Roza Bakhtiyarovna Kurbanbaeva
4th year student,
Karakalpak State University,
city Nukus, Uzbekistan
gulom82@yahoo.com

Dilbar Tajimuratovna Khadjieva
Research adviser PhD, Docent
Karakalpak State University,
city Nukus, Uzbekistan

SECTION 29. Literature. Folklore. Translation Studies.

ANALYZING A WRITTEN TEXT IN THE CLASSROOM

Abstract: *This article is an attempt in dealing with such a problem as analyzing written texts in the classroom. Analyzing a written text is a complicated work. The criteria of analyzing the text that are given above will be an important direction for those who are interested in written discourse analysis.*
Key words: *discourse analysis, text, semantics, pragmatics, lexis, grammar, graphology, phonology.*
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Within the two years after the proclamation of the Presidential decree "Measures on further development of the system in teaching foreign languages'' adopted on the 10 of December 2012 [5], great changes have been introduced in improving the methods of teaching English language at schools, colleges and higher educational establishments of our Republic. A great deal of textbooks, course books, manuals on teaching English have been published for teachers, schoolchildren, students of high and secondary specialized institutions of our country. A lot of projects have been done as an implementation of this important document. A new Presett programme was adopted at the English Philology Department in which Discourse Analysis, the subject, where we find solutions to understanding and teaching text beyond the sentence level was introduced. This article is an attempt in dealing with such a problem as analyzing written texts in the classroom.

As Jennifer Wiley said "Written text can be approached from a variety of disciplinary perspectives and purposes" [9]. We may distinguish a number of written text genre. And they are differentiated by their purpose or function as well as their structure or form (e.g., narrative, poetic, persuasive, informative). Within the genres, texts vary in both their form and their content. That's why, we should know that a primary goal of the analysis of written text is to describe structure and content.

Before analyzing a written text let's try to answer the question "what is discourse analysis?"and "what is a text?".

Text is one of the main elements that play a significant role in communication. People communicating in language do not do so simply by means of individual words or fragments of sentences, but by means of texts. We speak text, we read text, we listen to text, we write text, and we even translate text. There are lots of definitions to the notion of text which differs from linguist to linguist. For instance: For Kress (1985a), text is "manifestations of discourses and the meanings of discourses, and the sites of attempts to resolve particular problems".For Halliday and Hasan[1,p. 34], the notion 'text' is: [A term] used in linguistics to refer to any passage-spoken or written, of whatever length, that does form a unified whole. A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is best regarded as a SEMANTIC unit; a unit not of form but of meaning.

A text can be any written material: a poem, story, novel, memoir, or essay and analysis is the breaking down of something into its component parts[9]. According to these criterions texts are any written materials that have all concepts of semantics, pragmatics, lexis, grammar, graphology, discourse structure and phonology. Examine all these component parts separately in one text is accepted as analysis.

Patti Hutchison explains that "Analyzing involves digging deeper into the meaning of the

text"[3]. Analyzing is not only memorizing facts, names and dates, but also it is needed to examine more than main ideas and details. When we analyze, we should develop an educated opinion about what we have read.

Why do we analyze a text?

Firstly, we analyze any kind of written text in order to make the meaning of this text clear. After that we can find a sub-text. It can help us to find the obvious meaning of the text, as a reader.

Secondly, we analyze the text for comparing it with another one. Because, most literary characteristicsare investigatedby comparing or contrasting two or more materials.

From what we begin to analyze?

In most cases we begin analyzing the text fromits structure. For this, according to the author's decisions about how to present information for the readers, it should be identified variety of structures to organize the materials:

Chronological/Sequence. Chronological articles reveal events in a sequence from beginning to end. Words that signal chronological structures include: first, then, next, finally, and specific dates and times.

Cause/Effect. When there are relationship of cause and effect it would be informational texts.

Problem/Solution. In problem solution texts first described problem and then presents a solution.

Compare/Contrast.Author uses comparison and contrasts to describe the ideas to the reader.

Description.Foridentifying the structure of a text, readers should read it efficiently. Questions that help readers use text structures to aid comprehension:

• Skim the article for titles, subtitles, headings, and key words. After scanning the text, how do you think the author organized the information?

• Which framework did this author use to organize the information? Chronological? Cause/Effect? Problem/Solution? Compare/Contrast? Description? Directions?

