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**FIELD OF DOCTORAL STUDIES: PHILOLOGY**

**DOCTORAL THESIS**

***PRAGMATICS OF EXAMPLES***  
***INTO WRITTEN TEACHING COMMUNICATION***

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## SUMMARY

SUMMARY/5

LOGOS AND ABBREVIATIONS /8

FOREWORD/13

1. Argument/13

2. Research stage /14

3. Working materials/20

4. Working methods /21

5. Terminology clarifications/22

CHAPTER I: PARTICULARITĂȚI ALE COMUNICĂRII DIDACTICE/23

1.1. The concept of "communication" - rhetoric and didactic perspective /23

1.2. Forms of teaching communication /28

1.3. Functions of teaching communication / 32

1.4. Components of teaching communication and their interaction dynamics / 34

1.5. Conditions for insuring a successful teaching communication / 39

1.5.1. Search for middle way / 39

1.5.2. Barriers to communication in education / 39

1.5.3. Forms of competence in teaching communication / 44

1.6. Between teaching strategies and speech acts /47

1.6.1. Scholarly discourse and logical reasoning procedures /48

1.6.1.1. Inductive teaching argument /48

1.6.1.2. Deductive teaching argument / 49

1.6.1.3. Analogue teaching argument / 50

1.6.1.4. Dialectical teaching argument / 50

1.6.2. Teaching methods or speech acts?/51

1.6.2.1. Exposure / 54

1.6.2.2. Conversation / 57

1.6.2.3. Debate / 57

1.6.2.4. Problematization / 58

1.6.2.5. Literary process / 59

1.6.2.6. Demonstration / 59

1.6.2.7. Learning by discovery / 61

1.6.2.8. Case study / 63

1.6.2.9. Exercise / 64

1.6.2.10. Example / 65

1.7. Practical aspects of a teaching discourse analysis /66

1.7.1. Preliminaries /66

1.7.2. Selection of texts/68

1.7.3. Decode of texts /68

1.8. Conclusions/69

## CHAPTER II: ARGUMENTATIVE EXAMPLE AND ȘI NARRATIVE EXAMPLE/72

### 2.1. Etymological digression/72

2.1.1. The Greek *parádeigma* – paradigm of argumentative example /72

2.1.2. The Latin *exemplum* – formal source of modern "example" /73

### 2.2. Logical base of example/76

#### 2.2.1. Induction – the essence of illustration process/76

2.2.2. Deduction and implicit example/ 79

2.2.3. The analogy, as exemplary similarity / 81

### 2.3. Narrative development of example/84

2.3.1. Parable / 84

2.3.2. Fable / 87

2.3.3. Aphorism or exemplary brilliance of the idea / 89Parabola/84

### 2.4. Criterion of reference to the rule/97

2.4.1. Actual example/ 97

2.4.2. Model and antimodel/ 98

2.4.3. Illustration/ 99

### 2.5. Conclusions/102

## CHAPTER III: ILLUSTRATION AND ITS ROLE IN ORGANIZING THE SPEECH/103

3.1. Exemplification as act of signifying discourse/ 103

3.2. Exemplification as adjustment rules of enunciation modes/ 107

3.3. Example from an epistemological perspective/ 108

3.4. Definitions, functions and areas of example use/ 113

3.4.1. Definitions and defining features/ 113

3.4.2. Functions of example/ 117

3.4.3. Conditions for example functioning/ 118

3.4.4. Areas of use/ 118

## CHAPTER IV: TYPOLOGY OF EXAMPLES IN PRIMARY SCHOOL TEXTBOOKS/121

### 4.1. Denotative example/121

4.1.1. Illustrative context/121

4.1.2. Paradigmatic connectors of assertive examples/122

4.1.3. Connectors of explicit comparative example/131

4.2. Comparison-example species of connotative illustrative/ 134

4.3. Integrated examples - parenthesis and paratactic constructions/ 135

4.4. Quantifying role in the structure of integrated example/ 137

4.5. Model/ 140

4.6. Illustration/ 145

4.7. Image/ 146

4.8. Case – illustration by one-off/ 149

4.9. Aphorism and proverb/ 151

4.10. Riddles/ 154

4.11. Fable/ 155

4.12. Allegory/ 157

4.13. Parable/ 158

|                                                                      |                                                             |     |
|----------------------------------------------------------------------|-------------------------------------------------------------|-----|
| 4.14.                                                                | Witty story/                                                | 160 |
| 4.15.                                                                | Conclusions on the typology of example in school textbooks/ | 163 |
| FINAL CONCLUSIONS/                                                   |                                                             | 164 |
| BIBLIOGRAPHY/                                                        |                                                             | 171 |
| 1.                                                                   | Sources/                                                    | 171 |
