

DISCOURSE 8-D THINKING AS THE OBJECT OF RESEARCH AND TRAINING

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Abstract. The article rooted in the tradition of Discourse Linguistics deals with the 8-dimension model of discourse organization and production discussed with reference to three key sources: (1) the Tartu Semiotic School with its focus on the notion of semiosphere (Yuri Lotman) as a ground for revealing the semiosis of communicative signs in functioning; (2) the Causal-Genetic Approach to discourse modelling (Irina Oukhvanova / Oukhvanova-Shmygova) as a ground for reconstructing and classifying the causes of the inherent discourse elements production open to become constructive elements of discourse on micro, meso, and macrolevels of its functioning, and (3) the approach to discourse organization built in the field of Discourse Linguistics / *la linguistique du discours* (Dominique Maingueneau) as a ground for linguistic approaches to discourse analysis. All three approaches being unique but overlapping and open to integration can work as a holistic ground for a joint theoretical model to be applied as a tool for collecting and organizing qualitative data for multipurpose discourse research and for training researchers to forming skills of processing qualitative data. The author visualises such a model by finding its own meaningful space and functional meaning for each of 8 inherent elements of discourse no matter which representations it takes. It makes the elements categorised as *discourse atomic characteristics*, and the model as a *translevelled classification of discourse elements*. The article also suggests a discussion on educational research discourse and within its framework training young researchers to visualise and interpret some of the atomic characteristics of discourse for applying them in production of academic and professional types of discourses.

Key words: integrative 8-dimension model of discourse, Discourse Linguistics, qualitative data processing, training flexibility in collecting qualitative data

INTRODUCTION

The research field actualised in this article is Discourse Linguistics. This branch is a vivid representative of the applied science of arts and humanities being interdisciplinary at large. It intersects with Discourse Studies but still has its own niche, which is formed due to the integrative synthesis-based approach to define its key research object – discourse. The latter is a linguistic unit identified transdisciplinary, complex but holistic, the one that carries the content of informative but also interactive nature, open to phenomenological, ideational and activity-represented levels of functioning in society at large and in the research

domain specifically. It is this vision of discourse that is being developed and verified in this article via the discussions of both theoretical and applied nature.

The actual research problem posed in this article is how to process interdisciplinary integrative thinking, which is an important skill for researchers and trainers in the field of research methodology, specifically for those involved in qualitative database collection and organisation. Qualitative data are really complex in their functional representations. Properly collected and organised, they can be treated as a separate, self-sufficient research goal. Being open to a wider interdisciplinary research community, its value cannot be overestimated.

In this article, the methods of critical experience reflection and constructive modelling of discourse are applied, while discourse is viewed within its complexity and multiple functional layers met in overlapping centripetal and centrifugal forces just as differentiated causes, which form multi-dimensional activities and realities.

The aim of the article is to propose and discuss an integrative 8D model of discourse organisation and production within the perspectives of three European scientific schools and to illustrate its work by applying some elements of the model in teaching research thinking in a classroom. The perspectives involved have initially been declared as linguistic, showing a great potential for opening their expertise to philosophising and method-building practices applicable to both theoretical and applied science space. They include both deductive and inductive thinking, each as a tool for verifying the results of the other. Within this, they develop the idea of an inclusive discourse space covering its periphery and the centre. Both forces keep discourse in a holistic but flexible lingua-semiotic macrostructure of transformed and transforming content space, alive and developing.

The Causal-Genetic Approach (hereinafter CGA) can initiate a discussion about a joint integrative discourse model, as it originates from specifying the causes of discourse production (coding and decoding) hidden in Lotman's (2005: 205-226) ideational semiosphere as well as Aristotle's approach to causality in relation to people's knowledge production (*SEPh*, 2020: Online), in particular, the idea of differentiating the causes into *factors* (an ideational approach) and *facta* or *factums* (a phenomenological approach). The first group of causes (factors) is defined as permanently existing reasons represented as people's inherent inner mental processes, while the second group of causes (*facta* or *factums*) is treated as people's outer activity producing and comprehending reality as such.

CGA (Oukhvanova, 2017: 5-16) discusses the factors of discourse organisation and production focusing on 4 types of people's inherent mental processes, namely, epistemic and axiological (producing cognitive and pragmatic structures of discourse), syntagmatic and paradigmatic (producing textual and language structures of discourse). Their influence on discourse production is evident as its comprehension presupposes the reconstruction of

corresponding mental structures of discourse. While in functioning, they are in interrelation, which highly influences the content produced making it open to transformations.

