

About The Hierarchy Of Texts

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ABSTRACT

The article deals with the hierarchy of texts. It states that a text is formed by means of language signs, and it has verbal, visual, auidial and other signs which are connected to one another due to the ordering of signees. All the signs have the character of communication. The importance of semiotic means has already been proved. The sign character of texts can be considered as materials, on the other hand can also be introduced having the character of non-material. That is why the text is introduced as “denotant-demonstrant-significant” triangles. Text can be understood carrying the completeness of expressiveness and contents. In this case the content side of the texts deal with the information, and the formal side of it deal with structures that form the texts. Texts cannot be formed outside these two factors. The hierarchy of texts is also used to state the inside and outside factors of the texts. All the state facts have widely been analyzed in the texts.

Key words: text, actual linking, speech flow, syntagm, prosody, paragraph

INTRODUCTION

Language has been studied long ago. Different definitions have been given to it. Yet it has not been finished. E.Sapir describes the language like the following: “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.” (Edward 1970,p.8). He describes those signals as auditory. As they are used to produce sounds using the “organs of speech.” It has not been observed yet that the development of certain elements of speech may be served to produce sounds as human speech. Both human and animal communication may be carried away by involuntary, instinctive cries, and this can be named as language.

The words which are used to introduce the language can be delivered through sentences, texts, discourse, etc. All the words used in the language are the results of the speech creativity. If the speech creativity is mentioned, it should undoubtedly be related to the psycholinguistics. In this case it means that text is the notion of multi-aspect and multi-dimension. From this point of view the study of text should be investigation from the psycholinguistic side as well. It has its verbal and non-verbal characters.

DISCUSSION

The text consists of hierarchy of structural elements. They have the basis of relationship beginning from the bottom to the top. Hierarchy means the principles of structure, and it moves towards the direction of smallest to the biggest. It covers the field of phonemes to the texts. Therefore, phonemes forms morphemes, morphemes form microtexts, and the latter form macrottexts.

Each language system consists of semi-systems, the hierarchy of semi-systems. The large system covers the small system hierarchy. It means that the inside relationship of semi-systems that form the large systems confirms the microsystems.

The language elements are connected to each other in the system of hierarchy. The management in the system of hierarchy is accompanied by the relative independence of microtexts. For instance, in the system of macrotexts the microtext has its independence, and it has also the ability of organizing each member of macrotext. The systems of macrotexts are formed on the mutual relationship of microtexts, and they depend on each other's systems through the development. Macrotext means the completeness of microtexts in these systems. For instance, The story of "Post Box" by J.Mamedguluzade were organized by means of plenty of microtexts. The structural-semantic hierarchy can be observed in its macrotexts. It makes us think that there should be observed the mutual influence in the hierarchy of macrotexts and microtexts.

Each text can be signed depending on its content. The paradigmatic hierarchy is related to the independent organization of each structural level organizing the texts. N.Enkwist writes about it: "There exists sentence hierarchy as well as text hierarchy" (Danes 1966, p.56-78). For instance, phonetic level, lexical level, morphological level and syntactical level. Thus, all levels have their own hierarchy in the mentioned frame, but the text hierarchy differs from the hierarchy of the other levels. All levels of the language take part in the hierarchy of texts. The hierarchy of texts helps sending the information which is important for to communicate.

N.S.Bolotnova states this character of texts and notes its two directions: the informative direction and the pragmatic direction. Both of these directions have the character of differentiating the organization of texts (Bolotnova 1992, p.87). The syntagmatic hierarchy is connected to the paradigmatic hierarchy which is used for organizing the texts. The syntagmatic hierarchy is formed by the law of equivalency of semiotics. These two signs should be either similar or different from the point of view of their attitudes. The equivalency of signs may be observed in two ways: 1) it can be used in the stairs of hierarchy beginning from the head to the down and across. In this case the unit of one level can be changed into the unit of the other one. The following examples can illustrate our point of view:

The word "bird" in English and the word "quş" in Azerbaijani are nouns as morphological units, but they are subjects in the syntactical level. They are characterized in the mentioned levels, and the organization of texts acts in the system of hierarchy of those levels. It means that the relationship among sentences and the relationship among levels are realized due to the invariants.