| 2.                                                                   | References/                                                 | 172 |
| ANNEXES - CORPUS OF SPEECH EXAMPLES USED IN WRITTEN TEACHING SPEECH/ |                                                             | 193 |

## SUMMARY

1. **Premises.** The paper we propose assumes that the example is „the final argument" in any scientific demonstration and, even more, in the structure of teaching demonstration.

As the speculative argument alone is not accepted in the current communication, however logical and coherent may be, the teaching communication cannot rely on purely theoretical explanations. From our teaching experience, we know that the intuitive knowledge must complete the knowledge based explanation and science and teaching demonstration. However, *the example* has important role to play among the factual elements underlying the intuitive knowledge.

2. **The corpus of texts** for the specific analysis of the typology of examples of written teaching discourse was extracted from over twenty-five textbooks, teaching guides, collections, anthologies and teaching methodology, of which we have selected a few hundred examples of all kinds, from *model* and *sample*, the most frequent forms of illustration in school textbooks for lower grades, to *allegories* and *parables*, the most abstracted forms underrepresented in the written discourse addressed to the respective education cycle formally institutionalized. About eighty examples of different types were used only in Chapter IV of this paper.

For the theoretical part, I used examples extracted from ancient and modern treaties of rhetoric, pragmatic studies of scientific discourse and, especially, studies on the topic of teaching speech. In fact, when it comes to theoretical approaches, we find that the same examples are circulating over the years, becoming common goods.

3. As **working methods**, our approach is based, mostly, on the principles, methods and tools of *discourse analysis*. To the extent that the example is a speech act with an argumentative direction clearly demarcated, the procedure for establishing the locutionary, perlocutionary and illocutionary structures containing the exemplary sequence in general, and the exemplary statement, in particular, the analysis involves the dismantling of mechanisms making the transition from the evocative statement to the practical fact of samples offered to the receiver and from this, to the purpose of inducing a general rule. The analysis of text provided us with a schedule of structures generating the exemplification, respectively the exemplifying

context, i.e. the defining law that summarizes the features of the object analyzed and the example that supports, from a particular perspective, the generalization of these features and the possible additions that can belong to the object defined or the supporting example.

*Pragmatic-stylistic analysis* became obvious because many of the species of example takes figurative forms from the categories of ambiguity, metasemes, metalepses etc. "Comparison" represents the axis of any process of illustration, as the analogy between the object to be exemplified and the exemplifying subject is made in the virtue of the existence of a common element, which can be illustrated by similarity or contrast. It results an example or a counterexample, which may take connotative forms - "metaphor", "allegory", "parable" and so on.

4. ***The structure of paper*** is determined by the specificities of the theme and the methods applied for the example analysis.

The Chapter *Features of teaching communication* proves that our approach is made from a dual perspective – didactic and pragmatic linguistic. We need to do so because our intention from the beginning was to evaluate the importance of a particular type of speech act, namely, *the example from the structure of heuristic learning* in textbooks. But our expectations have been exceeded by the findings made by us in this part of the study, involving *the infrastructure* of our analytical approach, so to speak, i.e. a first theoretical basis of the analysis itself. More specifically, we noted that the "speech acts" as referred to in the history of language sciences becomes "the method" or "the strategy" in pedagogy. This is the situation of *exposure, conversation, explanation, debate, problem solving, literary process, demonstration, exercise, case studies, example*, which we believe to be subtypes of speech acts, governed by certain rules, laws, etc.

