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## COMMUNICATIVE AND LINGUISTIC FEATURES OF EDUCATING RADIO DISCOURSE

*The study concentrates on the analysis of the correlation of communicative features of the educating radio discourse and its linguistic manifestation which proves to be universal in the languages under study (German and Ukrainian). Specific language peculiarities are revealed in certain aspects of the studied languages within the analyzed institutional discourse type.*

**Key words:** *educating radio discourse, communicative strategies, tactics, discourse forming characteristics, linguistic manifestation.*

*Дослідження присвячено вивченню кореляції дискурсотворчих характеристик освітнього радіодискурсу та його мовної репрезентації, яка має універсальний характер в досліджуваних мовах (німецькій та українській). Конкретна мовна специфіка виявляється в окремих аспектах зазначених мов у межах аналізованого типу інституційного дискурсу.*

**Ключові слова:** *освітній радіодискурс, комунікативні стратегії, тактики, дискурсотворчі характеристики, лінгвістична репрезентація.*

*Исследование посвящено изучению корреляции дискурсообразующих характеристик образовательного радиодискурса и его языковой репрезентации, которая носит универсальный характер в исследуемых языках (немецком и украинском). Конкретная языковая специфика проявляется в отдельных аспектах рассматриваемых языков в рамках анализируемого типа институционального дискурса.*

**Ключевые слова:** *образовательно-познавательный радиодискурс, коммуникативные стратегии, тактики, дискурсообразующие характеристики, лингвистическая репрезентация.*

The mechanisms and contexts of human communication are rapidly changing in the face of new domains of interaction, new technologies, and new global cultures. Contemporary forms of discourse often involve interaction with and through lots of technologies. These mechanisms and contexts provide both new artefacts of study and new tools for discourse analysis.

In modern studies media discourse is treated as a set of processes and language activities products in the sphere of mass communication in the diversity and complexity of their interactions [1, 21], as a social phenomenon, whose main function is to influence mass audience through content-based information and evaluative data transmitted by media channels [2], as a mechanism of updating information through different means of communication of the media Institute [2].

Media discourse is integrated into social, personal and professional relationships and is aimed at achieving appropriate illocutionary effect. It is the reflection of the of society in the certain period of its development a significant means of swaying public opinion and individual world perception.

Media discourse refers to the interactions that take place through a broadcast platform, whether spoken or written, in which the discourse is aimed at a non-present reader, listener or viewer. Though the discourse is oriented towards these recipients, they often cannot make instantaneous responses to the producer(s) of the discourse, though increasingly this is changing with the advent of new media technology. Crucially, the written or spoken discourse itself is oriented to the readership or listening/viewing audience, respectively. In other words, media discourse is a public, manufactured, on-record, form of interaction. It is not spontaneous (in the same way as casual speaking or writing is); it is neither private nor off the record.

Radio communication is one of the most widely spread forms of communication in the modern world, a means of mass information and one of the main channels of information transmission together with Internet and television. Such status of radio communication enables to single out the radio discourse within the whole discourse variety. The research of the radio discourse specificity and the forms of the speech impact manifested in this discourse type provides a better understanding of the media discourse and oral discourse functioning.

Talking about the radio discourse features some extra linguistic conditions are worth noting within which radio communication takes place and which determine the uniqueness of this type of discourse: remoteness, mediation, lack of visualization, mass audience of listeners, comprehensiveness, speed of information transmission, time linkage (non-recurring character, irreversibility, linearity, continuity). The dialogical and interactive nature of the radio discourse, the variety of generated texts and used language tools specific to different types of speech make it heterogeneous. Moreover, the

radio discourse features are determined by the genre and content targets, the topics of the radio programmes and the radio format in general.

The extra linguistic conditions within which radio communication takes place, the types of interaction between the participants of the radio communication, the urge to materialize the radio space, the structural organization, thematic diversity, peculiar language means used prove the fact that the radio discourse has both universal features inherent in the media discourse on the whole and distinct ones. All this proves its independent status in the whole discourse space.

To the key features of the radio discourse efficiency, eventfulness, novelty, relevance and accuracy can be attributed. These qualities define the specificity of the data collection, the methods of processing, the content and the form of a radio message. The information selection is based on the two main criteria — its relevance and focus on the social and personal motivation of the audience.