Texts do not only perform the function of communication, it also forms the textual thought. In this case it does not only mean the language cover, but also performs the role of the thoughts of generators. Then the semantics of texts come before the texts, the language should be formed like this for the listener. Texts are considered to be heterogen in this case; it has also the heterogen character. It is the manifestation of many languages. Texts are considered to be the homogen events according to the succession of signs. Texts may have the structure of hierarchy; on the other hand text can connect the signs of symbols, icons, and others to itself. There also exist verbal texts, and they are very different. We may give such examples as schedules, schemes, pictures, etc.

Texts have their own expressiveness from the point of view of designation. It has its way of expressiveness. On the other hand it has its volume. This volume may express its borders. From this point of view it can be put into face-to-face direction from the other signs of materials. The text sign has the structure which bases on the hierarchy of texts.

The volume of the texts can be characterized by the expressiveness of the sent information. "For whom the Bell Tolls" by E.Hemingway devoted to the civil war in Spain due to the periods of last centuries. The topic can also be expressed by any kind of picture as well. The famous work of Picasso "Pigeon". The similarities between these two plays are not based on the same codes. Each of this plays can be expressed basing on various sign models. The mentioned plays differ from each other with their expressiveness, and with their contents.

Halliday and Hasan describe the text: "A text has texture and this is what distinguishes it from something that is not a text." (Halliday 1971, p.49).

According to J.Lyons text and context are complementary (Lyons 1995, p.262). He thinks that they presuppose each other. Lyons distinguishes the terms text and a text. Putting the article "a" before the term text he considers the text as a sequence of sentences. He claims that as a set of sentences texts may consist of a mixture of sentences, sentence-fragments and ready-made locutions. But there may also some sentences which do not fit to this definition, as they are considered to be text sentences. Text sentences are the kinds of sentences which have a more formal character. Whether these kinds of sentences or those kinds of sentences it doesn't matter there must be some relation among the parts of sentences. So, cohesion and coherence must be distinguished.

DETERMINATION OF REFERENCE

Text has long been proved to be the reliable source of linguistic investigations. The text is considered to be the source of speech unit, and language may be analyzed as communication unit. They are not supposed to be separated. It is impossible to study the language without texts. They cannot be investigated separately. L.V.Sherba said: "Language is realized in the language material, and it is developed by the influence of that language material and can be observed in each individual's system" (Sherba 1974, p.28). According to F.Y.Veysalli communication is performed not only isolated phonemes, it is performed by means of the supersegment units which are used altogether. F.Y.Veysalli analyzes the mutual relationship of segment and supersegment units in speech acts and highlights the role of intonation in it. He (Veysalli) writes: "intonation is a phonological units which has a great role in delivering the thought to the speaker" (Veyselli 2005, p.299).

The role of intonation has been stated by various linguists during the centuries. S.V.Kadzasov stated the importance of intonation as well. He considers the intonation as a main linguistic unit for concreting the thought and sending the information to the listener. He (Kodzasov) writes: "intonation rules the interaction movement of communication; it controls the referential and propositional borders of the communication and with this it forms the frame of communication. It is not surprising that it is considered to be impossible to perceive the components of intonation without the synthesis of speech (Kodzasov 2009, p.175).

The metaphor of "the stream of speech" can give the perfect explanation of oral speech. But it is necessary to stress that this metaphor has a little strict character. The speech stream is not linked but also it is accompanied by pauses. Pauses are believed to form one-third of speech acts. Besides, the pauses that are observed in oral speech are not only linked but also perform the function of organizing. They can be helpful in preparing the information either for the speaker or for the listener.

The various units which are formed form the linking of speech acts may be observed by the supersegment prosodic characters of various speech units. It covers the mutual relations of syntagms, sentences, paragraphs, etc. The intonation components such as intensivity, melody,

temp, stress, etc. can also be included here. By means of the stated units the meanings of information either sent or accepted are formed by the connection of hierarchs. From the functional point of view intonation states the completeness or the incompleteness of the thoughts relatively. It also helps the inside linking of sentences in the texts (Veyselli 2005, p.301).

