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PRAGMALINGUISTIC STRUCTURES IN ACADEMIC DISCOURSE

621.05. Semiotics; semantics; pragmatics (Romanian language)

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CONCEPTUAL REFERENCES OF THE RESEARCH

The actuality and importance of the researched topic is determined, first of all, by the discussions and trends of modern linguistics regarding the relationship between the terms *text* and *discourse* and, secondly, by the linguistic situation in the Romanian space, in which there is a lack of *academic discourse* research from a pragmatic perspective.

Over time, linguists have tried to propose various definitions and interpretations for the notions of *discourse* and *text*. Analyzed from various perspectives, these terms still leave room for discussions, which stem from the various dimensions that the phenomena represent.

Depending on the classification criteria, the speech registers various forms, with specific features. A specialized type of discourse is *academic discourse* that is less subject to analysis by linguistic researchers.

The pragmatic dimension, reflected in the academic discourse through its forms, functions and features, constitutes a current and important segment of research, first of all considering that it is a subject less addressed in our space, and not only, while the science of the text and discourse is constantly developing.

The research object of the present study is the *academic discourse* analyzed through the prism of pragmalinguistic structures, its use in speech situations and the effect produced. In this sense, **the aim** of the paper consists in the research of the academic discourse through the prism of the evolution of the definitions, the identification and description of the basic characteristics, as well as the way of manifesting the pragmatic dimension through the analysis of the language elements that are specific to the academic discourse and the proposal of an informational analysis model. To achieve the goal, we proposed the following **objectives**:

– the definition of operational concepts from a pragmatic perspective in academic discourse research;

– defining the forms, functions and characteristics of academic discourse;

– revealing the fundamental aspects related to the structural-argumentative level through which the academic discourse is individualized;

– identifying and describing the nonverbal and paraverbal elements that participate in the constitution of meaning in the structure of the academic discourse;

– establishing ways of organizing conversational interaction in academic discourse;

– carrying out a linguistic analysis on communicative segmentation at the level of statement and discourse;

– proposing a model of informational analysis of the academic discourse;

– classification of communicative segmentation types based on different types of academic discourses;

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– identifying the mistakes found in the organization of the academic discourse.

The research hypothesis is: The academic discourse subjected to pragmalinguistic analysis offers various possibilities of interpretation due to its forms of manifestation. In our study we delineate *scientific discourse* and *didactic discourse* as parts of academic discourse. Being considered a speech model, it has a specific structure, being characterized by respecting the order of words and presenting information from the known to the unknown. The communicative segmentation of the academic discourse can be traced based on a model of its informational analysis.

The scientific innovation. The academic discourse seen through the lens of its role in society, its interdisciplinary character and its impact on the receivers is a subject in continuous evolution and development. At the same time, despite its role for the science of language, but also for the practice of speaking, it does not have a complex study in which its forms of manifestation, features or other pragmatic aspects are analyzed. In this context, we propose a study in which the academic discourse is approached from the perspective of linguistic pragmatics, namely the theorization of the concept of academic discourse, the description of its forms and species and the proposal of a model of informational analysis of the academic discourse.

Scientific research methodology. The methodology and the theoretical framework of the research are determined by the purpose of the work, by its theoretical and applied nature. In carrying out the research, the scientific-methodological principles characteristic of a scientific work were taken into account. Our research is based on research methods and procedures in the field of contemporary linguistics and not only, given its interdisciplinary character. Thus, the methods used are the following: the method of *documentation* and the method of *observation* that we applied in the theoretical part of the work, when we determined the stages of evolution of the terms, their definitions and interpretations (text, discourse, academic discourse, linguistic pragmatics); *critical analysis* of specialized works; *analysis* and *synthesis* of concepts (it was applied at the stage of describing and synthesizing the researched material); the *observation* and *analysis* of the phenomena specific to the academic discourse that form the corpus of this work; *description* and *interpretation of results* based on selected examples; proposing a *model of academic discourse analysis*; *deduction* in formulating conclusions and recommendations. The methods used allowed us to elucidate the fundamental aspects on which the work is based.

The target corpus of this paper consists of the discourses recorded in the series *Lecturi academice de Ziua Limbii Române 2005-2016*. This collection was selected for the following reasons:

✓ The discourses presented in the collection are given by outstanding personalities in the field of science: academicians, corresponding members of the Academy of Sciences of Moldova, honorary doctors, qualified doctors – personalities who command an increased degree of trust both in the academic environment and in society and offer a model of text and discourse.

✓ Even if it seems that the subject addressed is one, the ways of interpretation demonstrate ways of solving the discourse individually, being integrated elements of different nature and originating from different experiences, the transmitters being part of the academic environment, but coming from different branches of science and society this fact influencing in one way or another the structure of the discourse.

✓ The subject developed in the collection is current and open for discussion, at the same time, being interesting combining several fields of interest: *linguistics, literature, history*, etc.

✓ The discourses were delivered (recorded) from the rostrum of the Academy of Sciences of Moldova, which at the time was the highest scientific forum in the country, but at the same time, their texts were also published, we having access to their written version, allowing us thus a broad comparative analysis.

Some discourses delivered during the pandemic were also selected, the crisis caused by it generated changes in all spheres of activity of society, including in the academic environment. The academic community had to adapt in a very short time to the new conditions imposed by the authorities. Thus, communication took place in a new format, electronic platforms becoming the only tool that ensures the communication process. Under these conditions, communication in the academic environment has registered new forms of organization, the discourses exhibiting new characteristics.

Keywords: *statement, text, academic discourse, scientific discourse, didactic discourse, pragmalinguistic structure, conversational interaction, argumentative structure, pragmatic connectors, informational organization, theme, rheme, thematic progression.*

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography from 157 sources, 7 figures, 6 tables, 2 appendices, statement of responsibility, author's CV. The basic text comprises 147 pages.

THESIS CONTENT

Chapter I, entitled *Perspectives for the study of some pragmatic concepts*, contains a synthesis of the notions of *text* and *discourse*, of the relationship between these notions, an overview of the *academic discourse* through the prism of the definition, classification and approach of the notion in specialized literature, as well as some benchmarks regarding *linguistic pragmatics*.

The pragmatic dimension of discourse was pointed out by researchers in the second half of the 20th century, when it was found that discourse analysis contributes to a better understanding of how the world works, because discourse itself is a way of describing and understanding of the world. Thus, discourse research derives above all from the impossibility of separating it from its utility. It is important not only what is said, but also who says it and how they say it because "a înțelege limbajul discursului înseamnă a înțelege lumea care îl generează, iar pentru a înțelege lumea trebuie să depășim cadrele lingvisticii" (Tomulescu, 2019).

It is important to note that the interpretation of the concept *discourse* has changed significantly in recent decades. If in the 60s-70s of the last century *discourse* was understood as a connected and coordinated sequence of sentences or speech acts, then from the point of view of modern approaches, discourse is a complex communicative phenomenon that includes, in addition to the *text*, and *extralinguistic factors* (knowledge of the world, opinions, settings, goals of the addressee) necessary to understand the text.

In specialized literature, for a long time, *the phrase* was considered a structural superunit subject to a linguistic analysis, stating that the area of linguistic research ends where the phrase ends (see M.R. Mayenowa, apud A. Coșciug, 2004, p. 8) . We find a development of the approach of the researcher V. Zveghințev who stated that there are no phrases outside the discourse, just as there are no morphemes outside the word (A. Coșciug, 2004, p. 7). In this context, the research of language as an act of communication, from the perspective of its multiple functions, has determined in the last three decades an extension of the analysis operations applicable to linguistic units that go beyond the phrase level.

The textual level, in relation to the other linguistic levels it involves, has the widest field of manifestation, including in its scope everything that is done as a finite act of communication. From this perspective, the *text* is constituted as a unit of meaning, which completes the act of communication, while the units that belong to the other levels present themselves as units of construction or modeling of the text, put into action by the grammatical mechanisms in a recursive integrative system. The textual level, involving the other levels, is projected as a superlevel, as the finality of the entire linguistic system or mechanism. *The text*, as a unit with textual relevance, is characterized by a series of its own features (Gherasim, 2008, p.10).