If the genre of news focuses on the mass audience, the genres of the programs with educating or entertaining functions are oriented at small groups that differ in their needs and subcultures. The highest degree of relevance of this type of media discourse is linked to the current events (informational radio discourse) and information that is to be continued. The educating radio discourse completely complies with this criterion as knowledge has no limits

The main communicative features of the educating radio discourse are determined based on the analysis of the discourse forming characteristics of the informational radio programs devoted to the modern informational technologies of the German radio station “Deutschlandfunk”, section “Computer und Kommunikation”, and the first channel of the National Radio Company of Ukraine, section “Internet, computer, sound” (records of 2003–2015).

The study is based on systematically important discourse features, thus allowing to allocate it as a separate category of communication: description of typical participants, time-space, genres, objectives, values, strategies, precedential texts and discursive formulas [3].

The analysis of discourse forming characteristics of the type of discourse under study allows to conclude that the educating radio discourse is characterized by a particular type of relationships between the parties of communication. The source of an educating and informative text is a journalist,

an expert who knows how to create and to articulate publicist texts in the broadcast thus entering into an imaginary dialogue with the audience. The addresser is conditionally massive, it is a psychologically and geographically disconnected audience. As to the age restrictions, it is worth mentioning that the specificity of the information manifested in the educating radio discourse causes a fairly wide age range of potential recipients — from teenagers to elderly men. However thematic direction of the educating radio discourse allows to specify the potential addresser as a person, open to new cognition, capable of critical thinking.

Radio texts contain a large amount of cognitive information presented in the form of adapted scientific knowledge. The most important aspect in this respect is to take into account communicative expectations of the recipient of the relevant information density. The addressees and the recipients of radio programs are equal participants in the communication process, despite the lack of feedback from the recipients. The modal component of radio host's speech utterances can influence the emotions of the listeners, focus on the information that sounds in the broadcast and draw attention to the channel as a whole.

As specific discourse forming features of the educating radio discourse space-time (permanent fixed time and place where addressees and addressers of communication “meet”), goals (to expand, to increase the information available to the recipients of the modern information technologies), the sources of precedential texts (specific research development in this sphere) and discursive formulas (discursive formulas refer to special functionally relevant utterings inherent in communication in the respective social institutes, communication clichés that are treated as the keys to comprehend the entire system of relations in the relevant institution [3]): greeting, contact and radio sections announcing formulas:

*В ефірі передача “Інтернет. Комп'ютер. Звук”.*

*Освітньо-пізнавальна програма для тих, хто не уявляє свого життя без комп'ютера та Інтернета. Хто вже знає багато, але хоче знати ще більше.*

*У випуску: рубрика “Новини корпорацій” розповість ...*

*Deutschlandfunk: Forschung aktuell. Computer und Kommunikation mit Maximilian Schoenherr.*

*Computer und Kommunikation mit Manfred Kloiber und die Themen: Internetanschluss — Ärger um die Vectoring-Entscheidung...*

Such evidence of lexico-grammatical systematicity at routines of openings, transitions and closings gives a strong sense of the programme and its familiar and repeated structure. The routineness, created, repeated and sustained by the presenter, brings stability and familiarity to this mediated form of communication and thus simulates the kind of pseudo-intimacy.

The communicative direction of the educating radio discourse is at the crossroads of the major communicative problems of mass media (to inform, to educate, to entertain) and educational purposes (to disseminate knowledge, education, culture). These communicative tasks are implemented by using communicative strategies and tactics, the essence of which is to operate over addressee's knowledge, value categories, emotions, will. Communicative strategies and tactics are treated as addresser's intentions of different communicative scale [4].

The communicative strategy corresponds to the main purpose of communication, which is based on the main addresser's communicative intention, and is a combination of speech actions aimed at achieving the general communicative goal of a discourse considering the conditions within which communication takes place. A communicative strategy is manifested by a specific set of communicative tactics. A communicative tactic as a set of practical acts in the actual process of communicative interaction is aimed at achieving the goals in definite situations that contribute to the implementation of the communicative strategy. Language tools of different language levels serve as the methods of tactics implementation in verbal communication.