The *factums*, in their turn, are represented in CGA (ibid.) by 4 types of people's inherent activities: practical (general environment-focused activity producing referents as informative units of discourse), behavioural (community-environment-focused activity producing corteges as interactive units of discourse), communicative (verbal or sign-environment-focused activity aimed at producing paradigms and syntagms as communicative units of discourse), and, finally, experience storing activity (archetype pattern environment-focused activity producing formats and genres as experience-rooted units of discourse). The latter promotes discourse on the level of its macrolevelled organisation. The influence of these phenomenon-bounded activities on discourse organisation and production can be presented as transparent. In fact, they participate in constructing referential and interactive realities (referents and corteges of communicants in their relationship) just as their virtual representations in signs and patterns on corresponding levels of discourse production.

As two groups of the causes and correspondent discourse elements (idea-bounded structures and phenomenon-bounded units) have their own specifics, it seems evident to suggest that semiosphere, declared to be a holistic but differentiated source of social and personal meanings and senses (Lotman 2005: 205-226), can and should be viewed and discussed in a certain correspondence with them.

The said above reveals the fact that discourse (as the research object of this article) viewed within its functional complexity needs its further clarification and transparency. The field of Discourse Linguistics introduced by the French dictionary of discourse analysis (Charaudeau and Maingueneau, 2002) fulfils this purpose. In fact, the article *Discours* (Maingueneau, 2002: 185-190) sets the interdisciplinary borderlines for discourse promoting the discussion to the field of Discourse Linguistics, within which Maingueneau specifies the notion under discussion. As a result, the eight-element structure of discourse is revealed making two research schools – CGA and the French school of Discourse Linguistics – meet. Confronting and comparing their 8-dimension models of discourse organization and production seem to be productive as it leads to their verification and the strengthening of their position.

Topicality and significance of integrating three theoretical models, which function as if in a parallel way though rooted in a similar research background, lie in the fact that this model may work for a further development and self-identification of the field of Discourse Linguistics within the fields of both theoretical and applied sciences.

In this connection a parallel pilot discussion on applying the verified model of discourse in training students at the early stage of their involvement in research and qualitative data collection is proposed here with a focus on how to

notice, collect, organise, and adopt for different research purposes the data on differentiated content layers of discourse organisation and production.

THEORETICAL BACKGROUND: WHY REFER TO DISCOURSE LINGUISTICS

Discourse accepted as a complex polyfunctional (polyphonic) unit and research object open to transformations on all levels of discourse production – micro, meso, and macro – definitely presents a kind of a puzzle. Therefore, it seems natural to start its modelling with the model of a closed (four-angled) envelope ready to be opened to reveal different shapes and thus content, octagon shape including. Thus, a question arises about the meaning of its first four angles discussed in CGA and also in the French school of discourse analysis.

Maingueneau (2002: 185-187) approaches discourse organisation via confronting it to four linguistic terms. As a result, the paradigmatic meaning of discourse can be shaped in association with classical linguistic approaches other than Discourse Linguistics. Discourse in this case is considered by the French linguist as positioned to the following four terms: *phrase*/ sentence with reference to Harris ([1952]1969); *langue*/ language with references to Saussure's ideas presented and developed by Gardiner ([1932]1989: 24, 285), other references being Guillaume (1973: 71), Benveniste (1966: 266), and Foucault (1969: 153); *texte*/ utterance with reference to Adam (1999: 39); and *énoncé*/ statement (utterance) with reference to Guespen (1971: 10).

As a result of the epistemic discussion rooted in the references mentioned above, discourse is:

- 1) *not a phrase* (sentence) but sequence of sentences ruled by a special macro-levelled grammar – ‘discourse grammar’, which is different from sentence grammar or syntax being open to study discourse texture. In the course of time, the field of Discourse Grammar transformed into the field of *Text Linguistics*;
- 2) *neither language nor speech (parole)*, as language is treated as a system of ‘meaningful virtuals’ opposed to discourse which uses language in particular contexts. The latest (context) ‘filter it producing something new’. It is language which is in-between discourse and speech. It makes discourse, first, ‘being mentally and socially oriented’. Then, using language, its components (signs) ‘articulate the personal’ making discourse represent wishes and opinions, while ‘parole’ in discourse stays ‘physical and referential’ by itself. Besides, the notion of language involves the opposition of language as a system adhered to particular communities (discourse formations) and the one accepted as a system which restricts its usage (within discourse types). In fact, contemporary *Language Studies* opens a new page of its history dealing this time with language macrostructure types of representations;

- 3) *not a text* as it inscribes text into context, and context here acts as ‘a condition of discourse production and reception’. *Pragmatics* follows up the contextual realization of discourse as such;
- 4) *not an utterance*. The difference lies in ‘different modes of the understanding’ of the statement (utterance) and discourse as ‘transfrastic’ units. While the first reveals itself exclusively in a linguistic way, the second ‘traces the act of communication which is socio-historically determined’. The discussion is turned to a specific format characteristic of discourse and, this position places the research discourse into the field of socially determined macrostructures and thus macro-level *Cognitive Studies*.

