



## Discourse Analysis of English Texts

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### ABSTRACT

The purpose of the work is to reveal the content and methods of cognitive-discursive analysis of English-language texts in the discourse of corporate social responsibility (CSR). The principles of discourse analysis (linguistic indexicality, from nativeness and authentication), a method of linguocognitive interpretation of CSR texts with elements of stylistic and sociocultural analysis.

### Keywords:

English language, linguistic constructivism, corporate social responsibility, linguocognitive analysis, discourse analysis, stylistic analysis

Currently, the influence of linguistic constructivism into linguistic features of texts of major international native corporations became the most obvious prominent due to changes in systemic economic, political and legal issues wearing, business orientation to build trusting relationships meetings with all interested parties (stakeholders), since corporations depend on society's recognition of their legitimacy to realize their financial your interests. In this regard, global corporations are forced to declare its commitment to the principles of positive social responsibility (CSR) and create your own discursive communities. For this they practice certain speech genres including of special linguistic units and structures tour in creating oral and written corporate texts. In this article on example of English-language texts of international the native corporation Starbucks analyzes.

It is determined with the help of which linguo-discursive identity is constructed by means socially responsible corporation, and also what linguocognitive impact language policy may have an impact company to its clients. The purpose of the work is to reveal

the holding and methods of linguocognitive and discursive analysis of modern fast capitalist texts and critical interpretation of information about CSR, taking into account communicative standarts of modern transnational corporations. The relevance of the work is determined is a lack of linguistic research in this area, despite to the fact that large corporations are conducting active language policy to create and implementation in communicative practice special strategies for standardized language logical behavior focused on constructing socially positive new image of the company. Necessity formation of the ability to navigate in modern directions of information propaganda activities international corporations representing is important and relevant.

Discourse analysis is a three- local model including analysis ideology of the text, analysis of intentions and perceptions of communicants and analysis of semantics of linguistic signs [5]. Discourse – is “a fusion of linguistic form, knowledge and communicative-pragmatic system situations” [1, p. 101], therefore are being investigated semantic

implicatures of the text, standing behind linguistic units and structures, broad context, sociocultural information background. Conducted by us analysis of English texts in the field CSR has shown the need to take into account the following current moments: (1) corporate texts are texts of a special format, so called fast capitalist texts, i.e. special way constructed propaganda dist texts glorifying the “new capitalist labor relations “smart workers” in a “smart country”, collaborative, convenient and safe working conditions, implementation of the abilities of each employee.

It is believed that the main purpose of language teaching for students is the understanding of the communicative value of linguistic items in a discourse (Nattinger & DeCarrico, 2001; Candlin & Hyland, 2014). It has been argued that cohesion is an indispensable part of written texts. Therefore, the reader's knowledge, the writer's aim and the information delivered should all be considered and taken into account. Witte and Faigley (1981) argue that clause and sentence structure are taught out of their discourse and out of context. By the same token, Cook (1989) states that cohesion is almost mistreated in language teaching. He argues that students' difficulties arise from their difficulties with cohesion. This negligence has resulted in cohesive problems for students. Cook (1989) stresses that this mistreatment is due to a lack of awareness and, although it has been considered recently, this issue has not been given much prominence in language pedagogy. In addition to cohesion devices, clause relations and text patterns should also be analysed.

Although not everything that discourse analysis describes can be employed in language teaching, teachers should have the ability to “create authentic materials and activities for the classroom” (McCarthy, 1991:147). To do so, teachers should teach learners how to make use of the cohesive devices and text patterns they encounter in written discourse. By doing so, learners can identify references, synonyms and antonyms in reading texts and can then make use of the devices. Moreover, task-based

language teaching activities are one of the teaching methods that can be employed to teach text patterns. In a context that the author is familiar with, students always struggle with lexical cohesion and text patterns. A course book entitled “Intermediate Vocabulary” has been employed to teach novice undergraduate students. The book is split into topics that are familiar to students.

Each topic has several passages that include new vocabularies. Students are asked to read these passages, which contain gaps, and discover new lexical items from a group of words given above each passage. However, these exercises do not give any clue as to how to make use of the context (the passage) that they are reading. According to the author's experience, students, due to a lack of knowledge, totally neglect the context, which can be very informative. Teachers can teach students how to analyse written discourse using cohesion devices and problem solution macro patterns to help them thoroughly understand the passage. The fourth passage, which was presented and analysed above, is an example of how one of the cohesive devices can be taught. Moreover, the same text can also teach a problem solution macro pattern. One of the implications of this is that “conformity to the pattern when writing is likely to make organising and reading the text easier”. Hoey (2001) believes that a problem solution pattern (SPRE) can be presented in “a short fabricated text”. Therefore, a problem solution macro pattern is proposed below to show how it can be taught in the classroom. To do so, a task-based language teaching (TBLT) lesson can be divided into six phases. The rationale behind choosing a TBLT lesson is because it focuses on the meaning, the real world process of language use and on communicative outcomes. These features of TBLT seem suitable for teaching students the relationship between the language and the context in which it is used (Ellis, 2003). The task can be a combination of reading and writing practice through discourse analysis.

Due to its natural occurrence, written discourse analysis is a supportive function when it comes to teaching languages. The goal

of most learners of English is to gain the ability to use the language either in spoken or written form; therefore, applying written discourse analysis lessons in the classroom is very helpful. By doing so, learners will have the ability to make their writing coherent and readable. Moreover, the analysis of text patterns will help students in terms of both writing and reading in the ELT context. To conclude, although written discourse analysis has some shortcomings, as mentioned above, its merits and valuable outcomes are very appealing.

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