IMPLEMENTING A DISCOURSE-BASED APPROACH IN THE TEACHING OF SECOND LANGUAGES

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Annotation.

This article aims to demonstrate through two thoughtfully created assignments how students can gain from discourse-based language education. Students' hearing, speaking, reading, and writing skills will all be improved simultaneously as a result of the two discourse-based listening and writing tasks. Therefore, integrating discourse-based language learning with other teaching methods will be a successful strategy to increase the effectiveness of teaching foreign languages.

Key phrases.

second languages, listening, speaking, reading, writing, beginner, elementary, intermediate.

Several academic fields have used discourse analysis. The field of discourse studies has grown into a diverse and varied discipline, according to a discourse theorist. The teaching of English makes extensive use of and integration of the four macro skills - listening, speaking, reading, and writing. All of these abilities perceive language as interaction and are interested in the social circumstances in which discourse is situated, despite the fact that each ability stresses a different method. The purpose of this essay is to demonstrate discourse analysis in action. Numerous language theorists, such as Canale and Swain, Krashen, Lightbown, Spada, Larsen Freeman, Long, and Savignon, have studied these competences. One goal of language instruction is to advance discourse-based methods. The tasks selected are interconnected. The article also explains how the teacher should adapt the lesson to the students' level.

The chosen assignments are meant to help students improve their writing and listening comprehension skills. Assessing the value of a discourse-based teaching strategy is another objective. We must also take communication and compensating measures into account.

Teaching Listening through a Discourse-Based Approach - Listening is thought to be the most underutilized and challenging of all the skills, though each one has a specific role to describe. Clear and effective communication of our desires, feelings, thoughts, and opinions is only one aspect of communication. The other part is to listen and understand what others have conveyed to us. When the recipient interprets and comprehends the message the same way the sender intends it to be understood, there is effective communication between the two parties. According to Harmer, the type of tasks that go along with the listening material and the listeners' skill level determine how to teach listening. [3]

Beginner, elementary, intermediate, and upper intermediate are the listening levels. The ensuing tasks were created with intermediate-level students in mind. Additionally, Hinkel notes that in order to achieve meaningful communication, at least two talents should be employed simultaneously, although listening is primarily focused in this activity. As a result, speaking is also a part of this activity to support listening. [4]

To demonstrate the specifics of the assigned assignment, the listening tasks are organized into three categories. Pre-listening is used to motivate students while introducing the subject. The fundamental concept of the narrative is demonstrated using semantic webbing. The teacher should make connections between the student-provided responses and the course material. To pique the interest of the students and successfully carry out the actual instruction, motivation is required. After that, the listening material ought to be discussed. Additionally, the teacher's material should be accurate. If the teacher reads the listening passage, it ought to seem natural.

The technique of questioning is crucial, even though the purpose of post-listening is to determine whether pupils have understood the listening text or not. The following strategies are provided to help students achieve the lesson's goal: first, drawing conclusions; second, understanding questions by employing WH questions; third, rearranging the events in accordance with what they have heard; and, finally, the activity for reinforcement, which is the group discussion.

Top-down and bottom-up processes are typically involved in listening. Celce Murcia and Olstain state that "Top-down listening processes involve activation of schematic knowledge and contextual knowledge." Furthermore, Carrell points out that the schemata provide background information on the subject. The first activity's sole purpose is to help pupils become more knowledgeable and informed about this subject. The first listening task in the following activity is to hear for the

main idea of the story. It is clear that the teacher is attempting to teach listening via a top-down technique. [3]

The final task after that involves using a bottom-up technique to infer the inferred meaning of the key phrases "sand" and "stone". Celce Murcia and Olstain state that "the bottom-up level of the listening process involves prior knowledge of the language system (i.e., phonology, grammar, vocabulary)". The bottom-up method is purposefully used by the teacher throughout the listening exercise. It is not, however, automatically implemented; rather, it is paired with top-down method. To improve L2 listening comprehension, top-down and bottom-up listening skills should be clearly taught in the classroom, according to Celce Murcia.

Top-down and bottom-up listening actually meet at the discourse level, where complex and simultaneous processing of prior knowledge, contextual knowledge, and language knowledge allow for comprehension and interpretation. To get the best results from this activity, top-down and bottom-up listening techniques are combined.

Using a discourse-based approach for teaching writing - Today, students are required to rewrite and resubmit papers in the majority of writing courses after having the chance to obtain criticism from classmates and/or the teacher. Students are urged to realize that writing is labor-intensive and that progress frequently comes from a significant time commitment. Forcing students to write might occasionally be as challenging as getting out of bed on a Monday morning. [4]

Writing is seen as a difficult task, yet once thoughts begin to flow, it may become excessive. It just depends on how a learner can be inspired to put their ideas down and how words can be an effective tool for thought expression.