In accord with the logics of the above discussion, it is natural to accept the fact that discourse, while seeking for its self-identification transdisciplinary, starts with the domains of four quite popular directions of contemporary linguistics.

Considering *the closed envelope model* (Figure 1) as a pre-stage of discussion on the 8-dimension discourse modelling, its next stage follows as a stage of comprehending its complexity.

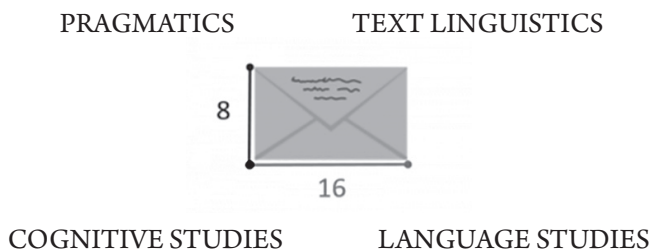


Figure 1 **Discourse as an object of research: the closed envelope model**

After the background discussion on the term *discourse* and its interdisciplinary identification, performed inductively, let us turn to the background discussion on the term from the CGA perspective, which suggests the deductive logics of discussion.

CGA, which is not only an integrative lingua-semiotic approach but also an approach compatible with the discourse-linguistic perspective (Oukhvanova, 2015: 43-56), suggests looking at discourse via the following trans-disciplinary specification, namely, discourse can take the images of:

- 1) a *phenomenon and its reflection* in an interdisciplinary and philosophy grounded phenomenological theory; thus, it will also apply the approaches of behavioural, communicative, experience-storing, and referential (Reality Studies) theories to its study, when applicable;
- 2) a *highly abstract and definitely open idea* addressed to macro space cognitive, textual, pragmatic, and languages classified issues; thus, Google search here can also lead to ‘philosophy and literature’ but not only to the theories implied in listing the issues;

- 3) a *reflected activity* both individual and social, verbally and nonverbally represented, actualised and latent; thus, all theories mentioned above are viewed as open to join the research. It is no wonder that the expertise of Functional Linguistics and Communication Studies, Discourse Psychology and Social Studies are naturally added as fruitful in a long run of theoretical discussions on the notions of verbal and social action, just as informative and interactive, social and individual;
- 4) a *reflected event* involving the issue of its picturing. Thus, the theories of representations and language at large are intertwined with the theories and approaches covered above.

The discussion is meant to go further to the Tartu School of Semiotics and specifically to its idea of semiosphere as a source of a holistic knowledge space – the space without which the whole idea of semiosis does not exist (CD, 1999: 244-248; Lotman, 2005: 205-229). Semiosphere is viewed as a holistic continuum (i.e. the system in its real functioning) represented by a number of distinct and functionally well-defined systems. It is only from a heuristic point of view so necessary for the science development that these well-defined systems exist by themselves. They function only as ‘being downloaded to some semiotic continuum, filled with semiotic structures of different types and functioning on different levels of organization being characterized within the abstract character of its existence’ (CD, 1999: 244).

The term *sphere* as a part of the term *semiosphere* is not a metaphor but a real closed space. Its closeness is necessary for ‘communicative processes realisation and new information processing’. It can be regarded as ‘sets of texts and languages closed in relation to each other’, and it is characterised by both systems’ borders and isomorphism inside a system. The first of these two keeps inside the borders both ‘common and individual semantic properties: whatever is outside can enter only if it is processed in accord with the inner semiotic code’ (ibid.: 244-245).

Is discourse doomed to be studied exclusively from its analytical vision? What if discourse is not its analytically viewed parts but all the components taken together?

The synthesis approach is or, at least, can be on the agenda, as we live in the period of integrative approaches in science at large. Besides, there is a field and there are tools to approach discourse in this way. The integrative mission to approach and study discourse seems to be given to Discourse Linguistics, as it is responsive to this trend whatever scepticism follows (it is not a surprise to hear such a phrase as *whatever you say you have done is impossible to do* addressed to those for whom an integrative type of thinking is natural).