One of the most widespread ways of interpreting the text is to consider it a sequence of linguistic units, a suite of phrases subject to the principle of order. According to R. de Beaugrande W. Dressler, the pragmatic updates of the text allowed the identification of some standards of textuality: *cohesion, coherence, intentionality, acceptability, informativeness, situationality, intertextuality*, and the degree of their manifestation in a speech is influenced by interlocutors, context, the object of speech.

From a linguistic point of view, *the discourse* is complementary to *the text*. But if the latter can be limited to a single syntactic-semantic unit (without necessarily becoming a sentence), the speech develops at the transphrastic level, in a complex structure, as a communicative event, which reflects an individualized linguistic behavior. The pragmatics of discourse, closely related to the universe of verbal communication, fix its features; thus, discourse has quantitative and qualitative aspects, oriented and intentional character, with temporal evolution, being a form of action through language acts, in an interactive and contextualized mechanism (Maingueneau, 1976, p. 38-41).

In the 1990s, A. Ali Bouacha (cf. quoted in Adam, 2006, p. 19) affirms the importance and necessity of approaching and treating discourse as an "empirical object that refers to the text" (apud Dospinescu, 2008, p. 62) .

According to the opinion of the linguist E. Coșeriu, the term *discourse* refers to the procedural aspect, and the term *text* refers to the product of speech activity. They are addressed simultaneously within integral linguistics, not being considered as truly distinct components of speech, as they only express different points of view from which speaking activity is viewed (Robu, 2013, p. 136).

Under the influence of Austin's and Searle's theories regarding speech acts, in the 70s there is a shift towards the communicative side and as a result, the sphere of the strict level of the phrase is passed to that of the discourse, so that more and more will be brought in discussion aspect of a pragmatic nature, with special reference to *the statement*, especially in pragmatics of cognitive origin. The focus on the cognitive side has encouraged the development of cognitive research on discourse within disciplines such as psycholinguistics or artificial intelligence. In parallel with the first developments of the *text/discourse* distinction, Cosherian integralist research outlines a distinct model of their approach, basing its hypotheses on solid theories from the sphere of language philosophy, linguistics and structural semantics, which offer the possibility of understanding *the discourse* as a whole starting from to its product, *the text* (Robu, 2015).

Based on the analysis of the specialized literature regarding the *text-discourse* relationship, we note the diversity of opinions and support the idea analyzed in our research by the linguist E. Coșeriu.

Academic discourse by its essence and its role in society, it arouses interest among linguists at national and international level. The interest in researching this phenomenon inevitably starts from

the necessity, scientifically argued, through the need to communicate and interact with the academic environment with the public in order to spread and present the results obtained. Also, the interest is determined by the fact that the subject is current, admitting an interdisciplinary interpretation. We note, at the same time, however, the insufficiency, in our research space, of some fundamental studies on *academic discourse*.

If we are to talk about the study of the phenomenon in question in the specialized literature, it must be said that the most recent studies dedicated to the academic discourse belong to the researcher K. Hyland: (2015) *Academic publishing: issues and challenges in the production of knowledge*; (2015) *Academic Written English*; (2012) *Disciplinary Identities: Individuality and Community in Academic Writing*; (2009) *Teaching and Researching Writing*; (2009) *Academic Discourse: English in a Global Context*; (2006) *English for Academic Purposes: An Advanced Resource Book.* In French linguistics: M.-Ch. Pollet (1997) *Discours universitaires ou genre académique: l'explicatif comme zone de (dis)continuité*; D. Jacobi (1986) *Diffusion et vulgarisation. Itinéraires du texte scientifique*. In Russian linguistics, a number of scientific articles addressing academic discourse are attested: А. Стеблецова (2020) *Академический дискурс в западных исследованиях на рубеже XX–XXI вв.: эволюция направлений и концепций*; О.А. Обдалова, О.В. Харапудченко (2018) *Экскурсионный научно-академический дискурс и его жанровые особенности*; М. Круль (2015) *Академический дискурс в польской научной картине мира (обзор специальной литературы)*; Л. Бузинова (2017) *Академический дискурс и его место в дискурсологии*.

In our research space, as we mentioned, we are not aware of the existence of fundamental works that address the subject. However, several scientific articles are published that deal with *didactic discourse* and *scientific discourse* from various perspectives. From Romanian linguistics we mention the following works: D. Rovența-Frumușani, *Semiotica discursului științific* (1995); V. Dospinescu, *Semiotică și discurs didactic* (1998); TO. Tomescu, *O lectură comparativă a discursurilor didactice (II) (2015)* etc.

It is obvious that a definition of *academic discourse* should inevitably start from the community in which discursive practices take place, which is the academic community. Thus, the most elementary definition of *academic discourse* describes it as a species of academic eloquence, it represents a discourse with literary, scientific, philosophical content, delivered within the Academy or a literary society (Fierescu, 1979).

The academic discourse thus represents a specialized discourse, produced in formal, conventional spaces and being individualized by a specific language, which is distinguished not only by a specific syntax, but also by a special semantics that imposes meaning norms aimed at legitimize a certain type of knowledge. Its main feature is the extensive use of general concepts, as synthesis and integrity of expression.

A certain difficulty in defining and describing the notion is determined by the different way of classifying concrete forms of academic discourse. Thus, in some cases by academic discourse only the scientific discourse is taken into account, in others only the didactic discourse. Often, however, academic discourse is considered to encompass both forms. Starting from certain features, especially considering the environment in which this type of discourse takes place, in our research we consider that *academic discourse* encompasses both *scientific* and *didactic discourse*.

In this context, in our research we approach academic discourse as a discourse spoken in the academic environment, integrating: *scientific discourse* and *didactic discourse*. Schematically, the phenomenon in question can be presented as follows:
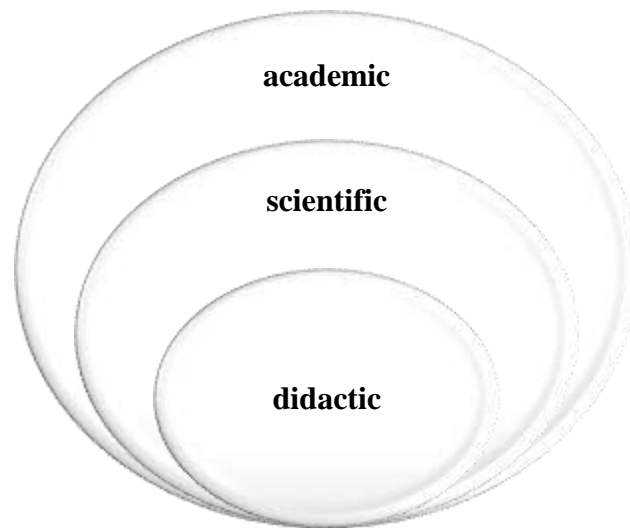
academic

scientific

didactic

Fig. 1. *Forms of academic discourse*

Scientific discourse is a specialised discourse, characterised by scientific language, spoken at scientific manifestations in a formal setting by a specialised transmitter and an informed or uninformed transmitter depending on the species of scientific discourse.

The didactic discourse is the discourse delivered in higher education institutions, analysed from a pragmatic perspective, it has the role of forming new skills, educating, transmitting knowledge and training qualified specialists in a field. Its demarcated forms are: *argumentation, explanation, description, narrative.*