Intonation provides the concreteness of thoughts inside the sentences, and divides it into syntagms. Such an example can be given in the Azerbaijani language:

/O gözəl müğənniyə yaxınlaşıb nəsə dedi//. This sentence can be interpreted in two ways: /O/ gözəl müğənniyə yaxınlaşıb nəsə dedi// or /O gözəl/ müğənniyə yaxınlaşıb nəsə dedi// (Veyselli 2005, p.301)

S.D.Katsnelson compares the main functions of the intonation with the paranthesis as a mathematical sign. He writes: "For to realize the multicomponental linking in the ordering of phonemes, other means are needed. The positive and negative bordering signals, ancient contours of various length are also referred to their lists. They drop on each other in speech acts and are helpful for to connect the segments and their linking. He states that supersegment means reminds the paranthesis according to their functions. Supersegment means are considered to complete the various segments and to stress their borders. Therefore, they regulate the complex hierarchic structure of speech (Katsnelson 1971, p.139).

The other main feature of a text is its relationship. This may be observed not only in the inside the texts, but also in outside the texts. These kinds of relationship – hierarchy text structure refers to the content of the texts. The structural hierarchy of texts happens depending on each native speaker's language system (Lotmann 1999, p.10-42). The relationship outside the texts may be observed depending on the content of the texts. This happens due to the entropy. Entropy is the indefiniteness of the source of the sent information. It is a known fact that the structural hierarchy is formed by the presence of the language levels. The outer side hierarchy of texts can remind the morphological paradigm which is connected to each other.

The structure of texts may happen after choosing the environment of entropy. The activation of entropic paradigm is observed in the deepest or the lowest structure of the sentence defined by N.Chomski. The certain target of the entropic environment is turned into the reference of an author depending on the intention of a speaker. When the intention is observed in the above structure of the sentence it turns into the material structure.

Text is a speech unit which has its structural-semantic completeness. This completeness is studied through its cohesion and coherence. The cohesion of a text describes the forms of relations of it to the grammatical, semantic and lexical means of relations (Galpern 1976, p.125).

Coherence has its larger radius than cohesion. Here belongs the text completeness which forms the logical-semantic, grammatical and stylistic relations. It covers the mutual relations among the sentences which organize the texts. According to Moskalskaya coherence means the results gained from the mutual relationship of the texts through logical-semantic, syntactic and stylistic types (Maslova 1975, p.46). It means that coherence is a wider type of the notion than cohesion, and it provides the completeness of the texts. The language means which are used to form the texts can be listed like the following:

1. Lexical means;

2. Syntactical means;
3. Deictic means;
4. Stylistic means;
5. Formal and graphical means (Bart 1987, p.59).

The following extract can illustrate our point of view:

I never hardly tell you how distressed I was when I heard of your disastrous misfortune. It seems to me that a real injustice has been done to you. I have not heard the full facts of the case, but I was confirmed in my opinion by a very curious incident last evening. I was just going to my bed when Digby-Vare Trumington came into my rooms without knocking. He was smoking a cigar. I had never spoken to him before, as you know, and was very much surprised at his visit (Evelyn 1980, p.62). This extract can be given as an example illustrating the lexical repetition. The pronoun "I" is repeated in all sentences except one.

The other example in Azerbaijani:

Yəmən xanım səhərə yaxın yatmadı. Çırağı yandırıb qızın bədənində dolmuş tikanları çıxartdı. Onun göyərmiş yerlərinə təpimə qoydu. Hörüyünü açıb pıtraqları təmizlədi. Gəlinin paltarlarından gətirib, Salatına geyindirdi. Ancaq qız sakit olmadı. Yəmən xanım ona nə qədər ürək-dirək verib, "bir az yat, dincəl" dedisə də, mümkün olmadı. Qız bütün gecəni gözünü yummadı. Yalnız səhərə yaxın dan yerinə sədə düşəndə Yəmən xanımın qucağında mürgülədi. Arvad onun başını ehmalca dizinin üstünə qoydu. Özü də elə beləcə oturduğu yerdə çimir etdi (Shikhli 2005, p.297).