Educational and cognitive intentions of an addresser in the educating radio discourse in the sphere of the modern information technologies are manifested through the two key communicative strategies: the training strategy, the strategy of forming cognitive activity of the audience and through communicative tactics: the tactic of resorting to authoritative resources, the tactic of cognitive information dissemination, the tactic of communicative equality, the tactic of attracting attention of the audience.

The acoustic communication channel of the media discourse determines the use of language (phonetic, lexical, grammatical, stylistic) and media (musical background) means. Language and media means in the radio discourse form a media text unity and share a common functional orientation — to inform and to influence

The effective implementation of the tactic of influence in the radio discourse is caused by the recipient, his interests, needs and age characteristics. In addition, when creating a radio text one should keep in mind that the recipient of an oral message perceives it by ear only. This fact respectively imposes certain restrictions on the way of its presentation.

The compositional picture of a popular educating radio programme is characterized by versatility and repeatability and consists of an introduction, an announcement, a bulk presented by a series of informational messages and a conclusion.

Musical accompaniment is limited by a musical and speech jingle at the beginning of a radio programme to recognize it on the broadcast, musical inserts between sub-sections and musical backdrop at the end of the programme, signalling its completion. The lack of music in the reports can be explained by the influence of the extra linguistic factors as music enhances the emotionality of the verbal part, which proves to be undesirable for informational formats presupposing concentration on the informational aspect of the message.

Among the means aimed at exerting psychological influence on the audience, such as repetition of information segments, alternating male and female voices to keep the audience attention, fragmentation of information should be singled out.

Taking into account simultaneous perception of the sounding and substantial information, the first statement focuses the listener's attention on a single fact, but the most important one. In such a way the positive mood and the interest of the audience are achieved. Another important principle of structuring the radio programme is repetition of the information. This fact is caused by the difficulty of listening comprehension without previous knowledge. Careful selection of Key words and their adequacy provide adequate perception of information and interest in it.

The analysis of the communicative specifics of the type of discourse under study leads to the conclusion that the current educating radio discourse is a communicative-pragmatic phenomenon. Its position in the media sphere arises from the demand of the society for cognitive information, relevance of information and specifics of functioning of this type of discourse.

The specificity of the distinguished characteristics of the educating radio discourse makes it possible to refer it to the institutional discourse type. The communicative participants of the educating radio discourse are the people

seeking for new knowledge that proves to be the main value of the process of communication. Taking into account the channel of communication radio programmes can be assigned to the projective type of discourse implemented through mass media.

The revealed specific discursive parameters enable us to conclude that the educating radio discourse is singled out in the discursive system as a special formation of radio discourse.

The specificity of the educating radio discourse is caused by the interaction of the discursive features: addressee's orientation at education, radio genre identity, equal position of communicants, actual interactivity, certain repertoire of communication strategies and tactics. The effectiveness of the strategies and tactics in the educating radio discourse is provided by verbalized multi-levelled language means: phonetic, lexical, grammatical.

The educating radio discourse is focused on the objective logical reflection of the reality. The language repertoire used it strictly structured, concrete and concise lexical means are applied as the information density to be rendered in a single message is rather high.

The range of linguistic means rendering cognitive information is extensive and includes the following components: reductions, abbreviations (*CD, CD-ROM, CPU, DDR, USB, XP*) aimed at increasing the information density; passive constructions, indefinite-personal and impersonal sentences, i.e. absolute predominance of subject's impersonal semantics aimed at the objectivity of presentation:

*За допомогою програми можна візуально схуднути, погладшати, вирівняти колір шкіри...*

*Йтиметься не про всі країни світу, а про ті, у яких кількість користувачів достатньо велика, щоб уникнути похибки підрахунків.*

*Fehler werden gemacht — das gehört zur Natur des menschlichen Wesens.*

*Doch wenn es um die Erstellung von Software, also von Programmen für Computer geht, sind Fehler absolut tabu.*

*Das soll sich mit einer veränderten Programmiersprache ändern.*

The norms and the rules of creating utterances are related to the specifics of the auditory perception of the information. Short sentences with a simple grammatical structure, direct word order that is better perceived “by ear” prevail, multicomponent adverbial phrases distract from the main point are absent. If the expression has a complex structure, when rendering it its semantic division is emphasized by pauses and intonation.

*Financial Times* зазначає, що плани на запровадження такого податку є частиною плану реформування захисту авторського права, яке започаткував Євросоюз.

