

Andrzej Postawa

Wrocław University of Science and Technology

Wrocław, Poland

e-mail: andrzej.postawa@pwr.edu.pl

ORCID: 0000-0002-5121-4485

LENGTH AND DURATION OF ONLINE DISCOURSE BASED ON MULTIDISCIPLINARY ANALYSIS OF THE STUDENT FORUM OF MEDIA STUDIES AND SOCIAL COMMUNICATION

Abstract. The aim of this paper is to investigate the causes influencing the length and duration of online media discourse, which may also mean its “quality” or a kind of “attractiveness”. This goal sets out the issues and basic research questions related to these causes. What causes some discourses take a long time and others end as soon as they begin? What makes one discourse attract the attention of other participants in the discussion, and what causes less interest in the proposed topics? In order to obtain answers to the above questions we study the structure of the text, stylistics, topics of discourses and social interaction of forum participants.

Keywords: Internet forum, discourse length, topics of discourses, media studies, social communication.

1. Introduction

Teun van Dijk points to three basic dimensions of discourse as text in context: “the use of language, the transmission of ideas, and interaction in social situations” (2006: 1021). He suggests the multidisciplinary nature of discourse analysis. This definition is developed from a sociological perspective by Leszek Nijakowski, according to whom discourse is “a text in context, and thus not only a fixed system of signs, but also a broader context of its creation, dissemination and reception” (2006: 17). A more psychological approach to the subject matter is used by Elżbieta Laskowska, who points to discourse as “a series of linguistic behaviors, related by the theme, purpose and manner of shaping the utterance; The subject, the manner and the purpose condition and are at the same time conditioned by the style, the genre of the text and the communicative situation” (2010: 179).

The above perspective implies a multidisciplinary approach to the problem, taking into account not only the linguistic analysis of the text (its structure), but also the psychological approach (communicative individual behavior), sociological approach (linking discourse with social life) or philosophical approach (axiology).

More than two thousand students took part in courses in media studies and social communication between 2012 and 2018 at the Wrocław University of Science and Technology with the opportunity to actively participate in an online forum. The result of this forum is more than two hundred online discourses on media and social issues. Prior to the start of the courses, students gave written consent to share entries for research purposes.

The aim of this paper is presented in the abstract above. By means of a quantitative and qualitative analysis of the student forum of online media studies and social communication, the relevant factors influencing the length and duration of media discourse are indicated. Using of Maria Wojtak approach to the genre of expression as a model and organization of the text, it is proposed to study: a) the structure of texts, their segmentation and relations between segments, and stylistics (section 2); b) the cognitive aspect (topics of discourses and the way they are formulated) and axiological values (section 3); c) pragmatics (social interaction of forum participants) (section 4) (2014: 95).

Previous research on the attractiveness of online forums indicates that their success depends on several related elements: satisfactory subject matter, an active and engaged community, an intuitive and functional interface, and appropriate moderation. It is also worth paying attention to user behavior, needs, and reward systems that can positively affect long-term engagement. The latest research on this subject spans a period of several years (Ludwig 2024; Khalid, Srinivasan 2020; Dittmar, Eilks 2019; Cole, Watkins, Kleine 2016; Mitchell et al. 2016; Holtz et al. 2012; Galasińska 2010; de Vries, Valadez 2008). Most of them deal with medical issues. The others are education, social media, and society.

2. Structure and style of the online social communication forum

The online forum of media studies and social communication is a part of e-learning courses conducted at the Wrocław University of Science and Technology since 2007. The basic messages in Internet forums are the so-called posts, i.e. text files with a structure similar to those found in communication in discussion groups. It is a generic name for any form of online discussion

that resembles an exchange of correspondence rather than a real-time conversation. Newsgroups are the prototype of an online forum and have the structure described below.

2.1. Structure forum

The primary influence on the external structure of discourses on media studies and social communication is the Moodle Learning Management System, whose graphical interface is a standard point of reference throughout the forum. It is characterized by a relatively simple structure, typeface, and placement of some interactions, such as the title of the course, a list of discussions with a description of the beginning, last post, and number of responses. Its structure is based on a thematic one, i.e. from the general division to individual threads and the chronological arrangement of the texts.