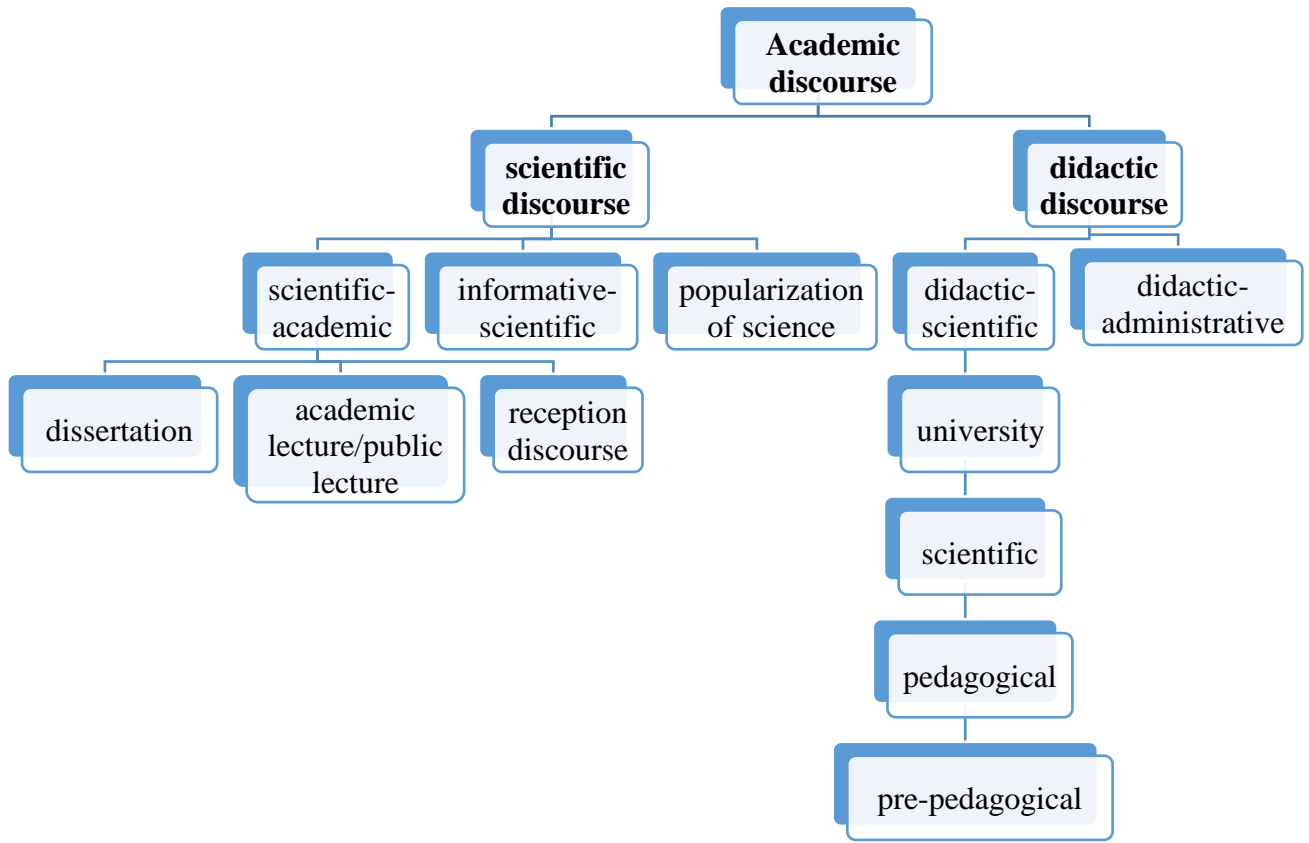The forms of academic discourse are characterised by the following species:

Fig. 2. *The species of academic discourse*

Academic discourse is defined by several ***functions***, namely:

The informative function – is manifested by the intention of the broadcaster to transmit information/knowledge to the widest possible audience;

The epistemological function – it is manifested by the intention of the transmitter to transmit knowledge to a target audience and to contribute to the development of some capacities of the receiver;

The polemical function – is manifested by the intention of the broadcaster to bring new arguments against the opinions presented;

The educational function – is manifested by the broadcaster's intention to transmit certain knowledge for the purpose of training certain skills, competencies needed in the future for specialists in a certain field;

The argumentative function – is manifested by the intention of the sender to present information/knowledge and convince the receivers of their veracity by using argumentative constructions, the logical formulation of reasoning.

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In accordance with the aim pursued in the paper, we are going to present some aspects from the sphere of ***linguistic pragmatics*** necessary for the analysis of the most important pragmatic-semantic features specific to academic discourse. As is well known, the 20th century is characterized by an unprecedented development of linguistics, imposing three major directions: *structuralism, generativism and pragmalinguistics.*

Considered as a rising direction, pragmatics is seen as a relatively young discipline with vast development possibilities. Linguistic researchers have proposed several definitions and interpretations for the term *pragmatics*. A program of this direction of linguistic research can be found in the studies of E. Coșeriu, who, without using the word pragmatics, reveals the characteristics of the new direction of research whose "sarcină ar trebui să fie aceea de a recunoaște și descrie funcțiile specifice ale vorbirii și de a indica instrumentele ei posibile, care pot fi atât verbale, cât și extraverbale" (Coșeriu, 2004, p. 293).

Thus, *linguistic pragmatics*, in an intense development process, has already established itself as a recognized discipline, although discussions and interpretations still persist.

However, it is found in the set of human sciences designating a particular theory and an intersection of various currents that share several segments of analysis. These would be: semiotics of C.S. Pierce; the theory of language acts, initiated by the English philosopher J. Austin, developed by J. R. Searle; the study of the inferences that participants make in a verbal interaction; studies on linguistic pronunciation; studies on argumentation; research on verbal interaction; certain theories on communication etc.

The theoretical approach to pragmatic concepts in the first chapter serves as a basis for further research into the pragmatic aspects of academic discourse.

Chapter II, entitled *The pragmatic dimension of academic discourse*, includes an analysis from a pragmatic perspective of the forms of manifestation of academic discourse.

The features of scientific style are relevant for academic discourse, namely: *objectivity, precision, unity, clarity, brevity, sobriety, originality, coherence and cohesion.*

Depending on certain criteria such as: *the level of preparation of the receivers, the scientific field, the communicative intention, the form of presentation,* the scientific discourse is defined by certain features presented with the help of the following table:

The typology of scientific discourse

No. crt.	The name of the criterion	The type of scientific discourse	Characteristics
1.	the degree of preparation of the receivers	• specialized/advised	the receiver is initiated in the discussed topic, he can participate in the debate

		• non-specialized/not approved	receiver gets knowledge and information from an expert
2.	**the scientific field**	• humanities/arts sciences	discourses concerning the fields of: philology, history, philosophy, art etc.
		• social sciences	discourses concerning the fields of: jurisprudence, economic, social assistance, etc.
		• medical sciences	discourses concerning the fields of medicine, biology, etc.
		• engineering/technical sciences	discourses concerning the fields of engineering/technical science topics
3.	**communicative intention**	• informative	the intention to inform, to spread knowledge to a wide audience
		• argumentative	discourse constructed according to structural-argumentative principles, with the issuance of hypotheses and reasonings
		• persuasive	the intention to convince and cause the receiver to validate the presented research results
		• educational	discourse held in the university environment, with the aim of training and educating new specialists
4.	**form**	• physical presence	discourse given in front of an audience with physical presence
		• online	discourse with the participation of interlocutors in the online environment

Basic features of scientific language. The features inventoried *at the lexical, morphological and syntactic level* indicate the overlap to a large extent with the standard literary language. The individuality of scientific style/scientific language, at these linguistic levels, lies rather in the frequency with which certain phenomena appear, for example, passive and impersonal structures or abstract nouns, especially verbal abstracts (Irimia, 1986, p. 114-138). The most significant characteristics are found at the lexical level, through the presence of terminologies specific to each discipline, and in terms of exposition – that is, at the rhetorical-argumentative level – through the presence of reasonings.

In the work signed by I. Rad (2008, p. 32) we find a synthesis of the features of the scientific language *at the lexical level*: the existence of some terms that have prefixes of Greek origin in their morphematic structure; different consonant clusters that reappear in neologisms.

At the morphological level, the frequency of nouns and impersonal pronouns is attested, as a result of the predominance of the referential function; the frequency of proper nouns, of abstract

nouns; lack of interjections, which can only appear in the didactic version of the scientific style; the predominance of the third person, the first person is only used as a plural form of modesty: *subliniem, delimităm, abordăm, cercetăm* etc.; regarding the adjective, the predominance of those without degree of comparison or the predominance of the positive degree is noted: *cotidian, situaţional, natural, indicial etc.*; use of foreign words and expressions, as a rule, expressions from the Latin language: *a priori, ad litteram, de facto, de jure, per aspera ad astra, sine qua non* etc.

At the syntactic level, the following are recorded: the presence of complementarity relations between the first level of communication and the second one; high frequency of redundant structures; the presence of enumerative structures; the development-transformation of attributes into attributives, reaching long, arborescent phrases with many subordinates.

A distinctive feature is the fact that it does not always rely on the syntactic ability of the verb to become the center, the logical and expressive engine of the phrase. Researcher I. Condrea notes, as a trend, a fairly relevant current procedure, used in scientific texts, which consists in concentrating information by substantivizing verbs, a fact that offers the possibility of developing multiple enumerations and encompassing a considerable number of phenomena (Condrea, 2014, p. 5).