*Es gibt auch noch eine zweite Übersetzung von "Gated Communities", nämlich die der "geschlossenen Gesellschaft", die sich abschottet.*

One of the specific features of all the texts of the educating radio discourse is their particular terminological capacity. A large number of terms (*Adapter, Backup, Buffer, Home, Image, Mousestick, Profile*; клієнт, компіляція, лінкер, Інтернет, контролер, сервер, хакер, відеоплеєр, провайдер, вінчестер, браузер) the names of corporations (Canon, Compaq, IBM, Intel, Linux, Microsoft, Sony and Toshiba) and products of informational technologies (*Motherboard, Bluetooth, Walkie-Talkie, анлімітид, фаєрволз, вокі-токі, смарт хоум, вай фай, глобал гезеринг, солюшенс, хай-тек*) enable to consider them the text markers, reflecting the shape of the discourse as the most common set of linguistic tools used by interlocutors to implement the main cognitive goal of this type of the radio discourse.

In the educating radio discourse the neutral background of the written literary norm prevails, though some language means providing the second part of the communicative task — the influence function aimed at evoking listener's interest can be traced, i.e. special tools that create the effect of convergence of the author with the audience: rhetorical questions, parenthesis; vocabulary with emotional and evaluative connotation; inversion, emphasizing the evaluative components of the sentence; various communicative means of rendering aesthetic information borrowed from the fiction discourse repertoire: the use of epithets, comparisons, metaphors:

*Комп'ютерні технології в навчанні — на користь чи ні?*

*То як можливо відокремити технологію від виробництва чи навіть від навчання?*

*Doch ist das Fehlerproblem so überhaupt in den Griff zu bekommen?*

*Was bringt die EU-Datenschutzgrundverordnung?*

*... при розрахунку, скажімо, у супермаркеті.*

*Allerdings kam bei dieser Diskussion ja durchaus auch heraus, dass die Hacker mit ihren Medien gar nicht die besseren Journalisten sein wollen.*

*Постійне використання комп'ютерів у школі має негативні наслідки.*

*Після вдалої кампанії на Kickstarter у минулому році про українські компанії написали багато зарубіжних ЗМІ.*

*... через звичайні термінали.*

*Und dazu gehört auch, dass die Hacker eine immer intensivere Medienarbeit betreiben.*

*Das finde ich den eigentlich untragbaren Zustand.*

Dialogue is an effective communicative factor in radio communication. Dialogical speech manifestation proves to be rather difficult as dialogue in mass media communication is a kind of imitation of personal communication. Dialogical principle presupposes focusing on the recipient and the desire to interact with him. Moreover, this interaction occurs with the listeners' predictable semantic positions.

In the analyzed educating radio discourse the dialogical nature of speech is conditional, as the addressees of the radio programs are not directly involved in the interaction. That is why the presenter makes an effect of involving the addressees into the interaction through personification of his speech, self-presentation:

*В студії журналіст Олександр Кутуєв. З вами був Олександр Кутуєв.  
Computer und Kommunikation mit Maximilian Schoenherr.*

Besides question-answering units, direct and indirect addressing, impulse to mental actions, use of “we-structures“, indicating the bilateral nature of communication are widely used: *згадаємо, пам'ятаєте, долучайтесь до нас; erinnern Sie sich. Darüberhinaus beantworten wir die Frage, welche Rolle in diesem Szenario das Fernsehgerät noch hat.*

Speaking of the prosodic structure of the educating radio discourse, it should be noted that the audio aspect of the radio and TV information is particularly sensitive. Radio and television are traditionally recognized as the media expected to form the standard language at all linguistic levels, including, primarily, the level of pronunciation.

Announcers' vocational training presupposes professional education, mastering the rules of rhetoric, reading technology and, especially the rules of pronunciation. Announcers are considered to be “legislators“ of orpho-epic rules. Their pronunciation is distinguished by strict observance of pronunciation rules. Besides normative pronunciation, proper distribution of semantic accentuation, the intonational structure of speech, the overall tone of the message rendering evaluative attitude of the announcer (speaker) to the information rendered, tempo and rhythm are the most important characteristics of speech.