The main purpose of online discussion forums is to present and share information and opinions. It is an asynchronous form that works in hypertext mode. The characteristic features of an online forum are: the dialogue aspect, thematic arrangements, cognitive function and condensation of both form and content. The internal segmentation of the text is primarily based on section titles, also known as discussion topics. These are prominent places at the top of the forum website, under which the answers appear chronologically and in a cascade. Each reply has a reference to the topic in the form of "Re: Topic" along with the name and surname of the forum member and the exact time of posting.

Responses in rectangular frames are divided into paragraphs, and the text frame is formed by the opening and closing positions. These are expressions used to establish and resolve communication contact. In the structure of the statement, each forum member can create a new topic or continue any previous one by adding his own rheme. Due to the scientific nature of the forum, the prevailing form of expression is argumentation, the essential features of which are justification, explanation or persuasion (Gajda 1990: 101).

The analysis of the internal coherence of the discourse includes the dimensions of authorship, audience and content (Lisowska-Magdziarz 2006: 113–116). The authors and audience of the forum of media studies and social communication are practically the same people, that is, students and course teachers. It is a relatively large community, numbering over two thousand people, but at the same time relatively homogeneous, from the circle of the Wrocław University of Science and Technology. At the same time, after the analysis of the textual material, it is also possible to determine the unity of content, as it is a subject related to media studies and social communication.

The online forum of the social communication course recorded 236 discourses and 8487 posts between 2012 and 2018. Out of 236 discourses, 52 of the longest discourses were selected, with a minimum of 50 entries each. Statistical data were obtained using the RQDA program of the open source software RStudio.

In order to express different opinions and attitudes, various stylistic devices are used. Extremely important is the register of language, that is, the way it is used on the social and cultural context and the situation in which the communicating people find themselves.

On the forum the scientific style of language use prevails. The polytechnic social context implies expressing oneself in accordance with the university culture. Participants are aware of the assessment of the value of the statements presented.

The authors of the forum, being at the same time its audience, can easily assess their communication skills, ability to use media conventions and even emotional attitude. Contributions are made through a written communication channel and are intended for anyone interested in a given topic. In order to achieve the objectives of the forum, such as deepening the subject matter and sharing information, appropriate stylistic means are used.

2.2. Elements of linguistic stylistics

The style of discourse following Małgorzata Lisowska-Magdziarz depends on the way of construction and linguistic shape of the utterance. It is based on the choice of linguistic means due to the goals of the communicating person. Distinguishing between the nationwide spoken and written styles, she lists the following styles: colloquial, artistic, scientific, official, journalistic, etc. (2006: 75–76).

The method of introduction to the discussion on the forum refers to the means of expression used. Their purpose is to be clear, concise, and vivid, which makes other participants interested in the continuation of the discourse. To achieve this, forum members use, among others, the following styles of expression: journalistic, colloquial, scientific, and artistic-rhetorical.

An example of a journalistic style of introduction to the discussion is Agnieszka Tułacz's post entitled "I speak, therefore I listen" (2013). The original title of the post announces its content: to speak, one must listen. The vocabulary is specific and communicative, aimed at a broad general audience. The suggestiveness of the style of speech is based on the use of the paradox that people cannot cope with effective communication, although it is a basic human activity that has a significant impact on the quality of life.

A particular vividness of style was achieved thanks to the accumulation of vocabulary related to speaking and the confrontation of these activities with the effective perception of speech, expressed by means of a rhetorical question. This argumentation guarantees credibility and objectivity, which are characteristics of the journalistic style of expression.

In a very different way, Magdalena Cisowska encourages people to participate in the discourse on pop culture (2013). First of all, the speech is dominated by emotions related to the subject of show business. Blunt and specific vocabulary is not only about participating in “this whole circus”, but also about reworking songs “non-stop” into “fresher notes”. The dynamics, rhythm of speech, irony and an incomplete, broken sentence expressed with an ellipsis are also adapted to the emotions. The statement is short, synthetic, and the subject matter encourages you to continue on the forum. This speech can be classified as colloquial.

