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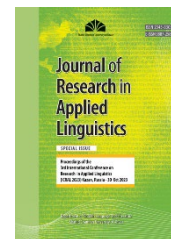
Correlation of Text and Discourse Concepts in English Language and Its Speech System

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Abstract

In contemporary linguistics, the correlation between the notions of "text" and "discourse" is among the most well-known problems. The result of concepts lacking integrated and widely accepted definitions is this problem. Since the concepts of "text" and "discourse" are regarded as complimentary, the concept of "text" is primarily used to define the concept of "discourse." Some aspects and relationships between these two concepts are provided by their definitions in numerous analyses. The contentious topic of the article is the proportion of related linguistic concepts (text and discourse), which is crucial to understanding them in the most consistent way possible. By identifying the concepts of text and discourse in the English language or speech system, an attempt is made to disclose this relationship. The author lists the characteristics of each idea and their main distinctions based on the research of both domestic and international scholars. The author came to the conclusion that discourses as a collection of texts is different from the text as a single phenomenon as a result of the research. The study's findings contribute to the definition and refinement of the research's terminological apparatus as well as the advancement of the theory of discourse. The potential to use the data to prepare lectures and hands-on classes focused on discourse theory and analysis determines the practical significance.

Keywords: English Language; Speech System; Discourse Concepts.

1. Introduction

In contemporary English linguistics, there is ongoing debate about the relationship between text and discourse. It also plays a crucial role in the interpretation of these concepts, which is also unclear. It is an undeniable fact that discourse and text are related concepts. Reviews of scientific literature demonstrate that while a textual definition of discourse is provided, it is primarily complicated by certain features, such as "Discourse is a text." Of course, there are papers that use the terms "text" and "discourse" interchangeably or as synonymous units (Demyankov, 2020). However, this work suggests that it is incorrect, if only because it seems unfeasible to refer to the same phenomenon using multiple terms. Besides, not every situation calls for their interchangeable use. As a result, it makes more sense to develop a case by first characterizing the text and then making clear how the text and discourse are related before characterizing the discourse itself.

As a result, we think it makes sense to regard the discourse and the text as products of speech activity. Discourse is acknowledged as the ultimate textual unit and is the focus of discursive analysis. All textual signs will therefore be present in discourse, but they will be viewed through the lens of discourse analysis, which considers the multitude of mechanisms involved in the creation and perception of the text, the communicative context, as well as the extensive extralinguistic and intertextual context.

2. Literature Review

The misunderstanding of the text's status in relation to the English language/speech dichotomy, which originated with V. von Humboldt and was scientifically supported by Grigoriev (1987), is the cause of the disagreement in interpretations of the text. It is well known that Saussure (1999) distinguished langue (language) and parole (speaking) as the two primary parts of the English language. He acknowledges speech as a genuine, free character concept and the English language as social, stable, and systematic. He refers to the integrity of all linguistic phenomena when he speaks of speech activity (language). The most recent developments in linguistics can be modified in certain ways. Speech is

therefore regarded as social and systematic. When discussing three facets of the English language, Bogdanov (1993) clarifies the duality of (Saussure, 1999). Text is sometimes referred to as the speech sphere, then as the English language sphere. The first interpretation, which is based on the idea that the text is a high-level linguistic unit, is constrained by an examination of the formal grammatical structure of the text, including the kinds of intertextual links and realization techniques. It is evident that a text's grammatical analysis cannot be the only aspect of it, as this method also levels many other aspects of the text, particularly its communicative aspects (Bazhenova & Kotyurova, 2006).

Furthermore, scholars contend that the text's meaning is far broader than the sum of the meanings conveyed by each of its constituent parts because it is intricately woven together by the intentions of the individual writers and their extralinguistic knowledge. And that's what sets them apart qualitatively. If we accept Saussure's (1999) view that speech has historically taken precedence over language, then it is evident that the text will shape the language system by serving as "language material," as Bogdanov (1993) refers to it. The English language's working mechanism is described as "speech activity texts language system speech activity texts and so on" by Halperin (2007). Text is a result of speech activity and has unique characteristics of its own. By socially generalizing texts, we obtain an abstract English language system that provides us with resources and opportunities for more speech activity. In determining the language/speech status of a text, the third point of view must be acknowledged in light of their inherent correlation: "A text is a language unit when it is specific, individual, and consists of separate texts. Text as a language unit can be defined as general and is based on separate specific texts, such as "construction schemes" and "structural formulas" of texts or different types of texts" (Erofeeva, 2003).