The responsiveness of Discourse Linguistics to this mission (as we see it from the CGA perspective) is because it accepts the following:

- 1) a medieval tradition of approaching discourse as genres with a special focus on the genres of dissertation and preaching. In fact, the idea of

discourse processing – going to and fro – is realised in these genres by involving both inductive and deductive thinking. Besides a medieval tradition views discourse in both oral and written forms, just as both individual and community-revealed informative and interactive practices (cognising and textualising as mental practices);

- 2) the fact that discourse thinking is a typical research thinking as such as it follows the commonly accepted Peirce's logical circle. The latest adds the stage of abduction (hypothesis building) in-between the stages of induction (going from particular to general) and deduction (going from general to particular). The added stage gives time for organisation of and reflection on the data collected and for its evaluation before the next move. The circled logics accepted systemic approach to discourse research, and it views discourse as a holistic multifunctional set that extends cognitive and textual thinking to pragmatic and language-bounded;
- 3) a qualitative tradition of approaching research. As a result, it enjoys both approaches, each for its own purpose: quantitative in choosing research tools for a particular research sample and qualitative in choosing a case for study and approaching it. It leads to a highly organised or focused thinking practice which implies focus change: from one key element of discourse to the other key element in one case, or from the key element to it operationalising categories and back, in the other case. Such a practice gives an opportunity to collect maximum data and, at the same time, to verify its value for the type of discourse analysed and for the tasks stated. The change of foci enriches the data collected making them specified and classified;
- 4) the specific, particular and general (key categories of a research methodology). As a result, *discourse* thinking can float not only between quality and quantity but also between the type and archetype. For example, let us focus on the term *particular*. What seems particular in a quantitative research will tend to be accepted as general (revealing the structure of a type) but in a qualitative research – as specific (revealing the archetype structure).

With this vision of Discourse Linguistics and discourse as its field-forming category the discussion can proceed further, namely, to joint modelling of the 8-D shape of discourse in functioning.

MEETING THREE TRADITIONS IN DISCOURSE CONTENT MODELING: DISCUSSION AND RESULTS

There are many variants of presenting *an octagon shape* that can serve as an 8-D model of discourse. Figure 2 presents the shape that is traditionally used by CGA (*D-ART*, 2017: 5-16).

If to describe a general idea of the CGA discourse model presented in Figure 2 (Oukhvanova, 2017: 12) detaching for a while from the particular meanings of its elements involved, the model represents two types of the causes of discourse organisation and production – those of mental processing and activity processing, namely *factors* and *factums*. It is the overlapping of these types of causes that produces *inherent functional elements of discourse* as a research translevelled unit. Thanks to this overlapping, the meaning of each element is alive. Its life and change is in the fact that each inherent phenomenological element (be it a referent or a cortege, a sign referent or a sign cortege) is developed via at least two ideational elements (as shown in Figure 2), while each inherent ideational element (be it a cognitive, pragmatic, textual or language structure) is developed via at least two phenomenological elements. Otherwise, not only discourse itself but each of its 8 elements is a mixed *factor-factum production* (marked accordingly – *a1, b1, b2, etc.*)

Thus, the octagon model of the 8-D discourse organisation and production is a result of the phenomenological and ideational marriage, which makes all its parties inhere the same trait (*gene*) of mobility and transformation. That is why we called the approach *Causal-genetic*: causes in their overlapping give birth to the elements specified by them, which, being of a dual nature, are searching for other combinations of self-composing and production.

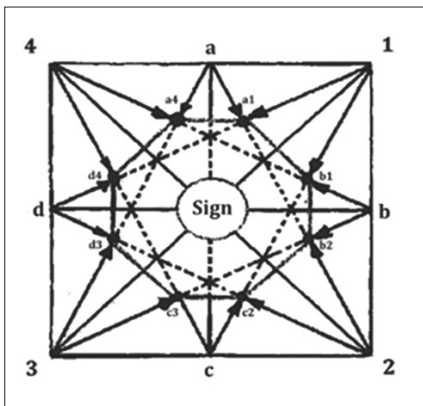


Figure 2 Octagon inbuilt CGA model of discourse inherent functional elements

If to be more specific, Figure 2 represents the model of discourse based on the crossing of two axes: vertical (*ac*) and horizontal (*db*). The 1st involves Referential content layer, while the 2nd – Cortege content layers. They are enriched by representational layers of *verbal or virtual nature* (1-textual and 2-language bounded) and of *nonverbal nature* (3-epistemic and 4-axiological, which are above particular languages and texts). Their integration reveals 8 elementary functional units of discourse coding to be reconstructed in the process of discourse research, which are *a1* and *b1, b2* and *c2, c3* and *d3, d4* and *a4*).

Note that the letters (a, b, c, d) used in Figure 2 are just labels, which can be changed for meaningful letters (abbreviations). To underline in the next joint model (Figure 3) the fact that they represent not only a group of phenomenological causes of discourse but also its basic content axes, the changes are to be introduced. Thus, instead of *a, b, c, d* the abbreviations C, R', C', R are used in Figure 3 in order to reveal and visualise such key discourse content axes as C – C' (cortege – cortege prim or sign cortege) and R – R' (referent – referent prim or sign referent).