The student forum related to the university course has a scientific character. For this reason, statements can also have a scientific style (Jagódka 2015). This style is determined primarily by the subject matter related to science and technology. Rather, the author addresses telephony specialists, using phrases of foreign origin (Skype, Messenger, WhatsApp, etc.) and technical expressions (landline, mobile, other types of devices). The statement stimulates curiosity and at the same time is factual and objective.

An interesting form of asking students for a comment is the artistic-rhetorical style, visible in Adam Łukaszewski’s statement (2014). The very introduction to the discourse “I will say yes” indicates that the author is speaking rather than writing a text message. He uses sophisticated ornamental expressions (“in the age of digitalization, in the light of development”) that draw attention to the oratorical artistry of the author of the post. In addition to these solemn phrases, there is also a clichéd phrase (“face to face”) and a reference to autopsy (“I know only a handful of them”). These expressions further emphasize the authority of the speaker, who refers to the psychosocial term “alienation”. The speech ends with direct phrases to the addressee in the form of questions and an exclamation: “Write!”

In addition to the style of expression, an important aspect of the “attractiveness” of the first post in the media discourse on the forum is the content of these posts in terms of the quality of the arguments presented there. This quality can be achieved, for example, by providing examples relevant to the topic of the forum. Wioletta Kazana (2013) in her statement about the telephone describes her personal life experience related to the telephone, using an original journalistic style.

There's a problem in the headline: Is it possible to live without a phone these days? A seemingly simple situation of forgetting to take your phone, but it is so important for the life of not only the protagonist, but the whole society ("my/our life"). The author suggestively increases the tension of the situation from putting herself at the mercy of her friends to asking about the possibility of surviving the whole day in this way. At the same time, it introduces the principle of contrast, showing that even such a terrifying experience can have its positive sides. A liberating sense of freedom, but again with doubt – for how long? A specific and communicative vocabulary, addressed to a wide audience by means of questions about similar experiences and their solutions, concludes this interesting and credible mini-column.

After analysing the structure and style of the forum, the next point of the paper will focus on the cognitive aspect from a psychological and philosophical perspective.

3. The topics of discourses and the way they are presented

The discourse topics are based not only on the linguistic analysis of the text, but is also related to the cognitive psychological perspective and philosophical analysis of the value systems of the discourse participants.

Discourse topics include the relationship of theme, rheme, and conceptual framework. Rheme is a very important informative part of the speech, from which the recipient should learn about new, interesting and attractive aspects of the message. On the other hand, rhematization is the linguistic device used in a text to emphasize the most important content (Lisowska-Magdziarz 2006: 54).

Participants of the social communication forum use many methods of rhematization, such as underlining, quotation marks, bold or italic printing. Sometimes you change the word order of a sentence to emphasize a meaningful element, for example, by placing it at the beginning or end of a statement. Other means of rhematization include selection, analogy, contrast, and a bulleted list.

An extremely important feature of the proposed theme of the new discourse is the way it is formulated. Most often, these are questions such as "What is it for you...?" with a mention of one of the concepts related to social communication. The main question is followed by additional questions, as exemplified by the entry that opens the discourse on photography by Urszula Chojnacka (2013).

With the help of six questions, the author touched on four interesting areas of life, combining the art of photography with the subject of childhood, modern technologies and interpersonal communication. She received 50 posts for this invitation, as many as nine of them on the same day.

In the case of an extremely interesting discourse on film adaptations of books (113 entries), the main question is immediately followed by a reference to the current situation, personal experience and opinion on a given topic (Koczaj 2013). Another author uses the pattern of opinion woven into questions (Gogol 2013).

In various cases, only questions (Chojnacka K. 2014), short general questions (Biernacka 2013) or specific questions (Gniazdowska 2012), invitation questions (Ochnik 2014) or questions starting with the so-called “hey” (Klinger 2013) are used.

A common way to start a discourse is to simply state the topic (Panek 2013), the topic with questions (Iwach 2015), the topic with questions and opinion (Rybarczyk 2015) and the topic with questions, opinion and personal examples (Gutorska 2014). Personal experiences are often linked to emotional experiences (Wasik 2015) or childhood (Figurska 2015).