3. Methodology

Now let's discuss the correlation between "text" and "discourse." We believe that every interpretation of this problem stems from the way that scholars approach the English language/speech system with the text-discourse notion. Discourse is thought to be the third component of the opposition between language and speech. In the 1940s, Belgian linguist Buissance discussed it. He adds a new element to Saussure's (1999) opposition binary: discourse. He defines discourse as a mediator between live speech and the abstract language system and as a means of revising the language in the speech system. Compared to speech itself, discourse is "something paradoxical and more verbal," more formal and therefore "more linguistic," but it is also simpler to study using conventional linguistic techniques. This understanding is linked to the reduction of dialogue interaction from discourse to the interchange of replicas. This can be linked to the widely acknowledged opposition between discourse and dialogue and text and monologue, which is wholly inappropriate given our belief that all texts are, in general, dialogues. The most widely held opinion is that there is a correlation between discourse and second-term language/speech pairs. However, one interpretation of this ratio differs. It all depends on which aspect of the speech system is used as the analysis's jumping off point.

4. Results

It is commonly accepted that discourse is a speech unit and text is an English language unit based on knowledge of the systematic, structured speech system. It would appear that the opposition of smaller units—phoneme - sound, morpheme - morph, lexeme - word form, sentence - utterance, text - discourse—is logically completed by this juxtaposition of the maximum units of the English language and speech system. Most likely, the opposition Dyck (2000) suggested and the general consensus regarding the text as abstract are related to the oppositional essence that is designated and made real in the discourse.

Based on the recognition of speech discourse as both a process and an outcome in its broadest sense (Saussure, 1999). This understanding has led to the elevation of discourse to the level of a generic concept that combines written and oral communication. Due to the concepts' reduction to one of the forms—speech, discourse, and text—the last two interpretations are deemed unacceptable.

It starts with the comparison between discourse and the speech system in terms of procedure. This provides justification for a sizable portion of researchers to view the discourse/text ratio as a valid process or process result. This is thought to be consistent with the word's "text" and "discourse" etymologies. We believe that, given this understanding, it is challenging to analyze the discourse because it is not at all clear what will be the focus of the analysis. Furthermore, since the structure of any human activity, including speech, is partly a product of its production, Seagal's insightful

observation that "the result of any human activity, including speech system, cannot be fundamentally alienated from the activity itself and its laws" is also supported by this.

Perhaps in recognition of this, the suggested interpretation frequently leads logically to a view of the text as a discourse, elevating the discourse to the level of speech in a broad sense while limiting its productive and procedural dimensions. After that, everything falls into place analytically: Text analysis and "procedural features"—an examination of the cognitive processes involved in its creation and perception, the communicative context in which it is used, and the circumstances surrounding its execution—will be included in discourse research. However, the comprehension of discourse allows for the distinction between the terms "text" and "discourse" (discourse - result = text). Since all "procedural discursive signs" can logically be realized in the text as a result of the discourse-process, the text in this sense is discourse rather than just text.

As such, it is predicated on the relationship between discourse and speech. Discourse is viewed as a collection of texts arranged in a structure that is bigger than a text. The text is described as either the smallest unit of the discourse hierarchy or as a "composite element of discourse, with respective mental sphere" that is included in this discourse in addition to other assessments, depending on a community that has been determined thematically or communicatively. However, comprehension of discourses aggregate texts generally does not cultivate concepts of text and discourse, but rather approaches it as closely as possible.