Let us have a closer look at Table 1 aimed at comparing 8 elements of discourse organisation specified by Maingueneau (*Dictionnaire*, 2002: 187-190) with 8 elements of discourse organisation and production introduced by CGA (Oukhvanova, 2015: 43-56; 2017: 5-16). The table links the terminology of the approaches, and by highlighting their key messages builds the bridge between Figure 2 and Figure 3 helping in the comprehension of the logics of the latter.

Table 1 Tabular diagram of functional discourse elements: Compatibility of 8 inherent qualities of discourse (D)

Label and axis position of D element (Fig. 2, 3)	Functional elements of D organisation and production (Oukhvanova, 2017: 11-14) (The order of the elements is grouped around two axes C – C' and R – R')	Organisational elements of D (Maingueneau, 2002: 187-190). (The number in brackets gives the order of the element in the source)
1	2	3
a1 C–C'	C (cortege) is represented <i>textually</i> via the roles that its parties take on themselves. As the role is a social marker, its reconstruction adds information on how the addresser treats the addressee, which corresponds with the idea of discourse orientation.	(2) ' <i>Le discours est orienté</i> ' = Discourse is audience targeted (and, thus, time-responsive)
a4 C–C'	C (cortege) is represented <i>attitudinally</i> via its evaluation by the parties and has no social background; its reconstruction is carried out with no reference to D textual or cognitive parameter; it is a pure axiological matter, which fully corresponds with the idea of interactivity (in-between the participants of C).	(4) ' <i>Le discours est interactif</i> ' = Discourse is interactive
c3 C – C'	C' (virtual or sign cortege) is represented by a <i>format</i> structure, which is social <i>a priori</i> and thus dictates the norms of discourse production, which corresponds with the idea that D is regulated by norms.	(7) ' <i>Le discours est régi par des normes</i> ' = Discourse is regulated by norms

Label and axis position of D element (Fig. 2, 3)	Functional elements of D organisation and production (Oukhvanova, 2017: 11-14) (The order of the elements is grouped around two axes C – C' and R – R')	Organisational elements of D (Maingueneau, 2002: 187-190). (The number in brackets gives the order of the element in the source)
1	2	3
c2 C – C'	C' (virtual or sign cortege) is represented by a <i>genre</i> structure, which is at large the choice of/ agreement between the parties of a particular cortege and might be changed or transformed into another genre; its interplay or adjustment to the situation of communication fully corresponds with the idea of interdiscourse.	(8) ' <i>Le discours est pris dans un interdiscours</i> ' = Discourse is part of interdiscourse (genre structure of D)
b2 (R – R')	R' (virtual or sign referent) is represented by its paradigmatic inscription into the language system, which is a source of paradigmatic meaning – the place of the element in its <i>paradigm</i> . Paradigmatic organisation of the language system is definitely transfrastic (covers all levels of language production).	(1) ' <i>Le discours suppose une organisation transphrastique</i> ' = Discourse is transfrastic
b1 (R – R')	R' (sign referent) is represented by its syntagmatic inscription into the <i>individually</i> formed message which makes it performative, e.g. activity-bias.	(2) ' <i>Le discours est une forme d'action</i> ' = Discourse is a form of activity
d4 (R – R')	R (referent) is represented by its evaluative frame, which brings a certain <i>value</i> (meaningfulness) to the given referent, which definitely corresponds with the idea of a social context.	(5) ' <i>Le discours est contextualisé</i> ' = Discourse is contextualized
d3 (R – R')	R (referent) is represented by its <i>sense</i> individually processed (individual cognitive structure). Otherwise, while loading, the individual sense is processed.	(6) ' <i>Le discours est pris en charge</i> ' = Discours is (down) loaded

We can add apart from what Table 1 presents that the order of discourse organisational elements given in the French dictionary (as the numbers in brackets show) is according to the following order (if to represent them by the terminology of the CGA tradition): R' – C – R' – C – R – R – C' – C'. The order, as we think, matters. Thus, it reveals the fact that in French tradition sign referential reality and cortege reality are of a greater value for discourse analysts, while referential and sign cortege reality are paid less attention. The last to be triggered, as these characteristics of discourse are closing their list.