Sometimes these characteristics are treated in the unity as a complex speech phenomenon — temporythm. This approach seems reasonable

as the tempo and the rhythm are interrelated and simultaneously implemented. Significant is the amount of utterings and their alternation in the discourse, the number and alternation of speech tacts in the uttering, the number and duration of pauses. All this contributes to the expressiveness of the message. High tempo is evaluated positively, as it is associated with the colloquial speech, which is characterized by individuality, spontaneity, expressiveness.

The speakers have good diction, pleasant tone of voice, proficient phonetic communicative tools conveying the tone and the expression of a message, a favourable manner of speaking.

The modern radio discourse aims at accessible and attractive perception of the information for the listener, that results in maximum approximation of the way of presenting information to the natural conversational style. The speech must be understandable for the listener.

Schematization of the offered information material, certain frequency of linguistic clichés, lack of creative modelling when preparing radio broadcasts can't help influencing the oral form of their representation. Duplicated text passages, sets of words and numbers, music items in clearly defined places form the announcers' "addiction" to the material. All this results in a cursory reading of clichés phrases, lack of accentuation, pausing at less informative segments of speech, thus creating an illusory effect of speaking by the announcer when reading radio texts.

The segmental level of the Ukrainian and German discourse under study is worth special attention because of the terminological loading of Anglo-American origin. The borrowed lexemes and proper names (names of corporations, trademarks, software) are subjected to phonetic adaptation in the phonetic systems of the borrowing languages.

The results of the experimental phonetic study show that phonetic adaptation of the Anglo-American borrowings in the educating radio discourse causes allophonic variation of the vowel and consonant English phonemes in the German and Ukrainian speech causing diaphonic relations (in the form of co-existing sound variants) between the phonetic systems of the languages in contact. The functioning of innovative units (xenophones) in the phonetic systems of the borrowing languages follow the pattern of the corresponding phonemes of the donor language is proved. Acoustic characteristics of the xenophones are experimentally ascertained, the interferential influence of the donor language is proved.

The mechanisms of allophonic variation of the vowel and consonant English phonemes in the German and Ukrainian educating radio discourse are the following: replacement of the original English phoneme by a corresponding phoneme of the recipient language, whereas most phonetic variants demonstrate the English phonemes having no correspondences in the German and Ukrainian languages; sound convergence (conveying of two foreign phonemes by one phoneme of the borrowing language); sound divergence (conveying of one phoneme of the borrowed word by different phonemes of the borrowing languages); syntagmatic substitution (replacement of one phoneme of the donor-language by several phonemes of the recipient language); xenophones implementation.

The study demonstrates different degree of phonetic adaptation of the Anglo-American borrowings in the vowel and consonant systems of the recipient languages: both vowel systems tend to set diaphonic relations, while the consonant systems of both borrowing languages largely expand their phonemic inventory with xenophones when pronouncing English-American borrowings in the educating radio discourse.

The results of the statistical analysis obtained during the study make it possible to classify the xenophones [r], [dʒ], [w] as those having an interferential character as well as the xenophone [s] in the pre-vowel position and the phoneme combinations [sp] and [st] in the initial position as a regularity that spreads over a significant part of the borrowed English-American lexical units in the German educating radio discourse. However, statistics show that the use of the xenophones [p], [θ] in the German and Ukrainian speech, of the xenophone [r] in the Ukrainian speech, of the xenophone [d] in the final position and of the dark [ɫ] in the German speech is not a regular phenomenon and can be considered at the present moment as a general tendency of the phonetic systems of the languages under study.

It is proved that the Ukrainian language to a much lesser extent compared with German increases its phonemic inventory with the xenophones of English origin when pronouncing English-American borrowings within the field of informational technologies that may be regarded as a specific language feature of the Ukrainian educating radio discourse.

The results of the analysis of the modern educating radio discourse enable to draw the following conclusions. Discourse forming characteristics of the educating radio discourse determine its linguistic representation, which is universal in the languages under study. The specific language peculiarities

are revealed in some aspects of the languages within the analysed type of the institutional discourse caused by:

- typological class of the languages under study: analytic-synthetic structure of the German and synthetic structure of the Ukrainian language;
- the degree of the interaction of the languages under study with the English language: intense contact of German leads to the increased phonemic inventory when pronouncing English-American borrowed lexemes within the educating radio discourse.

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