A broad and extensive introduction to the issues of discourse is based on the comprehensiveness of the description. These are longer statements with historical or evolutionary arguments (Winter 2014), where, in addition to questions and opinions (Kujawa 2015), there are also real-life examples (Kozaryn 2013).

Iwona Franieczech presents an original way of formulating the issues of body language in practice by giving a few real-life examples with a request to cite more (2013). On the other hand, Maciej Pikula introduces the same subject even more unusually. He places color photographs with a large title, questions and an invitation to discussion (2014).

It is certainly an original way of introducing non-verbal communication to the problem. It uses an obvious trend of contemporary culture based primarily on visual communication. Instead of describing the features of the so-called body language, the author simply points out these signs, assuming their general meaning as well as the fact that in many cultures the meaning is quite different. Speaking about the obvious role of gestures in non-verbal communication, he asks forum users about their subjective meaning and preferences in their abuse.

A reference to the previous theme is a frequent example of a change in the subject matter of the discourse (Misztal 2014). It happens that the previous thread is developed and the change in the subject matter is more or

less official (Koczaj 2013). On the other hand, the reference to the lecture is related to opinions and questions (Paszowska 2012). A reference to a lecture may be relatively long and of a historical nature (Rudzińska 2014).

Common way of formulating the problems of the new discourse is the thematic appeal. It is linked to a short history, one's own experience and an invitation to express opinions (Reinhardt 2013). A different kind of proclamation is the appeal of the moderator of the e-learning course in organizational matters. It is informative, motivational and instructional (Postawa 2012).

An unconventional way to start a media discourse on the forum is to refer to Hubert Słemp's own practice in writing traditional paper letters (2015).

The originality of the problem of writing paper letters stems from the fact that it is already a relic of the past. Normally, apart from official documents, people in the 21st century no longer cultivate this kind of correspondence. The form of great fun should be attractive to today's young people. In addition, it is an inexpensive activity, and the emotional reference to saving endangered species replaced by electronic equivalents and to the thrill of waiting for a letter is a great form of encouragement not only to try in this field, but also to be able to describe this form of activity on the forum.

The next part of the work is an attempt to analyze the psychological image of the authors of the topics.

3.1. Psychological and communicative perspective

The psychological analysis of the creators of the forum focuses on their individual communicative behaviors and is based on the theories of full communication (Davies, McKay, Fanning) and on the theory of speech acts by John Searle.

Martha Davies, Mathew McKay and Patrick Fanning in *The Art of Effective Communication* point to the following features of the so-called full communication. These are statements that contain observations, thoughts, feelings, and needs. The expression of thought includes judgments, opinions, and beliefs (2002: 30–34).

By reviewing the topics of selected fifty-two discourses an analysis of the psychological image of the authors of this subject was made. They use observations in 98.0% of their statements. Judgments appear in 25.0% and opinions – in 36.5% of cases. Beliefs as elements of complete communication appear in 25.0% of cases, the expression of feelings occurs in 38.4% and needs are articulated in 84.6% of selected media discourses. The relatively large percentage of the presence of individual expressions is related to the

fact that the volume of these entries is large, the size of which ranges from one to five paragraphs.

In addition, the selected topics was analysed from the perspective of John Searle's theory of speech acts. Assertives, i.e. judgments, conjectures or predictions, appear in the subject of discourses in 63.5% of cases. Directive acts containing pressure on the recipient, such as requests, questions or recommendations, occur in 55.7% of cases. On the other hand, expressive acts expressing emotions or greetings occur in 38.4% and commissive acts (obligations, promises) in 9.6% of posts starting media discourses. No declaratory acts were noticed in the analysed statements.

What is the relationship between the practical results of research on media discourses and Searle's theory of speech acts? This theory is based on the assumption that language is not only used to describe reality, but also has pragmatic functions, i.e. it can be used to perform a variety of activities. In fact, linguistic utterances are actions that produce certain effects in the social world.

The illocutionary act pursuing a specific communicative goal is present in the analysis of a selected subject in more than 50% of cases, which proves the correlation of Searle's theory with the results of research. Moreover, in order for the illocutionary act to be effective, the so-called conditions of happiness must be met: prepared, content, intentional, and sincere. These conditions are met by the results of the research, and in addition, Searle's theory is consistent with the linguistic, psychological, philosophical and social analysis of this work.