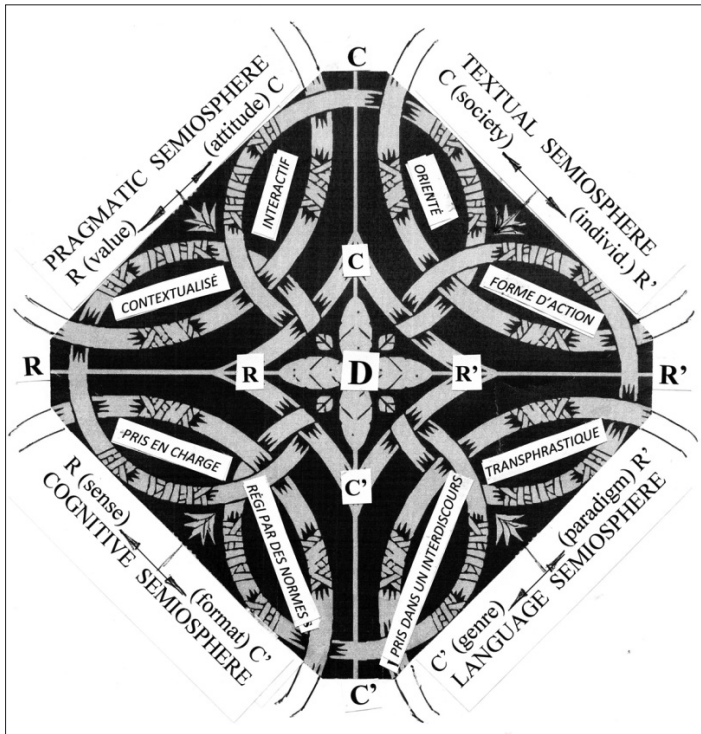


Figure 3. Discourse production and discourse thinking model in its multiplied semiosphere context: compatibility of three theoretical approaches. (The picture applied for this joint model has been inspired by one of Portuguese street-artists (Online 1)).

There are four more remarks to finalise the theoretical discussion presented:

- 1) The given model represents the holistic nature of discourse in spite of its complex polyfunctional interdisciplinary revealed mental structure open to transformations.
- 2) Discourse faces 4 closed mentally processed phenomenological realities (see 4 inner circles on the axes R – R', C – C'), which are doubled by 4 open ideational realities (see 4 outer circles of the neighbouring segments of the semiosphere). The atomic elements of discourse are within the overlapping of these phenomenological and ideational realities. Each has its own niche, but all are a part of a bigger design.
- 3) The higher is abstract thinking, the closer is the element to the semiosphere. In the joint model the elements developed by CGA are on a more abstract position, which is natural because of its deductive

logics of presentation. But the tendency of correlating the elements of CGA and the French school of Discourse Linguistics is stronger than the differentiation of the functional levels of discourse. For example, if such discourse characteristics as interaction and contextualisation seem quite close, the others like *valued referent* and *cortège actualised by the attitudes of the communicants to each other* seem, at first, not compatible. But being aware that these elements differ exclusively by the level of abstraction, we are not to accept this *it-seems* logics. Of course, if one is out of the social context of communication, it is so easy to form a negative attitude towards the speaker or writer blaming one for your problems of misunderstanding. On the other hand, having a positive attitude to the speaker/ writer it is so easy to misinterpret the context of the message. In discourse analysis taking one element for the other should be treated as not professional.

- 4) The CGA model adding the expertise of Lotman's and Maingueneau's theories gets additional arguments for its usefulness in an applied research.

As the joint model of discourse atomic elements is finally presented and discussed, it is time to have a look on its application value.

DISCUSSION AND RESULTS: APPLYING DISCOURSE THINKING IN THE CLASSROOM

While reading the courses on discourse analysis and discourse theory and running seminars on research for bachelor, master, and doctoral level students, different problems in information grasping by the students can be observed (Oukhvanova, 2014: 153-168). Accepting the problems as natural and focusing on how they are to be addressed, it is helpful to read the article by Barbara Lewandowska-Tomaszczyk *Partial perception and approximate understanding* (2017: 129-152). The author opens up a discussion on the operational categories to be processed to overcome vagueness in objectivized information processing (interpretive multiplicity, affability, ability, etc.) and misunderstanding in subjectivized information processing (resemblance, reconceptualization, cross-linguistic displacement of senses and tolerance spaces, thresholds in-between the meanings actualized by interlocutors etc.). As it turns out, both realities of academic discourse (informative/ referential and interactive/ cortegeous) are equally important in the classroom to prevent a revealed habit of floating on the surface of understanding.

A problem of a different kind can be observed in the classroom focused on research. Young researchers being overwhelmed with perfectionism can block their progress by mere dissatisfaction with terminological definitions found or suggested. Instead of delving into the material for the analysis chosen that gives a chance to see this or that research category and judge its value/

contextualisation in practice, precious time could be wasted on reading endless theoretical debates on what the term could mean with a further failure to apply a finally chosen as-if-balanced definition for a particular case study.