The formal repetition may be observed in all sentences in this extract except one.

The grammatical means also has its strengthening force. Conjunctions and modal words can be used in this function. For example:

Honey, get a handle on yourself. You do not know this man was involved in your sister's death. Possibly he was released from the jail, needed money, and tried to burglarize all kinds of homes in that area or even did, for that matter. He might have hit ten places and it was a coincidence that he hit yours (Steinbeck 1937, p.147).

The modal word "possibly" is used to force the persuasion and the logical ordering among the sentences.

The example in the Azerbaijani language:

Kənd arasında pıçılı gedirdi ki, hökumət bu yolu tez çəkmək, Tiflisi İrivanla, İrəvanı Gəncə ilə birləşdirmək istəyir, dağların o tərəfindən aşıb gələn qoşunlarına yol açmağa çalışır. Elə ona görə də ayağı qandalı dustaqları bura töküblər. Görünür, kəndin üst tərəfindəki silsilə təpələrin ətəyi ilə uzanan torpaq yol daha işə yaramırdı (Shikhli 2005, p.68).

In this extract the modal word "görünür" provides the completeness of the text as well as it forms the relationship between the thought used in the beginning with the thought used at the end of the text.

The conjunctions may have the same important function in the texts. For example:

She let it behind like a wave far out at sea, knowing that by the time she got to the police station, it would be large enough to wash over the entire department and half the town of San Clemente. But it was Rickerson that she Focused her rate on (Steinbeck 1937, p.149).

The conjunction “but” is used the components of the microtext and it forms the opposite attitude between the sentences.

The same can be observed in the Azerbaijani language:

Kişi yorğanı başına çəkib üzünü divara çevirdi. Hər şeyi unudub yatmaq, ağır düşüncələrin pəncəsindən yaxasını qurtarmaq istədi. Amma mümkün olmadı. Şamxal gözünün qabağından çəkilmədi. (Shikhli 2005, p.68).

The conjunction “amma” has the same function in the Azerbaijani language.

The other example in English:

The sun was hot yellow that morning, and it draw the moisture from the estuary and from the Gulf and hung it in shimmering scarves in the air so that the air vibrated and vision was insubstantial. A vision hung in the air to the north of the city – the vision of a mountain that was over two hundred miles away, and the high slopes of this mountain were swaddled with lines and a great stone peak arose above the timber line. And the morning of this day the canoes lay lined up on the beach; the fishermen did not go out to dive for pearls, for there were too much happening, too many things to see when Kino went to sell the great pearl (Elchin 2005, p.40).

In the Azerbaijani language:

Lap qədim vaxtlarda bir Süleyman peyğəmbər var idi də, bilirsiniz, demişəm sizə. Bu Süleyman peyğəmbərin bir arvadı var idi, adı Bilqeyis idi, çox da sədaqətli arvad idi. Bir də bir dəvəquşu var idi, bu quşun adı Bubbu quşu idi. Bu Bubbu quşu ki, var idi, süleyman peyğəmbər ilə Bilqeyisin sirlərini bir-birinə çatdırırdı. Gülağa da bax həmin Süleymandı. Sona da Bilqeyisdi. O ki, qaldı Bubbu quşuna, o da elə Gülağa ilə Sonanın özüdü.... Və qoşa tutun altında oturduğumuz həmin axşam mənə məlum oldu ki, Balakərim tütəyi bayaqdan bəri Gülağa ilə Sona üçün çalırmiş və ümumiyyətlə, mən başa düşdüm ki, Balakərim hər dəfə gözlənilmədən tütəyi sarı pəncəyinin cibindən çıxarıb çalmağa başlayanda bu musiqi kiməsə hərs olunur, Balakərim kiminsə barəsində fikirləşir (Elchin 2005, p.103).