Argumentative structures in the organization of academic discourse. The argumentative character of the academic discourse is marked by the argumentative operators (pragmatic connectors – words of the discourse) that support the force of the argument (being coordinating and subordinating conjunctions, adverbial phrases, phrases).

Having an argumentative character, the exposition in the academic discourse is done by means of connectors that indicate the type of relationship existing between the argumentative components. In the work *Teoria textului: termeni-cheie* (Constantinovici et al., 2011), the authors classify connectors according to the function they express:

– those that mark the thesis: *părerea noastră este că, de menţionat faptul că, vom arăta că*;

– those that introduce the premises: *având în vedere că, de asemenea, cum, că, căci, astfel numai, de fapt, dând dovadă, de altfel*;

– those that introduce the argument: *raţionamentul este următorul, ca să ne exprimăm mai clar, vom demonstra de ce*;

– those that introduce a premise or a given: *dat fiind că, fiindcă, de fapt, pentru că, dovada că, în fapt*;

– those that introduce the first argument or premise: *mai întâi de toate, în primul rând, prima marcă se referă la, să pornim de la, trebuie amintit mai întâi că, să începem prin a...*;

– those that introduce the following arguments or premises: *în plus, în al doilea rând, în continuare, la fel, pe de altă parte, nu numai, ci şi*;

– those that introduce the last argument: *în fine, în ultimul rând, nu în ultimul rând*;

– those that introduce the general rule (generalizers): *pe baza regulii care susține că ..., dat fiind că e valabil că .../ atunci ..., se știe că ..., presupunând că ..., având în vedere că ..., atunci*;

– those that introduce the modality or qualifier (modal): *după cât se pare, după mine*;

– those that introduce the source, the authority (guarantors): *după cum spune autorul...*;

– those that introduce the (relativization) reserve: *doar dacă nu, în afară de*;

– those that introduce a counter opinion (alternatives): *nu cred că, nu sunt de acord când spui că, nu mi se pare că, nu mă convinge teza*;

– those that connect the arguments to each other: *și, dar, iar, ci, sau*;

– those that introduce the thesis or conclusion (conclusive): *deci, așadar, prin urmare, iată de ce*.

A series of selected examples from the analyzed academic discourses support the argumentative nature of this type of discourse.

Ex.: **Ca un argument** *în sprijinul faptului că mulți copii ai etniilor minoritare urmează școlile cu limba rusă de instruire este și următorul amănunt* **numai** *la Universitatea de Stat din Moldova în anul de studii 2006-2007 absolvenții școlilor ruse constituie 28 la sută, pe când ponderea etnicilor ruși abia atinge în Republica Moldova 5,8 la sută din toată populația* (LNC, p. 26).

Ex.: *Să intrăm,* **mai întâi** *în domeniul filosofic al problemei dezbătute, lămurind astfel și prezența în titlul conferinței a acestei sintagme ce pare o ciudățenie metaforică, un trop: „casă a ființei noastre"* (LNC, p. 81).

Phrastic and transphrastic connectors thus contribute to the organization of information at the level of the utterance and, at the same time, of the discourse. Characteristic for the academic discourse is the anaphora which is rendered through various adverbs, the most often used being the adverbs *în primul rând* and *în al doilea rând* that structure two paragraphs of a discourse.

The type and role of nonverbal and paraverbal elements in academic discourse. We emphasize that within the flow of signs of an interaction we distinguish: *a verbal* (language) component, *a paraverbal* component (pitch, articulatory intensity, pauses, etc.) and *a non-verbal* component. Oral communication uses a set of means of expression, combining very diverse verbal means with non-verbal or paraverbal ones. Even silence is functional in oral communication (Ionescu-Ruxăndoiu, 1999).

In academic communication, the non-verbal and para-verbal elements alongside the verbal ones, combined in a natural, harmonious and logical way, influence the correct interpretation and understanding of the communicated message. In both scientific and didactic discourse, verbal communication is accompanied by paraverbal and nonverbal elements, among which we mention: *gestures, gaze, distance between participants, body position*, etc. in the academic discourse the

moderate use of such means is required; among the paraverbal elements we mention *the intonation, the pause*, which play an important role in marking the communicative segmentation.

Organizing conversational interaction in academic discourse. Researcher E. Constantinovici (2013, p. 45) finds that the meaning of an utterance does not depend so much on the meaning of the words used, as on the circumstances in which the utterance took place, especially on the communicative intention of the speaker. Starting from J.L. Austin, in linguistics a distinction is made between the meaning of words (pertains to the semantics of the language), on the one hand, and the act performed by uttering these meaningful words (pertains to the activity of speech itself), on the other hand.

Any speech act has a *locutionary* dimension, an *illocutionary* dimension, related to the force or value of the act, and a *perlocutionary* dimension related to the influence exerted on the audience.

Based on the analyzed corpus, the speech acts used in the academic discourse are described. Their manifestation is determined by the purpose and functions of this type of speech. Informational speech acts are representative of academic discourse, as are declarative acts, attested during scientific events at the opening and closing of meetings: *Ședința se declară deschisă!*

In the case of interpreting speech acts from an interactionist perspective, the basic unit of conversational interaction is no longer the speech act seen as an isolated entity, but a sequence consisting of at least two acts, one of which initiates the adjacency pair and another concludes it.

The adjacency pair is defined as a sequence made up of two utterances produced by two different speakers, they are in the position of immediate succession, so that there is one element recognized as the first and another as the second. The adjacency pairs represent, thus, some verbal sequences formed by interventions closely related to each other. In the structure of each intervention of the adjacency pair, one or more speech acts function, thus delimiting an intervention that initiates the verbal exchange and another that ends it. Representing the intervention in progress and the one immediately following, the two parts of the adjacency pair also differ in terms of the role performed. In this way, the characteristic of the component elements of the adjacency pair according to their function in conversational interaction implies the delimitation of the following two types of interventions: *initiative intervention* and *reactive intervention* (see Ionescu-Ruxăndoiu I. (1999); Moeschler J. (1996); Barbu V. (2010), Bonta E. (2004); apud Pătrunjel, 2017, p. 37). In academic discourse, we record the following adjacency pairs: *salut-răspuns, întrebare-răspuns*, *mulțumire-reacție, ordin-acceptare/refuz*.

Aspects regarding the phenomenon of communicative segmentation. Another aspect addressed in our research is *communicative segmentation* within academic discourse. Treating the discourse from the perspective of the succession of the type of information, modern linguistics leaves sufficient room for maneuver to the theory of communicative segmentation. This rests on the claim

that each utterance normally contains a *theme*, that is, a part that refers to facts previously stated in the discourse or assumes them to be familiar to the receiver, and a *rheme* – that part that adds new information and expresses the purpose of the statement.

Theme is a notion considered to be difficult to define. According to a broader definition, theme *is what a discourse is about* (Marga, 2003, p. 99). It can be used at several levels, differentiating macrothemes of a phrase or a paragraph or macrothemes of an entire work, of several works.

The *theme* could be described as the starting point of the discourse, that is, what is talked about in the discourse, the updated known information (Manoliu-Manea, 1993, p. 139).

In the *Dictionary of Language Sciences*, the theme is defined as "partea de enunț care, în raport cu fragmentul anterior de text, cu replica anterioară sau cu informația reieșind din situația de comunicare, este purtătoarea informației cunoscute, știută în comun de locutori și actualizată în enunțul considerat" (DSL, 2001, p. 531).

Rheme (R), in its capacity as the minimum unit of the level of the information structure, with the role of bringing new information into a context, is most often related to the theme. Regarding the given notion, in the same way, there are several terms used *novum, comment, psychological predicate, logical predicate* (Varzari, 2006, p. 20). In our study we use the term rheme, defined as the constituent that says something about the theme. Russian researcher G. Zolotova (1982) identifies 6 types of rheme: subject (describing place), qualitative (describing a character or object), actional (action), statuary (state), statuary-dynamic (change of state), impressive (evaluation).