The first set of conclusions that can be drawn, while studying the problems young researchers confront, is evidently connected with the necessity to train their applied skills of flexibility in thinking, ability in changing the focus of attention and sensitivity in the methods to be applied. A variety of methods and techniques trained for further application permits to grasp the research problem wider. However, synthesis goes together with analysis. Both research practices (analysis and synthesis) need equal attention, but at the stage of database collection, analytical practices are of more value. Without performing focused loading, coding, verifying and organizing analytically relevant data, a further qualitative synthesis-bound work is impossible.

My recent teaching experience at the Jan Kochanowski University (Kielce, Poland) and the Belarusian State University (Minsk, Belarus) has revealed that the present generation of researchers, having accepted the complexity of the world, experiences more problems in applying analysis-bound research forms than synthesis-bound ones, which is somewhat contrary to the previous generation of young researchers. To make their research skills balanced, I reconsider the priority of teaching and accept a bare necessity of focusing on developing students' analytical skills. As a result, to see the specific value of what one sees in each layer of discourse representation raised (rather than combining the layers for a holistic product to process and produce).

What else can be added in connection with what has been said above?

Partial understanding of messages (and thus, discourse) goes, as it seems, not so much from approximate vision as it is but rather from a general satisfaction with this approximation. Thus, the first point to consider (if to apply the joint discourse model for solving this research problem) appears to be lack of critical thinking. Students should train the skill of being focused on evaluation processing and activity (contextual and interactive realities processed). Together with this, the problem of partial understanding is directly connected with the lack of textualising skill. The latter permits one actualising normative (which means oriented) syntagmatic thinking and the accuracy in the action performed via textualising. These steps considered, worked out and synthesised, an effective actualisation of messages gets at least half of its success.

Approximate vision, in its turn, may come from overdosing image-represented information with no reflection whether the cognitive and language conceptualisation and representation of a message is worked out enough. Thus, the second point to consider (as our critical teaching experience and the joint model suggests), appears to be lack of conceptualised thinking. Students should train the skill of focusing on the field of epistemic processing and activity (sense and format realities processed). The problem of approximate vision is directly connected with the lack of experience in focusing on language representation

practices and thus skills of working with a particular domain terminology. The latter gives one flexibility in actualising paradigmatic thinking and the accuracy in interdiscursive practices (genre processing). Both steps considered, worked out, and synthesised, an effective actualisation of messages provides the other half of success.

Collecting bit by bit the skills of working with all 8 elements of discourse organisation separately and in clustering, makes it appreciate as productive the common skill of balance and refuse the very idea of following rigid rules in any of the discourse representation fields.

Let us include into our discussion on applying the joint model another group of issues.

Misunderstanding of messages may also come from misbalance of teaching discourse practices experienced before, e.g. the overdosing of the form-focused teaching practices of communication, language and research, while the content-focused one is as if hidden being considered as irrelevant due to the established vision that it cannot be formalised accordingly. Thus, the point to consider appears to be lack of *cortège* experience, which produces ‘*intolerance to the alien*’ topics for discussion and methods for research introduced (e.g. a conflict of qualitative-quantitative research paradigms). A closer diagnosis of the problem shows lack of students’ experience in knowledge storing and retrieving practices and so in processing research formats and genres.

Finally, lack of effective communication in the class on theory and research may come from the absence of self-identification practices in one’s research community and, as a result, lack of practice in target-group-oriented interpreting. Thus, the point to consider appears to be lack of cross-cultural research thinking with a focus on research intercommunity communication, which makes researchers rigid in their textual action. If so, the necessity to train researchers to see, understand, and master the performative action in their research textual production, which, to be successful, presupposes the unity of analytic and synthesis-bound thinking within all inherent elements of discourse organization, seems especially important in research processing and activity.

The so called *therapeutic students-oriented practical steps* can be presented with the slogan *Complexity via simplicity*, which is borrowed from an interdisciplinary conference in La Laguna University in May 2017. My learning critical experience in participating in one of its workshops aimed to train young researchers to visualise their research messages gave me an idea to suggest something similar in my teaching classes on research. Two of stop-motion films produced (producer – Vitali Oukhvanov, conceptual director – Irina Oukhvanova) were approbated in the classroom. Their brief descriptions and supportive tasks for the classwork are given below.

Stop-motion film 1. This 3-minute picture-bound narration contains images of the planet from its birth to our time. Students can see the stones falling down forming the earth (where animals and people appear engaged in their activities)

and leaving the space for seas and oceans (also enriched with their habitants). Trees and bushes, birds and mythological creatures can be recognized further as the film continues. When the overall picture of reality seems to be built, its elements start disappearing bit by bit. That is the story narrated in pictures, which is presented at first with no comments. Then during the second acquaintance with the film the narrator's text is added. In it she suggests the talk on the terminology of discourse analysis, specifically on the referential reality and the specifics of its processing and on the sign-referential reality, which produces a kind of a virtual reality as it depends on the context and the discourse community involved. It aims to stress how the content depends on discourse markers.

