

A Comparative Reading of Academic Discourses (II)

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Abstract

In this paper we aim to illustrate the conditions and especially the purposes of the didactic speech as part of academic discourse. During the teaching process the speech has a determined structure, a distinctive semantic and successfully transform the mind and behavior of the pupil or the student. It is a tool that must have an equal significance in order to produce the desired effect; it is a social act with formative value.

Keywords: *didactic speech, semantics, adaptation process, learning*

In the most of the situations, the discourse express the linguistic competence of the orator, is an event that undelignes a time and a place, is *in the same time, a specific form of action, a type of representation but also a linguistic pathway through which the locutor agent acts on the world, and especially on other fellows.* (1) The didactic speech has a pragmatic feature, responds to a applied requirement of explaining concepts, ideas, required for domain knowledge. Therefore, is a specialised language, a sistematic one, with a precision, circumscribed to a discipline, addressed to a determined auditorium, composed by pupils, students, teachers. The study of such a discourse must take into account: (a) the context; (b) the type; (c) rules and specific laws. We agree the idea according to which *through the speech act the locutor intentionality is expressed, the human specific act that gives significance and value to the world it expresses.* (2) The objective of the didactic speech is to stimulate specific knowledge and behaviour. As for the discourse semantic and its effects on the receiver, Daniela Rovența-Frumușani states: *we won't understand the language if we do not understand the discourse.* (3) Therefore, the didactic speech has a logic construction, in accordance with the academic sphere. The manner it provide meaning shows the change of the mental structures, and, in this respect we agree with the idea that there is understanding when there is a corespondence between

the significance of the source idea and the one of the recipient. (4) Supported by firm contexts, carrying a linguistic and specialised connotation, the didactic speech tracks the *adaptation process* where the *accomodation* and the *assimilation* are structured and determined performances. The discourse is a communicative progression with determination on mind and personality, where the learning and understanding are not only basic cognitive routes but also social acts accepted by both the teacher and student.

References

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