• Does the author use a combination of structures?

• How did the author organize the text to be "reader-friendly"?

• Which text features helped you collect information from the article?

According to the investigation ofSusan R. Goldman and Jennifer Wiley "Discourse analysis of written text is a method for describing the ideas and the relations among the ideas that are present in a text. The method draws on work in a variety of disciplines, includingrhetoric, text linguistics, and psychology. These disciplines provide ways to describe and analyze how the structure and content of the text encodes ideas and the relations among the ideas"[9,p. 62-91].

Except these investigations there are several works on "Analyzing a written text". Among them

Thomas gives the following set of questions as a tool for use to analyze texts:

Purpose/Context
What the text is about? What "type" of text is it?

Authors
Who are the authors of the text? Is any biographical information given about them?

What qualifies them to write on this subject?

Audience
Where does this text appear?

What, from the journal or magazine or from the article itself, can you tell about its anticipated readers?

Research/Sources
How great a role do previous research and sources play? When references are used, which ones receive the most discussion? Which ones the least?

Proof/Evidence
What type of proof, if any, is used to defend conclusions or main ideas in the text (e.g., references to other work, interpretations of other work, original research, personal experience, author's opinions, critical analysis, etc.)? Try to name every *type* of proof that is offered.

Organization
Is the text broken up by sub-headings? If so, what are they? If not, construct a "backwards outline" in which you list the different parts of the text and what purpose they serve. For example:

First two paragraphs: The authors critique other people's readings of the novel.

Paragraph 3: They explains that their own reading is more accurate because it accounts for the details others leave out.

Drawing Conclusions
Review your answers to the above questions. Use the results of your analysis to answer the following questions.

1. Review not only the content revealed by your analysis but also the *way* the piece was written.

2. How does this text compare and contrast to others on the same or similar subjects? Identify the text(s) you are comparing/contrasting.

3. What strategies would you use in order to prove yourself to be successful writer in this field?

In order to find out how karakalpak students analyse written texts in the classroom we did a survey. The survey was conducted among the 2nd year students of the English philology chair. The purpose of the survey was to identify the most frequent and effective modes of written discourse analysis. Let's see the sampleof student'sanalyzing written text.In this case instruction.

Instruction
If you want to travel long distances on your bicycle, you must learn how to mend a puncture. As soon as your tire becomes flat, get off the bike or you will damage the wheel. Then turn the bicycle upside down. Once it is in position, remove the tyre using

tyre levers or if you have nothing else, use spoons. When the tyre is off pump up the inner tube. Put it in some water and turn it until you see bubbles coming from it. This is your puncture. Before you apply the patch, you must clean and dry the area around the hole. After that, you put glue around the hole and wait until it dry a little. Then select a suitably sized patch. Stick the patch over the hole and do not forget to put some chalk.

Unless you do this, the inner tube will stick to the inside of the tyre. Replace the tube, pump up the tyre and ride away. I donot know if will you able to remember all this, but it is worth trying because you never know when it is useful for you.

Analysis

The text is comprehensive. It was chronological structured. It is also very explicit and unambigious: notice how often key words like tyre and puncture are repeated, consequently how few pronouns there are. Cohesion is achieved lexically with few conjucts. The definite article is used frequenty.

In this text content item is "bicycle" and subtopic is puncture.Lexical cohesion:

- Direct repetitions: bicycle (lines 1,2,); puncture (lines 1,4) tyre (2,3,4,); then (2,6); until (4,6); whole (5,6); inner (4,8);

- Synonyms: replace-remove, bicycle-bike
- Antonyms: before-after, upside-inside, down-up, patch-puncture
- Hyponyms: bicycle, bike, tyre, puncture, patch, innertube
- Pronouns: you, your, it, this
- Conjuncts: then, and, or, if, when, until, before, after, because, but, unless
- Tense: present simple, future simple
- Nouns: bicycle, puncture, tyre, bike, wheel, spoons, inner tube water, bubble, glue, hole, patch, area, distance, chalk
- Adjectives: long, flat, worth, useful
- Verbs: want, travel, learn, mend, become, damage, turn, remove, apply, dry, clean, put, select, replace, ride, remember

In conclusion, analyzing a written text is a complicated work. To make a good analysis for any written text we should work carefully. The criteria of analyzing the text that are given above will be an important direction for those who are interested in written discourse analysis.

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