Although the two skills may be similar, writing is the best work to integrate because listening is introduced on the first day of class and will be followed by reinforcement on the second. To begin a writing exercise, the major subject from the listening text might be stated. However, it should still contain inspiration for how to launch a main writing lesson that will involve composing a pleasant letter. The same process will be demonstrated for the listening task, which entails pre-writing, writing, and post-writing.

The students should be able to use an inanimate object to describe their classmates throughout the pre-writing exercise. Students would have one or two minutes to create their own sentences to respond. It's also an excellent practice to get them excited about writing the lesson's primary topic. Because of the formalities involved in creating a letter, the writing portion might be essential. The sample

should be clearly explained, and the components should be correctly recognized. In the writing process, it's important to call attention to the task's coherence. To confirm that the students understand what is being taught, the art of questioning is essential. Additionally, the sample letter provided for this activity is real content. According to Monti, employing authentic material has advantages. "As they learn 'how to learn' by applying the materials to functional contexts, they will see that their learning is immediately relevant and transferable," he writes. Building rapport, developing a social network, and ideally seeing a rise in retention rates are all natural extensions of this. Additionally, the post-writing serves to reinforce the concept that students should learn. [5]

Use discipline-specific speech as an example - It is crucial that we provide students with examples of discipline-specific discourse when providing content. Most of the time, this is already included in the information we provide, but it's still crucial to model the dialogue appropriately and consistently. Informing pupils when you switch between discipline-specific discourse and informal language is also beneficial.

Use discipline-specific discourse to rephrase students' daily language. This method can be useful when students converse using common language because it shows engagement and knowledge. Asking provocative questions like, "So how would you explain that using the concepts in the reading?" would assist the students in rephrasing their contribution in discipline-specific discourse.

Activities: Create a semantic web (concept map) as a class to become familiar with important terms and ideas. Future written or spoken activities can draw from the semantic map as a resource.

Dictogloss - Three times, read aloud to children a brief passage (1-2 minutes) that they should be comfortable with the language and concepts in. Students take notes while reading the third time. After that, the class reconstructs the text in pairs. Finally, compare the reconstructions to the original text and discuss differences as a class or in larger groups.

Jigsaw groups: In order to become experts, students investigate a particular facet of a subject in groups. The class is reorganized so that each group has a subject-matter expert. Each student takes turns to educate the rest of the group in their aspect of the topic.

Thinking sheets – if your discipline involves the solving of problems with limited language use, you can develop your students' discourse and critical thinking skills by getting them to explain their thinking. Thinking sheets facilitate this with a series of questions and prompts that the students have to respond to

such as, "What are the key terms in this question?", "What processes do you need to use to solve the problem?", "Write down the steps you took to solve the problem".

Focus on reading: Since many students lack the disciplinary-specific abilities needed to read and comprehend academic literature, reading in college can be a significant struggle for many students. Many students, at best, read the allotted journal articles and textbook chapters far more slowly than academics anticipate. By offering scaffolding exercises prior to, during, and after reading, we may help kids advance their reading abilities.

Before: Predict content from title, keywords, first sentences or images. Share personal narratives related to topic. Develop semantic web of existing knowledge of topic. Develop a list of questions the reading might answer. Develop an outline view of the text e.g. headings, tables, and/or figures. Preview text by developing outline.

During: Scan or skim read text for a limited time before word-by-word reading. Pause during reading and predict what comes next. Identify text and/or paragraph parts. Margin questions added to give clues to work out text meaning e.g. "How could you rephrase this?" Prompt questions to encourage critical reading e.g. "Whose perspective is represented in this text?"

After: Quizzes based on content. Represent information in text in a graphic form e.g. timeline, cause and effect diagrams, similarities and differences Venn diagrams, graphic information summary, symbolic image. Summarize text. Rewrite text for a different context.

Developing critical reading - When we ask students to read we are in fact asking them to consume an example of discipline-specific discourse. Therefore, it is helpful to use a framework based on critical discourse analysis to design learning and teaching activities to develop critical reading skills.

Wood and Petocz describe the following three levels at which students can read texts:
- ✓ description of the text;
- ✓ interaction with the text, involving interpreting the text;
- ✓ explanation of the interaction with the text, by referring to its social and discipline context;

Wood and Petocz suggest that reading is divided into two distinct stages: preliminary reading and in-depth reading.

In summary, from the tasks some discourse-based approaches have been applied to stimulate students into developing their language ability, and engage them with practical activities from the beginning.

During the process of engaging in all of these activities, students will promote their listening, speaking and writing skills and be thoroughly versed in dealing with them in depth. Based on it, students can have a slightly "mature" language competence, so that they can learn a lot through a discourse-based approach effectively. In brief, discourse-based approach is available and helpful for both teachers and students.

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