The tasks suggested to the students are: (1) to reconstruct *referential reality* with no reference to the text presented by the narrator (what the film with no narrator is about); (2) to listen to the supportive text to the picturing narration and discuss how verbal (sign-referential) reality influences the understanding of pure referential reality; (3) to suggest their own film scripts, which will actualise other research or professional domains and roles of the narrator and audience; and (4) to discuss the changes to the film's content that were a result of each new script added.

The goal of the tasks is to teach students the terminology of the field of Discourse Linguistics as well as to give them experience in discussing research issues by applying the relevant terminology. To specify the didactic aim, the focus here is on training a young researcher to be flexible in actualising, conceptualising, and textualising different visual realities, e.g. to cope with the relativity of the referential content layer and, within it, to appreciate the significance of the context while loading the referential sense of the research.

Stop-motion film 2. This 3-minute narration develops around a map of the planet and, because of this, it gives a lay-out of *sign-referential reality* (or symbolic professional reality of a cartographer, a virtual reality). In the film, the map is being assembled and disassembled, constructed and deconstructed.

The order of the tasks is the same: (1) to reconstruct the animated story without any wording; (2) to follow the film and the script and reconstruct reality via both codes interconnected; (3) to suggest other scripts making the film plot different without changing its visual representation; and (4) to discuss the changes to the film's content that were a result of each new script added.

Giving students experience in accepting a dialectic relationship of confronting and still coordinated realities in-between the discourse community (academic or professional) and its representational code, the film teaches both flexibility (while dealing with the issue of contextualisation) and concentration (while dealing with the issue of content particularisation in discourse production).

The tasks were met with enthusiasm by those open to creativity and ready to meet complexity. The inclusion of formats and genres into the research scope of vision of linguists brought with itself a touch of macrolinguistics, e.g. a specific vision and understanding how context and content interplay. The idea of interplay

was accepted willingly by those specialised in research on foreign language teaching, as they saw the opportunity of applying it in their teaching practice.

The work on a further production of similar films together with collecting a variety of scripts for each content layer representation continues.

How well do we understand those whom we teach? How effectively do we establish relationship with them? Do we concord in any way our types of thinking? All such and similar questions are on the agenda when we are building proper communicative corteges with young researchers.

Those who teach at university are also researchers, but teaching and research engagement are different professions. Should we share the specifics of our double profession-bias life? W. John Hutchins does as he writes that it is accepted as a truism that scientific knowledge exists primarily in the documentation of science (journal articles, dissertations, etc.) and only secondary in the 'fable memories of individual scientists'. He agrees that it is true to say that scientists and scholars exist professionally (i.e. as researchers and thinkers) by and through their contributions to the literature of their subject and by influence of their publications on other scientists and scholars. 'The maintenance of this system requires effective ways and means of gaining access to and finding out about what has been published, i.e. effective 'information retrieval' (Hutchins, 1985: 106). Researchers in applied linguistics, including W. J. Hutchins, a representative of the scientific school of hard science linguistics (Yngve and Wasik, 2004), do a lot to ease researchers' work in different scientific domains. We all enjoy different software programs that help us in retrieving the necessary data while processing research. Apart from software, there are numerous books, lectures and insights, also available on the Internet, on how to effectively collect and cope with the data for research writing and how to perform research writing effectively. We do know that the machine cannot be responsible for the quality of research, as a lot depends on the skills one is forming and the attitude one is developing in the course of learning and applying research practices. Thus, as our American colleague mentions (ibid.) '*the information retrieval is human work not less than machine work*'.

CONCLUSIONS

Discourse is the universe processed. We get understanding of ourselves and the world we live in by different types of inherited factor-*factum* produced inner qualities of discourse. In discourse we are revealed as interactive and oriented, formatted and intergene-bound. In discourse we reveal our world as open to us due to its loading and contextualizing, just as due to transfrastic nature of language units and action-bound nature of textual production.

Discourse is the research processed and we in research. In a way we all are researchers searching for our path in life. The way we do it depends on numerous techniques of data collection. Here we suggested one of them based on the fact

that, whatever we do, we cognize and socialize, just as text and language-bound and together with this we interact and experience, do whatever and communicate. Such simple elements build quite a complex product – discourse. At the same time, its multidimension-bound and function-applied structure forms a somewhat balanced activity opening the opportunities for each of us to find our own balance by filling the matrix to our liking and aims, motives and possibilities.

In the same way, discourse is the community and society processed, which are also revealing themselves within its inherent qualities.

Treating discourse as such can bring a new agenda to the practice of training researchers in arts and humanities making them responsible for what they are processing and constructing, and specifically for balancing the data collected for research.

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