The language code is very often supplemented by emoticons, i.e. graphic signs signaling the emotional states of the senders of the message. Emoticons reinforce linguistic content, indicate the relationship of the sender to the content of the utterance, and describe the sender's actions.

The further part of the work, the issue of the analysis of values characteristic of the forum participants is taken up.

3.2. Axiological characteristics of forum participants

Approaching the issue of values present in the media discussion, it is assumed that the proposed new topic on the forum is relevant and important enough for the author to encourage others to discuss. On the other hand, the continuators of the topic make a choice of discourse that is also relevant and important to them. From this point of view, the topic of discourses is connected to the world of values of their participants.

In the analysis of 52 discourses, a reference to 24 values was noted. Nine values are related to the topics of the media studies and social communi-

cation course. For this reason, these values are considered to be imposed by the structure of the course. In the remaining cases (140), forum users point to fifteen other values not suggested by the structure of the course. In the image of the values of selected forum members, only the last, unsuggested values are taken into account. Table 1 shows the unsuggested values of selected forum members.

Table 1
Values not suggested by the media studies and social communication course

Types of values	Values not suggested by the media studies and social communication course					Total 100%
Social	social media 17.2%	companion-ship 5.7%	letter writing 4.3%	privacy 3.6%	family 2.8%	33.6%
Aesthetic	book 26.5%	reading 14.4%	listening to music 6.4%		art 5.0%	52.3%
Ethical	honesty 1.4%		trust 0.7%			2.1%
Economic	shopping 6.4%		work 2.1%			8.5%
Emotional	friendship 1.4%					1.4%
Political	freedom 2.1%					2.1%

Source: Author's own elaboration based on the *News forum...* Retrieved from: www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=207 (accessed: 30.11.2021).

Aesthetic values dominate in the image of forum users' values, constituting more than half of the total. Aesthetic and social values together account for 85.9% of the total, determining the overall picture of the values of the forum participants. Economic values account for 8.5% of the picture, which is more than the other ethical, political and emotional values combined (5.6%).

Such a large presence of aesthetic and social values is related to similar topics often present on the forum, which affects the attractiveness of these discourses.

A sociological analysis of the discourses of media studies and social communication will be presented in the next section of the paper.

4. Social interaction of forum participants

According to the netiquette of the forum, all participants have the same ability to post. At the same time, there is a formal division of roles and functions. Lecturers act as moderators, having the opportunity to appre-

ciate students' activity in practice. On the other hand, the function of arousing or increasing the interest of the audience in a given topic belongs equally to all participants of the forum. The same applies to the function of accentuating and emphasizing the importance of various phenomena, maintaining the attention of the audience, and expressing opinions or experiences.

According to Wincenty Okoń, social interaction is the mutual interaction of social units, each of which is aware of subjectivity (2001: 145). Barbara Szacka, on the other hand, points out that social interaction does not require direct contact between interested entities, i.e. it can take place by phone, letter or the Internet (2008: 121–132).

In the case of interaction, a situation of mutual influence of the forum participants is noticed, during which there is an attempt to influence others. This is evident in phrases such as: “How do you see it?”, “Does anyone know the answer?” (Kulecka 2015).

The research on social interaction in the media studies course is based on data from 14 discourses on social media, in which 211 authors actively participated, leaving 527 posts. With the help of the program RStudio, an analysis of the above discourses was carried out, marking 595 codes about social media.

Concepts related to social interaction appear in social media discourses 132 times (out of 527 posts), i.e. in every fourth post (25.0%). These include phrases such as: “What are the pros and cons of using Facebook? (Nicoń 2013)”, “I think so, as probably most of us” (Lemiech 2013), “Does it have a positive effect on our lives?” (Nawrot 2014) or “Maybe someone has a different opinion, I invite you to discuss” (Dorszewicz 2015).

In order to deepen the problem of interaction, the frequency of occurrence of such phrases as “communication” (132 times), “meet” (70), “know” (67) or “talk” (27 times) was also examined. Paradoxically, these social gatherings in order to get to know each other or talk do not refer to traditional “face-to-face” communication, but to the Internet, on the web.

