal and paraverbal language that instill power and situate users as recipients and senders as producer of message are missing in the technologically challenged interactions. Similar to social media where social relevance markers are dropped, so are things with learning environments.

In VLE asynchronous discourse the context plays an important role for disambiguation, since elements that would otherwise help (nonverbal, paraverbal, synchronous) are missing. Therefore language teaching didactic discourse in a second language acquisition process has hindrances in terms of gathering targeted decoding of the messages, even in situations of tactics and weaponry where the language is simple and denominative compared to strategic level where language may often be connotative in meaning. Solutions should therefore exploit advances in natural language interaction techniques (dialogues), in rich and effective user interfaces and should have a pedagogically sound instructional design, in order to unlock the potential of the individual by a better personalization of educational technologies. Thus, in order to enhance ubiquity in formal education and lifelong learning, eLearning systems-Machine Language Translation based are more and more in focus and projects have been spinning around, in the form of multilanguage content and eLearning object repository

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In the context of ubiquitous learning, mobile translation has become a feasible tool, as the use of mobile phones and other portable devices has an impact on how learning takes place in many disciplines and contexts

We have in attention the language barrier challenged by the development of mobile devices that perform personalized speech-to-speech translation, like the one in which a user's spoken input in one language produces spoken output in another language, while continuing to sound like the user's voice. EUROMATRIX was one such program which aimed at a major push in machine translation technology, with combinations of statistical techniques and linguistic knowledge sources as well as hybrid machine translation architecture, addressing urgent European economic and social needs by concentrating on European languages and on high-quality translation that uses technical, social, legal and political documents. ETNOKA.COM, another soft meant to create a multilingual platform for european students, based around the central concept of multilingual chatting in five european languages (English, French, German, Italian and Spanish) translates from the language of origin to the other four languages using the Systran system community services and activities. Moreover, SYSTRAN's hybrid engine delivers high performance with standard hardware.

All of the above naturally triggered an uprising of collaborative platforms or workspaces that have been integrated with machine language translation (MLT) either on standard or mobile Learning Management Systems (LMS), so that participants can have the ability to communicate in a multinational, multilingual environment for different purposes, by accessing instant messaging, e-meeting, web conferencing and chat tools (by means of Lotus products) to give better way to interactivity for the reality factor purpose. There is thus a variation on the didactic discourse where translations cannot render perfect synonymy among lexical choices or where cultural differences act as hindrances in functionality of the language itself. What is important is that implementing machine translation systems the didactic discourse becomes a melting pot of language and culture , a stratification of a multilayered complex discourse that either gives rise to a common way or representing the world or it brings serious ruptures. A discourse conducive to procedural learning is better represented in a virtual environment in the abovementioned circumstances while a declarative learning discourse may be more difficult and may even break in transferring knowledge if machine translation activity is required due to not so accurate and culturally correct render of meaning.

Conclusions

Whether they are instructor-led or not, certain things should become questionable over the changes suffered by the didactic discourse under technological uprise. We studied the options that introduce translation software in the didactic discourse, intruding and somehow fragmenting instructor’s discourse to teach terminology, function and culture in second language acquisition and the conclusions led us to state that:

1. Related to the chat interaction in a multinational environment, automated translation is provided based on language pair. This is an issue in question as where different cultures are involved, we cannot speak of perfect matching, in terms of semantics, to cover the full interoperability factor; therefore, different types of reception might be involved, related to codes of interpreting distorted or semantically challenged messages sometimes.
2. In case of a discourse addressed to a multilingual audience, where accent falls on a thorough needs of analysis to tailor information for each and every individual according to his own learning style, different types of media are embedded- for the visual, the kinesthetic and the auditory individual, videos or slideshows or even listening sequencing are called, which- obviously need to be accompanied by a translated version, so that people would meet online, via web conferencing or chat. Communication is engaged and enhanced via translating software. Denotative meaning is

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preferred in such contexts, as mentioned earlier, since paraverbal and nonverbal that contextualize and provide additional information are lacking where human interaction lacks.
3. TRANSCLICK soft could have been used for synchronous interaction but with poor results since its ability is restricted to business, legal, medical and IT,while there is no component foe the military for example.More than that, the translation goes by pair, rule-based, therefore the contextual meaning is lost for synonyms that are no perfect match. Consequently, it could not properly perform in a chat style, where formal and informal language change shifts from a context to another. As far as the military didactic discourse is concerned, new improved machine translation should be brought to light, to widen the horizon of instant translation in a multinational environment that replicates the current operational situations. Research has to find a solution to tailor the machine based synchronous translation to cultural and personal style of expression. Under the circumstances a discourse can hardly develop between the machine and the individual, even though one might consider the media employed for the teaching purposes that could give rise to a discourse. The case is that a discourse may evolve in this side of the didactic process, yet the interactive denominative part of lexic and function are broken due to problems in machine translation or human computer interaction. One refers here to synchronous interactions with native speakers for cultural social and linguistic immersion of the learner.

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