Deictic means has its own way of organizing the texts. The pronouns can be referred to the syntactical deictic, particles and modal words are used as communicative deictic in the texts (Bart 1987, p.9). This classification is possible from the point of view of communication function. Modal words and particles can be used as relationship means in the texts. The demonstrative pronouns can also be used in this function too. A.Y.Mamedov writes about the role of deictic means in the texts: “Deictic means has its importance like the other means of the texts such as lexical-grammatical means etc. If the listener of the texts cannot interpret the meanings of these deictic means he/she cannot understand the texts. The deictic means has their text forming opportunities as they have the opportunity of referring to the prior (anaphora) and posterior (cataphora) time of the action (Mamedov 2003, p.42-43).

For example:

Then Belly walked quickly to Nellie's head. He cried, "Turn your face away, damn you, turn your face." This time Jody obeyed. His head turned sideways. He heard Billy whispering hoarsely in the stall (149, p.159).

The deictic usage of the phrase of “This time” can connect the two microtexts.

The other example in Azerbaijani:

Salatın başını qaldırıb atasının üzünə baxdı. Onun gözü dibindən quruyan bulaq kimi şəffaqlığını itirdi. Bəbəkləri genişləyib hərəkətsiz qaldı. Cahangir ağa qızının titrəyən gözlərinə baxdı. Yavaş-yavaş xəncəri siyirdi. Elə bu vaxt qulağına səs gəldi: "Qurbanın olum, ay qardaş, nə yaman insafsızsanmış! Sənə demədimmi Salatın gül parçası kimi tərtəmizdir, ondan nə istəyirsən? Yoxsa onu da günahsız yerə mənim kimi bədbəxt eləmək fikrindəsən?" Şahnigar onun gözü önündə dayandı. Şüşə kimi soyuq gözlərini qardaşının üzünə zilləyib narazılıqla başını buladı (Shikhli 2005, p.75).

"Bu" is used as a deictic means in the expression "elə bu vaxt".

METHODOLOGY

The hierarchy of texts can enrich the theory of communication through studying it in mutual relationship with the help of factors which provides the completeness of texts, and services it paradigm. The information and its mutual relationship in the contexts of micro and macrotext the volume branch of hierarchy should be broadened. The text forming elements have been proved to play a very crucial role in sending the information either verbal or non-verbal. The semiotic side of the text enriches its content, and it gives a new method of investigation of texts. That is why texts are considered to be the configurations serving the communication process. The separate words and sentences can be used in this quality. J.Lyons, N.Enwist, L.A.Chernyachovskaya, Q.Kolshanski, Q.I.Moskalskaya and others have monumental works in which texts are studied from the point of view of communication. Q.Kolshanski writes: "Text cannot be treated as the unit of static; its borders are determined for some communicative purpose, and it acts as moveable communicative unit" (Moskalskaya 1981, p. p.89).

CONCLUSION

The text is formed by the mutual relations of the syntagmatic hierarchy and paradigmatic hierarchy. Texts are considered to be the source of complex sign systems, so it expresses the attitudes of various levels. The main sign of the text is that it must demonstrate completeness. Besides, texts can be known as a unit of speech covering the structural and semantic completeness. The microtext is believed to be an isomorphic in the language level, it can also express the signs of the syntactic levels, as well as the signs of the speech levels. The intertextuality is considered to be the sign of the texts known as common and general. This happens because of the clearness of the texts. It serves different functions in the language. One of them is the expressiveness which is related to the pragmatics. Intertext has two positions from the point of view of reader and author. The position of the author is characterized by his/her complex activity, and it is accepted as an individual ability of the author. The culture contour is need to be stressed as an important factor when mentioning the creativity. The active process of the thought, or the brain is important in creativity. The text can be transformed to the other text, and it affects the structure of the text. Therefore, the intertext have to carry the signs of both texts. Because of these reasons intertexts are considered to texts carrying double nature, and these natures are used as text forming elements. Intertextuality is the text inside the text. The elements in the hierarchy of texts, or intertexts are connected to one another, and this system serves some purposes. This purpose of the hierarchy leads the system from the down to the top.

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