The very frequent use of the expressions “person” (382 times) or “people” (292 times) indicates that it is interpersonal communication, even if this “life” (206 times) happens on the “Internet” (144 times). The adjective pronoun “our” (111 times) emphasizes the strong relationship between social media users. Other commonly used terms in social media discourses include “write” (309), “mean” (255), and “think” (147 times). A detailed statistic of the occurrence of relevant concepts in the fourteen social media discourses studied is presented in table 2.

Table 2

Statistics of concepts appearing in 52 “attractive” posts compared to 527 entries from 14 discourses on social media

Concept/Discourse	“Attractive” introductions N = 52 entries		Social Media N = 527 entries	
	How many times? (n)	(n/N)%	How many times? (n)	(n/N)%
interaction	23	44,2	132	25,0
communication	51	98,1	132	25,0
book	37	71,2	9	1,7
our	35	67,3	111	21,1
mean	32	61,5	255	48,8
write	32	61,5	309	58,6
person	30	57,7	382	72,5
think	29	55,8	147	27,9
Internet	25	48,1	144	27,3
people	22	42,3	292	55,4
life	18	34,6	206	39,1
phone	17	32,7	28	5,3
image	12	23,1	21	4,0
judge	9	17,3	26	4,9
meet	4	7,7	70	13,3
know	2	3,8	67	12,7
talk	2	3,8	27	5,1

Source: Author’s own elaboration based on the *News forum...* Retrieved from: www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=207 (accessed: 30.11.2021).

Table 2 also presents statistics on the frequency of occurrence of terms in selected 52 so-called “attractive” posts, which begin the longest discourses on the forum of social communication (6068 words in total). At the same time, this data was collated and compared with social media statistics. The biggest difference is in the occurrence of the term “book”, which appears only 9 times in discourses about social media, which is 1.7% of all 527 entries in this category. In the group of “attractive” discourses, the term “book” appears 37 times, which is a relation of as much as 71.2% in relation to

these 52 entries. It seems that the notion of “book” is becoming the key to understanding the “attractiveness” of discourses in the forum of social communication.

Compared to social media discourses, where social interaction was found at 25.0%, “attractive” discourses reported 44.2% (23/52) – a much greater importance of social interaction in these posts.

The life of discourse does not end with the completion of the course of social communication, although there are unsuccessful discourses that last only one day and have one entry. What causes these discourses to go unnoticed? First of all, the form of the post. The topic of the painting itself may be interesting, but it is a one-sentence entry that does not encourage cooperation: “A very interesting article on the impact of visual messages on human action” (Grab 2016) and a link to the article longer than the above sentence has been added. So it is not surprising that the post was ignored.

The author of the above entry also ended the post to the discourse on speech as a means of communication in the same way and left the last sentence on the next four discourses. What’s more, there have been “specialists” in closing discourses, i.e. people who leave the last post in 3 to 8 discourses. At the same time, these people do not begin new discourses. On the other hand, the “specialists” in creating new discourses never end them.

The discourses of the “specialists” for starting posts are the most attractive, which is confirmed by the length and duration of these discourses. Magdalena Koczej received as many as 213 entries in her three proposals, Marta Szczyrk in four – 200, Maciej Piśula in eleven – 172 and Honorata Dąbrowska in four – 133 entries.

Discourses of Magdalena Koczej lasted a total of 232 days, of Marta Szczyrk – 152 days, of Maciej Piśula – 168 days, and of Honorata Dąbrowska – 72 days.

The last comparison concerns the gender of forum members. 73 percent of forum members are women ($n = 936$) and 27 percent ($n = 346$) are men. The activity of men in the forum in opening discourses is at the level of 31.8% ($n = 75$), while in women it is 68.2% ($n = 161$). On the other hand, in the number of so-called “attractive” discourses, women dominate by far (86.5%) over men (13.5%). Less than one in ten discourses assumed by men can be called “attractive” (9.3%), while in women it is more than one in four (27.8%). Hence, the greater success of discourses proposed by women on the subject of photography, communication, films, books or advertising.

Without an appropriate personal relationship, which in sociology is sometimes called social interaction, it would be difficult to create interesting and exhaustive media discourses on the online forum.