According to researchers in the field, the *rheme* is defined by the following features: is what is added to the information expressed through the theme; communicates new, unknown information; constitutes the semantic center/informational center of the statement, which has the role of adding new information, which contributes to the advancement of communication; represents the constituent with the highest degree of communicative dynamism (Bărbuță, 2012, p. 105).

In **chapter III**, *Peculiarities of the informational organization of the academic discourse*, we approach the informational organization of the academic discourse, starting from the delimitation of the level of the informational structure. In this sense, we note that the level in question encodes the information regarding the hierarchy of the elements of the utterance according to their communicative importance, i.e. the way in which the information contained in the utterance is structured according to its relation to the contextual environment and according to the way in which the utterance participates in speech development. At the same time, the level of informational organization involves the structuring of the information contained in the statement in accordance with the way of human communication from *the known* to *the unknown*. Within this level, the informational content of the statement is divided into two parts: *the theme* (carrier of known information) and *the rheme* (carrier of new information).

Within the utterance we delimit two types of means used to mark its informational structure*: suprasegmental means* (phonetic means) and *segmental means* (lexical-grammatical and syntactic units).

Phonetic means are considered some of the most widely used tools in recognizing theme and rheme. These are: *intonation, pause* and *syntactic emphasis.*

Suprasegmental means of updating theme and rheme

	Intonation	**Syntactic emphasis**	**Pause**
The theme	it is pronounced by raising the tone	does not carry syntactic stress	the border between theme and rheme can also be marked by a pause
The rheme	it is accompanied by lowering the tone	it is highlighted with the help of syntactic accent	

Based on the table, we note the importance of phonetic means in the communicative segmentation of the statement, as they have the role of marking the theme and the rheme. These elements are used to adapt the communicated information to the context and communication situation, so their use is at the sender's discretion, depending on the message he wants to convey.

Certain *lexical-grammatical units* are also delimited which can be characterized by the values known/unknown. This category includes: *proper names, personal pronouns, definite or indefinite articulated nouns*. To illustrate the cases of use of these means, we propose the following examples selected from the analyzed scientific discourses:

Cuvântul (T) *poartă nebănuite potențe virtuale (R): el (T) mobilizează sau îți paralizează activitatea, te avantajează sau te dezavantajează, îți face prieteni sau dușmani, îți ușurează sau îți complică existența etc.* (R) (LNC, p. 19).

Un proaspăt „erou" *al zilelor noastre* (T) *afirma nu demult că sunt penibile pomelnicele mele* (R)*.* **Adevărul** (T) *e că pomelnicele mele sunt istorie* (R) (LNC, p. 49).

Profesorul Eugen Coșeriu (T)*, comentând opera lui Hegel „Fenomenologia spiritului", notează că „Limba este prima formă de a ieși din tine însuți și de a fi într-adevăr"* (R) (LNC, p. 21).

Another means of marking the *theme-rheme* communicative segmentation are *adverbs*. In a scientific discourse, explanatory adverbs (*adică, de exemplu, anume* etc.), of clarification and emphasis (*chiar, și, tocmai* etc.), of restriction and exclusivity (*numai, doar, exclusiv* etc.) can often be attested . We will illustrate the cases of using these adverbs as marks of the informational segmentation of the utterance by analyzing the examples:

E adevărat că la 1989 legislatorii au optat pentru „un prezent care era depășit" și că aceeași legislație lingvistică va avea altă conotație după 1991, **adică** *după proclamarea independenței Republicii Moldova* (LNC, p. 52).

The adverb *adică* is used in order to provide a description/elaboration of the previously named event.

Chiar *patriarhul ştiinţei lingvistice din Republica Moldova, Nicolae Corlăteanu, om de bun-simţ, fusese nevoit pe vremuri să aibă opţiuni „moldoveneşti" în privinţa limbii noastre* (LNC, p. 49).

In this context the adverb *chiar* actually fulfills the role of underlining/accentuating the said personality.

Cu totul neaşteptat este şi faptul că jalnicii patrioţi şi argaţi ai inventatei limbi moldoveneşti au cenzurat şi falsificat **nu numai** *pe cronicarii, pe clasicii literaturii române, pe marii lingvişti şi istorici, dar şi pe „dumnezeul" religiei comuniste, Karl Marx* (LNC, p. 48).

The adverb *nu numai* has the role of marking an exclusive idea with a negative connotation. The function of adverbs is one of emphasizing, highlighting, intensifying, emphasizing the components they accompany.

Repetitions are a means of updating the known-unknown values by repeating a phrase with the purpose of accentuating it, highlighting an idea as in the example below:

Primul atlas lingvistic naţional *îl datorăm romanistului german Gustav Weigand (1860-1930), editat în 1909, la Leipzing,* **unul dintre primele atlase lingvistice** *realizate pe plan mondial. Cuprinde 67 de hărţi, cele mai multe fonetice, având la bază anchetele efectuate de Weigand la faţa locului, în 752 de localităţi. inclusiv în Bucovina şi Basarabia* (LNC, p. 55).

The repetition of the phrase *atlas lingvistic* has the role of accentuating and clarifying the stated idea. Also in this example, we also attest to the fact that the subject of the theme position in the first statement is implied in the following statement, which confirms the idea that only in the context is continuity and progression of the discourse ensured.

The lexical-grammatical means have the role of expressing the distinction of known/unknown elements in the structure of the statement. As we noticed in the topic position we can meet nouns (articulated decidedly or indecisively, proper names), and the rheme - the new information is rendered through the predicate group. Adverbs have the role of emphasis, specification, as well as repetitions.

The syntactic means used to express the organization of the statement are qualified as carriers of some syntactic-pragmatic values characteristic of the statement.

Ex.: *Savantul Aurel Marinciuc* (T) *povesteşte de o cunoştinţă a Efrosiniei Kersnovski, un bărbat cu vederi de stânga, care a fost auzit în timpul războiului într-o gară din Federaţia Rusă vorbind cu sora celebrei deţinute a lagărelor sovietice româneşti* (R)*. Acesta* (T) *a fost scos imediat de nişte militari afară din sala de aşteptare şi împuşcat sub ochii prietenei lui, fiind bănuit că ar fi „spion"* (R) (LNC, p. 99).

In this example we notice that the *rheme* from the first statement becomes *the theme* in the second statement, in this case we find that the second statement becomes dependent on the first,

otherwise we do not understand who the subject is, he being rendered by this pronoun. Thus, ce chaining of the theme and the rheme ensures the continuity of the discourse.

The order of words within utterances also depends on the communicative intention of the receiver. In the case of scientific discourses, their purpose is to transmit information, knowledge, and the achievement of this purpose is possible due to the observance of the principle of presenting information from the known to the unknown.

At the same time, we must take into account the fact that the order of words within the statement can be of two kinds: a) objective (or syntactic) topic and b) subjective (or stylistic) topic (Dimitriu, 2002, p. 153). In the first case the subject precedes the predicate, and in the second the subject follows the predicate.

Based on this statement, we propose the informational analysis model of the academic discourse according to which the scientific discourse is characterized by an objective topic.
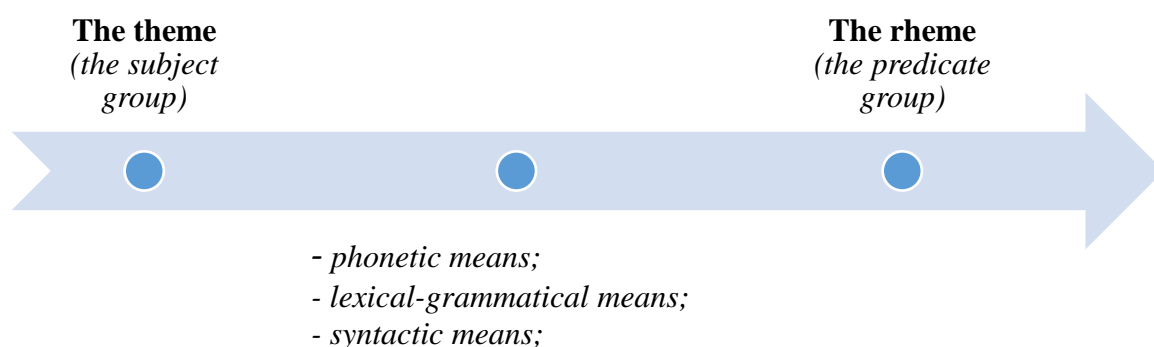

The theme
(the subject group)

The rheme
(the predicate group)

- *phonetic means;*
- *lexical-grammatical means;*
- *syntactic means;*

Fig. 3. *Model of informational analysis of academic discourse*

Next, according to the information analysis model, we illustrate the use in *the theme* position of the subject group, and in *the rheme* position - the predicate group, in a series of paragraphs from some texts belonging to the academic discourse:

Vicisitudinile istoriei (T) *au făcut ca teritoriul nostru naţional (flancat la vest de valea Tisei şi la est de cea a Nistrului, de frontierele Maramureşului istoric la nord şi de Marea Neagră la sud) să fie încorsetat, începând cu finele veacului al XVIII-lea, de trei imperii în expansiune, ceea ce s-a soldat cu ocuparea şi scindarea statelor româneşti* (R) (LNC, p. 118).