Chapter II, *Argumentative Example and Narrative Example* is devoted to defining the concept of "example" from an etymological perspective (referring to the Greek term *parádeigma*, and the Latin term *exemplum*) from a logical perspective (induction, deduction and analogy) and from a semiotic perspective by referring to the rule that any example is serving.

Chapter III, *Exemplification and Its Role in organizing the speech* covers the manifestation of example as an act of discursive significance and as a norm regulating the modes of enunciation. Basically, we bear in mind the definitions, functions and the fields of use of example from an epistemological perspective.

Finally, Chapter IV is devoted to the *typology of examples in the textbooks for primary school*. Based on a rich corpus of texts, we consider, first, *the denotative examples* studied in the argumentative context that generates them and depending on formal elements such as those of the type of paradigmatic connectors of examples of assertive connectors or the connectors of explicitly comparative example. We pay great attention to the integrated examples - parenthesis and paratactic construction – in order to study afterwards in detail the use plastic figurative forms of scientific and teaching illustration: *model, illustration, image, case*

– *illustration by one of a kind, aphorism and proverb, riddles, fable, allegory, parable, witty story.*

5. **Conclusions** on the typology of example in school textbooks were reached also at the end of that chapter, but also in a special chapter of the paper.

Thus, we could verify, on the basis of a unique study material, the definition according to which the example is an argumentative verbal act that supports a general assertion by means of a specific assertion.

The example is the linguistic expression of a pre-existing logical schedule in the human thought. It is about the induction, the reasoning by which, based on the evidence of some details, a general truth is formulated. Unlike the deductive reasoning, which operates by syllogism, namely the association of three terms (two premises and a conclusion), the inductive reasoning operates through enthimema, for which two terms are enough (premise and conclusion). As the analogy, the induction can capitalize a wide range of examples in order to support a conclusion and all these be selected from the day-to-day reality of yesterday and today or the fictional situations created by human imagination.

As a linguistic structure, the example is usually a logical sentence, a sentence. This can be reduced, however, to the form of a word or even a syllable, a sound (A!), aspect capable to send a minimal compelling message, with or without suprasegmental morphemes. On the other hand, that message may increase and diversify the dimensions of parables of some fables, exemplary stories or even the dimensions of written works of large dimensions.

Formally, the example does not have its own mandatory structure but is usually expressed through an affirmative statement, following a general assertion. Sometimes, one of the two parts of this entimemic sequence can be repeated by additional examples, either through additions to a contextual general statement. Thus, the classic example (paradigmatic, as such) has some typical features from the morphological and syntactic point of view:

- a. Use of relatively standardized connectors (conjunctions, prepositions, adverbs, phrases, collocations, verbs, interjections, etc.): *example, (as, for) example, thus, how; as, like, such as; insomuch as, as it were, as good as; there are, it turns out that, are known; behold, here, see, look, take heed, learn (from).*
- b. The connectors may be missing in paratactical constructions, inside of parentheses, suprasegmentally and graphically marked or not; when the exemplary sentence is affirmative, in most cases, but when is interrogatively structured etc., its pragmatic load can have zero degree or various degrees of additional expressive connotation.

From the pragmatic and linguistic perspective, the example is a *locutionary verbal act*, to the extent that it send information, regardless of its degree of particularity, an *illocutionary act* since it is aimed at supporting the truth of the statement above (contextual assertion) and a *perlocutionary act*, since it concerns the persuasive effect of knowledge on present or potential recipients.

The written teaching discourse written makes use of the argumentative force of the example not only to support a rule, a demonstration relating to a general truth,

as well as during the scientific and rhetoric discourse, but also to educate the beneficiary, i.e. to form beliefs, skills, attitudes and behaviors among young people.

It is noted the widespread use of *the model*, especially in small classes where the place of verbal explanation is taken by concrete illustration, since the principle is intuitive and imitative here. Students are invited to solve an exercise or to form a particular type of a model in accordance with a text clearly presented. Unfortunately, many authors of school textbooks refer to these models with the term "example". There are still many cases in which the sentence sounds right: "Make a schedule in accordance with *the model* presented below..."

The purpose of our analysis was to demonstrate by examples to what extent the current school textbooks meet the challenges of a modern education, challenges arising in all stages of the education system, from pre-school to learning throughout existence.

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