In the analysis of interactions in the forum of media studies and social communication, frequent situations of mutual interaction of participants were noticed, visible in expressions of influence on the active behavior of others.

The analysis of the frequency of phrases associated with active interaction itself indicates its impact on the length and duration of media discourse. In addition, there is an increased activity of the so-called specialists in introducing the topic of the forum and their role in creating attractive online discussions.

5. Conclusion

A thorough analysis of the forum topics confirms similar knowledge, opinions and beliefs of both the creators and the recipients of the discourses. But some differences can be seen in the goals, intentions or motivations of the forum participants. Thoughtful, well-developed and argumentative entries testify to the achievement of the main goal of the course, i.e. deepening the knowledge of media studies and social communication. On the other hand, short posts, without argumentation, at most agreeing with the opinion of the previous speaker, may rather indicate formal participation in the forum.

The second section of this paper indicates the external and internal structure of the discourses and shows various styles of expression.

The topics of discourses are related to the cognitive psychological perspective (dominance of the expression of observations and needs) and the axiological analysis of the value systems of the participants of the discussion (dominance of aesthetic and social values). A very important feature of the proposed topics of the new discourses is the way they are formulated. In the analysis according to John Searle's theory of speech acts, the dominant factors are assertions, directive and expressive acts.

Concepts related to social interaction appear in social media discourses in every fourth post, while in "attractive" posts this percentage is at the level of 44.2%.

The average length of discourse in the field of media studies and social communication is 36.3 entries and the average duration of discourse is 50.1 days. The longest discourses concern photography (15,069 words), film (15,350), advertising (14,712) and improving interpersonal communication (12,720 words). The duration of the above discourses is from 6 to 8 months.

The analyses carried out are not final results, they indicate the possibility of further investigation of this issue. The objective limitations of the work are the analysis of only one academic environment and the use of empirical material from a few years ago. In the future, a similar analysis may be carried out in many centres. Nevertheless, the positive side of the research is its long-term continuation.

Compared to the previous works cited in the introduction, it is possible to indicate the importance of the above analysis carried out in a broad multidisciplinary perspective, including linguistic, psychological, philosophical and sociological analysis. In the first perspective, an in-depth analysis of stylistic means of expression was carried out, and in the second perspective, the ways of formulating the subject matter, which to a large extent shows what affects the length and duration of the online discourse.

R E F E R E N C E S

- Biernacka A., 2013, *Stereotypy*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=181.
- Chojnacka K., 2014, *Dzisiejsze kino*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=258.
- Chojnacka U., 2013, *Fotografia*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=207.
- Cisowska M., 2013, *Popkultura*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Cole J., Watkins Ch., Kleine D., 2016, *Health advice from Internet discussion forums: How bad is dangerous?*, "Journal of Medical Internet Research" nr 18(1); doi: 10.2196/jmir.5051.
- Davies M., McKay M., Fanning P., 2002, *Sztuka skutecznego porozumiewania się*, Gdańsk, Gdańskie Wydawnictwo Psychologiczne.
- de Vries S., Valadez A., 2008, *Let our voices be heard: qualitative analysis of an Internet forum*, "Journal of Creativity in Mental Health" nr 3.
- Dittmar J., Eilks I., 2019, *Secondary school students and Internet forums – a survey of student views contrasted with an analysis of internet forum posts*, "Education Sciences" nr 9(121); doi: 10.3390/educsci9020121.
- Dorszewicz Ł., 2015, *Instagram*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Figurska K., 2015, *Kreskówki – dziś a kiedyś*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=59.
- Franieczek I., 2013, *Mowa ciała*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.