Acţiunile de substituire a identităţii românilor basarabeni (T) *au fost permanente şi deosebit de dure* (R). *Scopul* (T) *era distrugerea limbii, literaturii, spiritualităţii şi a credinţei, afectarea însăşi a „axelor creşterii organice" a culturii românilor basarabeni, regimul de ocupaţie urmărind „planul conştient" al înlocuirii culturii naţionale cu amalgamul unor construcţii pe cât de artifi ciale, pe atât de nocive, antiumane* (R) (LNC, p. 119).

Preceptele moldovenismului sovietic (T) *nu admiteau existenţa în teritoriile ocupate a unei intelectualităţi de formaţie românească purtătoare a conştiinţei civice şi naţionale* (R). *Iată de ce*

acţiunea cea mai urgentă, în viziunea ocupanţilor sovietici, era lichidarea tuturor celor care se puteau opune acestor planuri diabolice (LNC, p. 120).

As we can see in *the theme* position we have the subject group expressed by a noun, as a rule, articulated decidedly, and in *the rheme* position a predicate expressed by a verb, in the case of this speech, in the past tense. In the examples given, we have the discursive variant in which the informational structure corresponds to the syntactic segmentation. These statements are called prototypical or core statements.

At the same time, discursive variants are attested, characterized by the fact that the informational structure does not coincide with the syntactic segmentation. Let's examine the following snippets:

Remarc doar faptul că (T) *în perioada ocupaţiei ţariste persecutarea limbii române, scoaterea ei din uzul public, din instituţiile de cultură şi învăţământ, din lăcaşele de cult, interzicerea valorilor literaturii şi culturii române, au fost elementele de bază ale politicii de rusificare şi neantizare a românilor moldoveni* (R). **Atunci** *conaţionalii noştri de la răsărit de Prut* (T) *au trecut cea dintâi probă de foc a trăiniciei naţionale. Au rezistat şi au ştiut să-şi urmeze elitele în anul de graţie 1918* (R).

Revenirii la normalitatea unei vieţi *economice, sociale şi naţionale în cei 22 de ani ai perioadei interbelice* (T), *le-au urmat cumplitele evenimente începute odată cu ocupaţia sovietică din 28 iunie 1940* (R).

Pentru a defini *cu exactitate tabloul îngrozitor al nimicirii populaţiei Basarabiei şi politica diabolică, specifică în materie de deznaţionalizare şi asimilare, pe care autorităţile sovietice de ocupaţie le-au desfăşurat faţă de populaţia românească majoritară* (T), *termenul genocid, utilizat în raport cu asemenea fenomene, trebuie completat cu un altul – etnocid, cu sensul de nimicire fizică şi morală a populaţiei şi, în primul rând, a intelectualităţii ca purtătoare a conştiinţei civice şi naţionale, cultivarea urii faţă de propria naţiune, interzicerea istoriei şi culturii naţionale, promovarea politicii aberante de creare a unei noi naţiuni şi a unei noi limbi* (R). **Realizând acest proiect diabolic,** *regimul comunist de ocupaţie* (T) *a ţinut cont de aşa-zisele greşeli ale ţarismului în materie de asimilare şi deznaţionalizare în Basarabia, proporţiile genocidului şi ale etnocidului fiind dezastruoase în raport cu numărul total al populaţiei: peste 850 de mii de oameni supuşi represaliilor directe şi alte peste 500 de mii de oameni trimişi la munci forţate în diverse regiuni ale imperiului sovietic, dintr-un total de 2,4-2,5 mil. de locuitori câţi rămăseseră în Basarabia, nordul Bucovinei şi ţinutul Herţa, la 28 iunie 1940 sau la cea de-a doua ocupaţie – la finele lui august 1944* (R) (LNC, p. 118-119).

As we can see from this excerpt, statements begin with the predicate group. The first statement begins with a predicate expressed by a verb in the first person, the subject being implied. At the same

time, the speech preserves continuity through the adverb *atunci* in the next statement, referring to events addressed in the previous statement. By the verb *au rezistat* we understand to whom it refers only based on the previous statement. The utterances are connected by a logical thread of exposition, and the meaning is understood only from the context, thus becoming dependent on the communicative context.

In this sense, we mention that the communicative segmentation at the discourse level is based on the informational organization at the factual statement level that contributes to the advancement of the discourse. Examining the academic discourse from the perspective of the information analysis model presented in our thesis, we find that the continuity of the discourses is marked with the help of phrastic and transphrastic connectors. At the same time, it should be stated that the factors that determine the communicative segmentation at the discourse level are related to the context, the communicative intention and the common knowledge base of the interlocutors.

However, we find that in the analyzed speeches, as a rule, the principle of coincidence between the communicative segmentation *theme-rheme* and the syntactic structure of the statement is respected, *the theme* being rendered through the subject group, and *the rheme* - through the predicate group.

In order to follow the organization of scientific speeches during the Covid-19 pandemic, a period in which there were changes at the level of organization of academic communication, some speeches were selected from the website of the Academy of Sciences of Moldova. Thus, we observed the observance of the organization of the informational structure by rendering the information from the known to the unknown, because this way of rendering the information is more easily perceived by human thinking. However, some discourses marked by discontinuity were also detected. Among the frequent mistakes we mention the lack of coherence and cohesion at the level of the text, as well as mistakes due to non-compliance with the norms of the literary language.

Academic discourse by its essence should represent a model of expression. At the same time, it should be noted that impromptu speeches sometimes given in the academic environment also register certain mistakes.

In case of non-compliance with the principle of communicative segmentation, the logical thread is broken and discontinuity is produced, which determines the inefficiency of the discourse. The basic purpose of the academic discourse is to inform/convey information to the receiver, therefore, the logical expression of ideas, respecting the coherence and cohesion features of the discourse are essential and determine the efficiency and success of the discourse and the achievement of the proposed goal.

Based on the academic speeches delivered at scientific events, we notice that a specific characteristic of this type of speech is the fact that they are elaborated ahead of time. Because of this,

improvised sequences are insignificant in number. In general, academic speeches, delivered by prominent figures in the field of science, have structure and coherence.

In the case of improvised speeches, characterized by a slight incoherence, the receivers are faced with the problem of deciphering the transmitted message, in other words, understanding requires an effort on the part of the receivers, which constitutes an impediment in capitalizing on some scientific knowledge/results.

Therefore, respecting the norms of the literary language, trying to build the scientific message from the known (calling on the common knowledge base of the interlocutors) to the unknown and the use of connectors, especially those that have an argumentative role, become important aspects in the organization of the discourse.

Types of thematic progression at the level of academic discourse. Depending on the specifics of the discourse, several forms of thematic progression are delineated. In order to identify the types of thematic progression, we must establish what kind of connection exists between the themes and the rhemes of the utterances that make up the speech. The three types of links between the informational elements of the utterance within a speech identified by Daneš are: *progression with constant or continuous theme; progression with linear or evolutionary theme; derivative theme progression.*

Constant or continuous theme progression is found in discourses where the utterances have the same theme. In such thematic progression each statement has as its starting point the same element, therefore all the action is focused on an object or a person.

Steady or continuous topic progression is characteristic of mostly descriptive, informative scientific discourse, where all attention is directed to an object or person. The subject is resumed at the beginning of each statement, adding new information along the way, which contributes to keeping the logical thread. It would seem that the resumption of information and the progression of thematic information would be mutually exclusive, which is not true, since the observance of the principle of continuity of a discourse is an essential feature of it. Thus, this type of thematic progression is one of the most common in academic discourses, because it contributes to the perception and assimilation of information much easier by the receiver.