In order to prevent the unfavorable convergence of ideas that we originally expressed opposition to, the perspective that is being considered must be made clear. We believe that in this case, discourse interpretation—that is, interpretation "interpreted by the author or reader(s) of the text, that is, a text which is understood (conceived) and taken into account its social, situational, communicative, cultural, and other conditions (prerequisites) for generation (creation) and functioning"—will be more helpful than interpretation "as text" or "as a collection of texts." This point of view excels in higher stage analysis, discursive analysis, and the logical construction of the maximum unit of text analysis. Since discourse analysis is dependent on text analysis, it starts there. When we go from analyzing textual features to emphasizing discursive issues, the text becomes a discourse. This raises the question of where discursive analysis starts and textual analysis ends.

Text analysis, according to Makarov (2003), "reveals that it is reported in the text to whom a message is entered, as updated in the text addressee fabrics what are the thematic strategies deployments that provide connectivity to individual statements among themselves and their thematic progression, as certain segments of knowledge, etc." Furthermore, "communicative is established function of the text, its communication centers." "The communicative function of the text, its communication centers, what is reported in the text, whom a message is sent to, what are the deployments of thematic strategies that provide connectivity to individual statements among themselves and their thematic progression, as certain segments of knowledge, etc." is what is determined, according to Chernyavskaya (2006), on the level of text analyses. "Projecting the text onto elements of meaningful and compositional speech according to the psychological, political, cultural, pragmatic and other factors" is how discourse analysis starts. Therefore, the core of discursive analysis is a volumetric interpretation of the text that is attained by interpreting the extralinguistic context in light of the cognitive processes involved in text generation and perception, pragmatic considerations, and relationships with other texts.

5. Discussion

Understanding the text requires going beyond the English language, which enables us to approach it from a variety of perspectives, including psycholinguistic, communicative-pragmatic, and stylistic. Klushina (2008), semiotic; Potapova (2006). The relationship between the text and the "oral/written speech system" opposition is the second significant point of contention. There is a viewpoint that says a written speech is the only kind of text. Speech captured on electronic devices, however, is not listed among the texts. According to researchers, all textual cues are only present in written speech. According to Klushina (2008), studying how the English language functions is similar to looking for recurring patterns, or what she calls "islets of the organization." Being the "islet of the organization" and the "product of language expression processing," a text ought to be devoid of spontaneity.

The identification of a text's defining characteristics, which will aid in the meaningful spread of these ideas, is the crucial detail for answering our question about the correlation between text and discourse. The diversity of these signs is largely responsible for the variation in the set of text defining attributes, just as different researchers define the text

differently. With all of these indications combined, the great majority of academics claim the following: Coherence, substantial integrity (semantic and compositional completeness), and structural (formally expressed) connectedness. More carefully considered are characteristics like informativeness, bidirectionality, communicative significance, intertextuality, semantic unity, structural order, differentiation, correlation with styles and genres, pragmatic attitude and intention, bidirectionality, recipient perception of the text, extralinguistic background, etc. After taking into account the aforementioned claims, we concur with Vasiliev's (2012) definition of the text, which reads as follows: "The text, according to its shape and content, is structurally organized integrity of oral acts, characterized by completeness, entirety, and speech motivation, i.e. appropriateness, expediency, and purposefulness." First, the definition captures the essence of the speech; second, it does not impose restrictions based on the type of speech (written or oral); and third, it captures important aspects of the text.
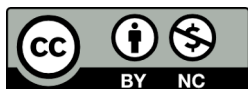
6. Conclusion

In addition to this understanding, it is important to acknowledge that discourse is defined as a specific collection of texts. To be clear, this means that the texts are at the discursive level, or the level of discursive analysis. Thus, we were able to deduce two definitions of discourse as a result of the relationship between the concepts of text and discourse: discourse as a discursive text, or text discourse, and discourse as a type of discourse. This lets you define the discourse in the following ways. Discourse is defined as: 1) a text associated with a communication situation (with historical, socio-cultural, political, ideological, psychological, and other contexts); 2) a complex of designated texts based on the commonality of specific features (as a type of discourse); and 3) a system of communicative-pragmatic settings, with cognitive processes of its generation and perception; integrated into the intertextual space. As a result, text theory and discourse theory are both defined by the need to determine how the concepts of text and discourse relate to one another. Our suggested line of reasoning—defining the text by identifying the relationship between text and discourse, then defining discourse—allows you to arrive at the most logical and consistent interpretation of the nature of the concepts under consideration.

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