- Gajda S., 1990, *Wprowadzenie do teorii terminu*, Wydawnictwo WSP w Opolu, Opole.
- Galasińska A., 2010, *Leavers and stayers discuss returning home: Internet discourses on migration in the context of the post-communist transformation*, "Social Identities: Journal for the Study of Race, Nation and Culture" nr 16.
- Gniazdowska M., 2012, *Prezentacja*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=55.
- Gogol Z., 2013, *Plakat*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=182.
- Grab E., 2016, *Obraz jako medium komunikacyjne*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=74.
- Gutowska M., 2014, *Blogi tematyczne*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Holtz P., Kronberger N., Wagner W., 2012, *Analyzing internet forums: A practical guide*, "Journal of Media Psychology" nr 24(2); doi: 10.1027/1864-1105/a000062.
- Iwach K., 2015, *E-book czy tradycyjna książka?*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=59.
- Jagódka P., 2015, *Telefon dzisiaj i w następnym wieku*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Kazana W., 2013, *Życie bez telefonu*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Khalid O., Srinivasan P., 2020, *Style matters! Investigating linguistic style in online communities*, "Proceedings of the Fourteenth International AAAI Conference on Web and Social Media" nr 14; doi: 10.1609/icwsm.v14i1.7306.
- Klinger A., 2013, *Nasze relacje przy wigilijnym stole*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=208.
- Kocaj M., 2013, *Książka, jej ekranizacja bądź adaptacja*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=91.
- Kozaryn M., 2013, *Zakupy w internecie*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Kujawa P., 2015, *Poprawna polszczyzna podstawą dobrej komunikacji*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Kulecka A., 2015, *Życie na Facebooku*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Laskowska E., 2010, *Style dyskursu publicznego*, [w:] B. Bogolebska, M. Worsowicz (red.), *Styl, dyskurs, media*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź.
- Lemiech M., 2013, *Odp: Facebook – za i przeciw*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Lisowska-Magdziarz M., 2006, *Analiza tekstu w dyskursie medialnym*. Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków.

- Ludwig E. 2024 *Time, labor, and legitimacy: Examining the discourses of online learning in public university marketing*, "International Journal of Qualitative Studies in Education" nr 37(8), doi: 10.1080/09518398.2024.2318267.
- Łukaszewski A., 2014, *Komunikacja (w) przyszłości*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Misztal W., 2014, *Czy mowa to dziś najważniejszy sposób komunikacji?*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Mitchell J., Sweitzer M., Tunno A., Kollins S., McClernon F., 2016, *I use weed for my ADHD: A qualitative analysis of online forum discussions on cannabis use and ADHD*, "Plos One" nr 11(5); doi: 10.1371/journal.pone.0156614.
- Nawrot P., 2014, *Media społecznościowe (Facebook, Twitter)*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Nicpoń M., 2013, *Facebook – za i przeciw*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Nijkowski L., 2006, *Domeny symboliczne. Konflikty narodowe i etniczne w wymiarze symbolicznym*, Wydawnictwo Scholar, Warszawa.
- Ochnik D., 2014, *Znajomości zawierane przez Internet*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=234.
- Okoń W., 2001, *Nowy słownik pedagogiczny*, Wydawnictwo Akademickie Żak, Warszawa.
- Panek A., 2013, *Komunikacja na Ziemi*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=173.
- Paszkowska E., 2012, *Fotografia*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=24.
- Pikuła M., 2014, *Gesty i mowa ciała*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Postawa A., 2012, *Zaproszenie do uczestnictwa w forum*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=24.
- Reinhardt P., 2013, *Czy radio jest wypierane przez inne środki masowego przekazu?*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=24.
- Rudzińska A., 2014, *Fotografia*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Rybarczyk A., 2015, *Spotted: sposób na miłość czy żenada?*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=59.
- Slemp J., 2015, *Czy ktoś jeszcze pisze listy?*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Szacka B., 2008, *Wprowadzenie do socjologii*, Oficyna Naukowa, Warszawa,
- Szymańska M., 2012, *Doskonalenie komunikacji na 101 sposobów*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=24.
- Tułać A., 2013, *Mówię więc słucham*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=24.

- van Dijk T., 2006, *Badania nad dyskursem*, [w:] A. Jasińska-Kania i in. (red), *Współczesne teorie socjologiczne*, Wydawnictwo Naukowe Scholar, Warszawa.
- Wasik D., 2015, *Klasyczne przekazy audialne – telefon*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Winter J., 2014, *Modele komunikacji interpersonalnej*, www.pwr.edu.pl/moodle/mod/forum/discuss.php?d=49.
- Wojtak M., 2014, *O gatunkach wypowiedzi i ich prasowych konkretyzacjach*, „Językoznawstwo” nr 1(8).