In the case *of progression with a linear or evolving theme*, the rheme of one statement becomes the theme of the next statement. *The theme* can be maintained afterwards, or *the rheme* will split into several themes. This model based on the theme/rheme principle is the first, in historical order, to highlight coherence and discursive development (Caragea, 2013, p. 39). This type of progression is characteristic of descriptive discourses in which information is presented sequentially. The mentioned type of thematic progression is based on the principle of the common knowledge fund of the interlocutors, such cases being attested quite frequently in the academic environment, when the

receivers are initiated in the subject addressed, being experts in the field, thus they do not encounter difficulties in receiving the message. At the same time, the speech developed according to the respective principle is of particular interest to the initiated receiver, because deducing ideas from the context involves personal logic in anticipating some ideas.

Within an academic discourse built according to *the principle of progression with a derived theme*, the theme of the first statement is divided into several aspects that constitute the themes of the other statements. Within such a speech, its structure is based on the delimitation of a general theme which, during the speech, is segmented into several sub-themes. This type of progression is characteristic of argumentative speeches. As a rule, in the structure of this speech*, the rheme* in the first statement designates a group of objects or persons that, during the speech, become *themes* followed by new information - *the rheme.*

Each of the two units (theme-rheme) resulting from the communicative segmentation, due to their specificity, fulfill certain roles at the level of the statement/speech in terms of the informational structuring of the speech, establishing various types of links between them.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Following the research carried out on the academic discourse and on the manifestation of pragmalinguistic structures within it, we manage to confirm the scientific hypothesis and find the following:

1. In our research, the notions of *discourse* and *text* are approached from the perspective of the Cosherian conception: *the discourse* refers to the procedural aspect, and the notion of *text* refers to the product of speech activity, regarding the relations between these notions we note the presence of a relationship of complementarity.

2. We define the *academic discourse* starting from the environment in which it is spoken - the academic environment. *Academic discourse* is a specialized discourse, spoken in a formal environment, characterized by a specific language, being produced by a specialist broadcaster in a field for an authorized/unauthorized receiver, depending on the type of discourse, but often drawing on the fund of knowledge common to the interlocutors which allows us to consider that most often the receiver is an initiated one.

3. We delineate two forms of academic discourse: *scientific discourse* and *didactic discourse*. By *scientific discourse* we mean the speech given by broadcasters, qualified specialists in a certain field (researchers), in the framework of scientific events, using scientific language, and by *didactic discourse* we mean the speech given in higher education institutions, the basic purpose of this speech is to transmit knowledge and train skills to future specialists. Thus, in the case of scientific discourses, a descriptive, argumentative discourse is recorded, and the didactic discourse is more explanatory.

4. The features of the scientific language through which the academic discourse is individualized: at *the phonetic level* through a clear, literary expression, correctly articulated words; *at the lexical level* it is characterized by a rich specialized vocabulary, terms that have a single meaning, terms and expressions from the Latin language are used, as well as new terms characteristic of the field as a result of the process of development of science. Archaisms and filler words are not attested. *The syntactic level* is characterized by the following aspects: the relationship within the statement is one of cause-effect; syntactic constructions have the function of depersonalizing language; the subject is apersonal or nonpersonal preceded by a copulative verb; passive and impersonal forms are used, as well as long sentences with complex internal structures based on nominal structures.

5. The academic discourse by its construction is an argumentative speech, or, its basic purpose is to inform, communicate certain facts and, of course, the desire of the sender to convince regarding the presented facts, and consequently to obtain the receiver's adherence to his ideas. The

argumentative character is supported by the presence of phrastic and transphrastic argumentative connectors that also have the role of organizing the discourse.

6. Like any other type of discourse, the academic discourse includes statements in its structure, which function as means of performing speech acts. In the analyzed discourses we identified speech acts of the following type: *informational, actional, declarative* and *expressive*. Finally, we found that informational documents are predominantly present, a fact that is consistent with the purpose of this type of discourse.

7. In the discourse structure, speech acts constitute adjacency pairs. Thus, the adjacency pairs attested in an academic discourse are: *întrebare – răspuns, salut – răspuns la salut, mulţumire – reacţie corespunzătoare, ordin-acceptare/refuz.*

8. Communicative segmentation in academic discourse is manifested by observing the principle of presenting information from the known to the unknown, the old element being *the theme*, and the one that brings new information ensuring the advancement of the discourse - *the rheme*. *The theme* is based on the common knowledge base of the interlocutors, and *the rheme* determines the communicative intention of the sender. In the analyzed academic discourses, we found a tendency to organize the sdiscourse by rendering the theme through the subject group, and the rheme through the predicate group. Based on the proposed informational analysis model, we find that the discourses keep their logical thread, being characterized by continuity.

9. Topic and theme updating in academic discourse is achieved through various *segmental and suprasegmental means*. The category of *segmental means* includes *lexical-grammatical and syntactic units*, the category of suprasegmental units includes *intonation, pause, syntactic emphase*. In the analyzed academic discourses, we identified the lexical-grammatical units represented by *nouns* (generally articulated with definiteness), *personal pronouns, adverbs, repetitions, various grammatical constructions*. *The syntactic units* are characterized by the order of the words, thus we find the presentation of information from the known to the unknown, from theme to rheme, the theme being expressed, as a rule, by a noun, and the rheme by a verb. From the category of suprasegmental means, we mention the role of *intonation*, which is to mark the transition from the theme to the rheme, and *the pause*, which, in the same way, is used between the theme and the rheme, with the aim of emphasizing the rheme, which leads to the advancement of the discourse through the new information brought.

10. Depending on the type of academic discourse, various types of thematic progression are recorded. Thus, we have identified in academic discourses: *progression with a constant or continuous theme* (characteristic of descriptive, informative discourses, in which all attention is directed to an object or person), *progression with a linear or evolutionary theme* (characteristic of descriptive

discourses in which information is presented successive and has a static character), *progression with derived theme* (characteristic of argumentative discourses).

11. Academic discourse is rightly considered a model of discourse, through its organization and way of presentation (which involves a number of factors, among which we note the role of non-verbal and para-verbal elements). At the same time, some recorded academic discourses show some sequences of incoherence, being characterized either by phonetic mistakes or by mistakes in expression. Lack of coherence and cohesion being a common fault in impromptu/spontaneous discourses.

Recommendations:

– We propose the use of the results obtained from the research in the studies of the text, of the discourse/academic discourse, of linguistic pragmatics, of the informational level of the discourse.

– At the same time, we recommend expanding research into the notion of academic discourse and its forms, establishing criteria for the typology of academic discourse and studying this type of discourse in opposition to other types of discourse.

– Deepening the research on the informational level of the discourse and the way of its pragmalinguistic analysis.

– The results open up new opportunities for studying academic discourse from the following perspectives: communicative segmentation in didactic discourse; argumentative strategies in academic discourse; conversational interaction (monologue, dialogue); the referential and predicative level in academic discourse, etc.

– Regarding the identified speeches, marked by some inconsistencies, we recommend respecting the norms of the literary language, trying to build the scientific message from the known (calling on the common knowledge base of the interlocutors) to the unknown and the appropriate use of connectors, especially those that have argumentative role.

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ADDNOTARE

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 157 surse, 7 figuri, 6 tabele, 2 anexe, declarația privind asumarea răspunderii, CV-ul autorului. Textul de bază cuprinde 147 de pagini. Rezultatele obținute sunt publicate în 12 lucrări științifice și prezentate la 11 manifestări științifice naționale și internaționale.

Cuvinte-cheie: *enunț, text, discurs academic, discurs științific, discurs didactic, structură pragmalingvistică, interacțiune conversațională, structură argumentativă, conectori pragmatici, organizare informațională, temă, remă, progresie tematică.*

Scopul lucrării: constă în cercetarea discursului academic prin prisma evoluției noțiunii, definițiilor, identificării și descrierii caracteristicilor de bază, precum și a modului de manifestare a dimensiunii pragmatice prin analiza elementelor de limbă care sunt specifice discursului academic și propunerea unui model de analiză informațională a discursului academic. Pentru realizarea acestui scop, ne-am propus următoarele **obiective:** definirea conceptelor operaționale din perspectivă pragmatică în cercetarea discursului academic; delimitarea formelor, a funcțiilor și a caracteristicilor discursului academic; relevarea aspectelor fundamentale ce țin de nivelul structural-argumentativ prin care se individualizează discursul academic; identificarea și descrierea elementelor nonverbale și paraverbale care participă la constituirea sensului în structura discursului academic; stabilirea modalităților de organizare ale interacțiunii conversaționale în discursul academic; realizarea unei analize lingvistice asupra segmentării comunicative la nivelul enunțului și al discursului; propunerea unui model de analiză informațională a discursului academic; clasificarea tipurilor de segmentare comunicativă în baza diferitor tipuri de discursuri academice; identificarea greșelilor întâlnite în organizarea discursului academic.

Noutatea și originalitatea științifică: constă în delimitarea cadrului teoretic al noțiunii *discurs academic* și *structură pragmalingvistică*, identificarea formelor, a funcțiilor și a caracteristicilor discursului academic, precum și propunerea unui model de analiză informațională a discursului academic, prin prisma mijloacelor de actualizare a temei și remei.

Rezultatele obținute: în urma cercetării efectuate a fost valorificat și analizat discursul academic actual, din perspectivă pragmatică, aprofundând studiu de organizare informațională la nivelul discursului, precum și determinarea tipurilor de segmentare comunicativă la nivelul discursului academic.

Semnificația teoretică: constă în delimitarea cadrului teoretic al discursului academic, identificarea formelor de manifestare ale acestuia, determinarea structurii informaționale la nivelul discursului academic prin elaborarea unui model de analiză informațională.

Valoarea aplicativă: teza îmbină două concepte: *discurs academic* și *structură pragmalingvistică*, astfel, devine un studiu complex în cercetarea discursului academic din perspectiva pragmaticii lingvistice îmbinate cu analiza, sinteza, compararea faptelor de limbă și a limbajului specific. Rezultatele obținute în urma investigației pot fi folosite la elaborarea unor cursuri de analiză a discursului academic, de pragmatică lingvistică, de analiză a textului științific pentru viitorii formabili în domeniul lingvisticii.

Implementarea rezultatelor științifice: rezultatele științifice obținute au fost prezentate la manifestări științifice naționale și internaționale, au fost publicate în unele culegeri de articole, precum și în reviste științifice de profil și pot servi ca un fundament în studiul discursului academic și al segmentării comunicative la nivelul discursului.

ANNOTATION

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography from 157 sources, 7 figures, 6 tables, 2 appendices, statement of responsibility, author's CV. The basic text comprises 147 pages. The results obtained are published in 12 scientific papers and presented at 11 national and international scientific events.

Keywords: *statement, text, academic discourse, scientific discourse, didactic discourse, pragmalinguistic structure, conversational interaction, argumentative structure, pragmatic connectors, informational organization, theme, rheme, thematic progression.*

The aim of the paper: consists in the research of the academic discourse through the prism of the evolution of the notion, definitions, identification and description of the basic characteristics, as well as the way of manifesting the pragmatic dimension through the analysis of the language elements that are specific to the academic discourse and the proposal of an informational analysis model. To achieve this goal, we proposed the following **objectives:** the definition of operational concepts from a pragmatic perspective in academic discourse research; the delimitation of forms, functions and characteristics of academic discourse; revealing the fundamental aspects related to the structural-argumentative level through which the academic discourse is individualized; the identification and description of the nonverbal and paraverbal elements that participate in the constitution of meaning in the structure of the academic discourse; establishing ways of organizing conversational interaction in academic discourse; carrying out a linguistic analysis on communicative segmentation at the level of statement and discourse; proposing a model of informational analysis of academic discourse; classifying the types of communicative segmentation based on different types of academic discourses; identifying the mistakes found in the organization of the academic discourse.

The scientific innovation and originality: consists in delimiting the theoretical framework of the notion of *academic discourse* and *pragmalinguistic structure*, identifying the forms, functions and characteristics of academic discourse, as well as proposing a model of informational analysis of academic discourse, through the lens of the means of updating the theme and the rheme.

The results: following the research carried out, the current academic discourse was valued and analyzed, from a pragmatic perspective, deepening the study of informational organization at the discourse level, as well as determining the types of communicative segmentation at the academic discourse level.

The theoretical meaning: consists in delimiting the theoretical framework of academic discourse, identifying its forms of manifestation, determining the informational structure at the level of academic discourse by developing an informational analysis model.

Applicative value. The research combines two concepts *academic discourse* and *pragmalinguistic structure*, thus, it becomes a complex study in academic discourse research from the perspective of linguistic pragmatics combined with analysis, synthesis, comparison of language facts and specific language. The results obtained from the research can be used to develop courses on academic discourse analysis, linguistic pragmatics, scientific text analysis for future trainees in the field of linguistics.

Implementation of scientific results. The obtained scientific results were presented at national and international scientific events, were published in some collections of articles, as well as in specialized scientific journals and can serve as a foundation in the study of academic discourse and communicative segmentation at the discourse level.

АННОТАЦИЯ

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 157 источников, 7 рисунков, 6 таблиц, 2 приложения, декларация об ответственности и резюме автора. Основной текст составляет 147 страниц. Полученные результаты опубликованы в 12 научных статьях и представлены на 11 национальных и международных научных мероприятиях.

Ключевые слова: *высказывание, текст, академический дискурс, научный дискурс, дидактический дискурс, прагмалингвистическая структура, разговорное взаимодействие, аргументативная структура, прагматические связи, информационная организация, тема, рема, тематическая прогрессия.*

Цель работы: заключается в исследовании академического дискурса через призму эволюции понятия, дефиниций, выявления и описания основных характеристик, а также способов проявления прагматического измерения через анализ языковых элементов, специфичных для данного дискурса и предложение модели информационного анализа. Для достижения этой цели мы предложили следующие **задачи**: определение операционных концепций с прагматической точки зрения в исследованиях академического дискурса; разграничение форм, функций и характеристик академического дискурса; выявление фундаментальных аспектов, связанных со структурно-аргументативным уровнем, посредством которого индивидуализируется академический дискурс; выявление и описание невербальных и паравербальных элементов, участвующих в формировании смысла в структуре академического дискурса; установление способов организации разговорного взаимодействия в академическом дискурсе; проведение лингвистического анализа коммуникативной сегментации на уровне высказывания и дискурса; предложение модели информационного анализа академического дискурса; классификация типов коммуникативной сегментации на основе разных типов академических дискурсов; выявление ошибок, обнаруженных в организации академического дискурса.

Научная новизна и оригинальность заключается в разграничении теоретических рамок понятия *академического дискурса* и *прагмалингвистической структуры*, выявлении форм, функций и характеристик академического дискурса, а также в предложении модели информационного анализа академического дискурса через призму средств актуализации темы и ремы.

Полученные результаты. По итогам проведенного исследования был оценен и проанализирован текущий академический дискурс с прагматической точки зрения, углубляя изучение информационной организации на уровне дискурса, а также определяя типы коммуникативной сегментации на уровне академического дискурса.

Теоретическая значимость заключается в разграничении теоретических рамок академического дискурса, выявлении форм его проявления, определении информационной структуры на уровне научного дискурса путем разработки модели информационного анализа.

Прикладная ценность. Исследование объединяет две концепции *академического дискурса* и *прагмалингвистической структуры*, таким образом, оно становится комплексным исследованием академического дискурса с точки зрения лингвистической прагматики в сочетании с анализом, синтезом, сравнением языковых фактов и конкретного языка. Полученные результаты могут быть использованы при разработке курсов по академическому дискурс-анализу, лингвистической прагматике, научному анализу текста для будущих студентов-лингвистов.

Внедрение научных результатов. Полученные результаты были представлены на отечественных и международных научных мероприятиях, опубликованы в отдельных сборниках статей, а также в специализированных научных журналах и могут служить фундаментом при изучении академического дискурса и коммуникативной сегментации на уровень дискурса.

ENI MIHAELA

PRAGMALINGUISTIC STRUCTURES IN ACADEMIC DISCOURSE

621.05. Semiotics; semantics; pragmatics (Romanian language)

Summary of the doctoral thesis in philology