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***The Importance of Discourse-Based Approaches in The
Four Language Skills of Teaching in English Foreign
Language Classes***

Case Study of Secondary School Teachers of Ghardaia

*Dissertation submitted to University of Ghardaia for obtaining the Master's degree in
Didactics*

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Abstract

This research investigates the significance of discourse-based approaches in English Language Teaching (ELT) and their impact on developing communicative competence among language learners. The study focuses on understanding how discourse, as the use of language in context, influences the acquisition of language skills such as speaking, listening, reading, and writing. A questionnaire was developed and validated with input from experts in ELT to gather insights from teachers regarding their perceptions and practices related to discourse-based teaching methods. The findings reveal a consensus among teachers on the effectiveness of these approaches in enhancing students' communicative abilities. Interestingly, the study also found that teachers, regardless of experience levels, show similar levels of success in implementing discourse-based strategies, highlighting the universal applicability of these methods. The research underscores the importance of integrating discourse analysis into ELT curricula and the need for tailored professional development opportunities to empower teachers in implementing these approaches effectively.

Key Words: *discourse, approaches competence, skills, effectiveness, strategies, communication.*

Dedication

I dedicate my dissertation work to my loving parents, sisters and brothers, who have inspired me since the beginning of my study. I would like to dedicate this work to my supervisor, professors and colleagues for their support encouragement during this hard work.

I also dedicate this dissertation to all friends who have supported me throughout the process. I will always appreciate all they have done, especially Fatna and Khadidja for helping me develop my skills and for the many hours of proofreading. I dedicate this work and give special thanks to Dr Malika KOUTI for being there for me throughout the entire academic year.

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List of Abbreviations:

DBA: Discourse-Based Approaches

CDA: Critical Discourse Analysis

CLT: Communicative Language Teaching

DBA: Discourse-Based Approaches

ELT: English language teaching

SFL: Systemic Functional Linguistics

ZPD: Zone of Proximal Development

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General

Introduction

Introduction

Discourse-based approaches in English language teaching (ELT) have gained significant attention in recent years due to their effectiveness in promoting communicative competence and enhancing language learning outcomes. Unlike traditional grammar-based approaches, which focus primarily on the rules and structures of the language, discourse-based approaches emphasize the use of language in authentic communicative contexts. According to McCarty (1991), it deals with the study of the relationship between language and the contexts in which it is used. This study explores the importance of discourse-based approaches in ELT, highlighting their benefits and providing examples from current research.

One of the key advantages of discourse-based approaches is their ability to help learners develop proficiency in using language for real communication. By exposing learners to authentic spoken and written texts, such as conversations, interviews, and narratives, these approaches enable learners to understand how language is used in different contexts and to develop strategies for effective communication. This is supported by research that has shown that discourse-based approaches can lead to improvements in learners' speaking, listening, reading, and writing skills (Johns, 1997).

Another important aspect of discourse-based approaches is their focus on the social and cultural aspects of language use. By examining how language is used in different social and cultural contexts, learners can develop a deeper understanding of the nuances of language and become more proficient communicators. For example, research has shown that discourse-based approaches can help learners develop intercultural competence by exposing them to different cultural perspectives and communication styles (Kramersch, 2014). Also Kouti (2017) explores the role of discourse-based approaches in English Language Teaching (ELT) in

Algeria. This study serves as a foundational reference for understanding the application and impact of discourse-based methodologies in the Algerian context.

Discourse-based approaches also promote learner autonomy by encouraging learners to take an active role in their learning. By engaging with authentic texts and tasks, learners can develop the skills and strategies they need to communicate effectively in real-life situations. This is supported by research that has shown that discourse-based approaches can lead to improvements in learners' motivation and engagement (Brown, 2007).

In conclusion, discourse-based approaches play a crucial role in ELT by promoting communicative competence, developing intercultural competence, and fostering learner autonomy. By exposing learners to authentic texts and tasks, these approaches enable learners to develop the skills and strategies they need to communicate effectively in real-life situations. As such, discourse-based approaches are an essential component of modern ELT practice.

1. Background to the Study

Previous studies have provided valuable insights into the effectiveness and implications of discourse-based approaches in English language teaching (ELT). Here are some key findings from existing research:

- a) **Long (1983)** compared the performance of students taught using discourse-based methods with those taught using traditional grammar-based approaches. The study found that students who received discourse-based instruction performed better in speaking and listening tasks, demonstrating higher levels of fluency and communicative competence.

- b) **Swain (1985)** conducted a study on the impact of discourse-based approaches on language learning. The research highlighted the role of discourse-based activities in promoting language fluency and accuracy, emphasizing the importance of authentic language use in meaningful contexts.
- c) **Johns (1997)** explored the use of discourse analysis in language teaching and learning. The study demonstrated how discourse analysis can inform teaching strategies and help students develop a better understanding of how language is used in real-life situations.
- d) **Nunan (1991)** investigated the benefits of interactive tasks in language teaching. The research showed that interactive tasks, which are often a key component of discourse-based approaches, can enhance students' engagement and promote active learning.
- e) **McCarthy (1998)** examined the challenges faced by teachers in implementing discourse-based approaches. The study identified the lack of training and resources as key barriers and suggested strategies for overcoming these challenges, such as providing teachers with more support and guidance.
- f) **Edge (2002)** discussed the importance of integrating discourse analysis into teacher training programs. The research emphasized the need for teachers to develop a deeper understanding of discourse analysis and its role in enhancing their pedagogical practices.

In general, these studies highlight the benefits of discourse-based approaches in ELT, including improved language proficiency, enhanced communicative competence, and a more engaging learning experience. However, they also point to the importance of addressing challenges such as the lack of training and resources to fully realize the potential of discourse-based teaching methods.

2. Statement of Purpose

Our research aims to investigate the impact of discourse-based approaches on English language proficiency, communication skills and their effectiveness in promoting learner autonomy and engagement in English language classrooms. This research seeks to:

1. Explore the theoretical foundations of discourse-based approaches in ELT, including their historical development and key concepts.
2. Examine the effectiveness of discourse-based approaches in improving students' proficiency in English language skills, such as speaking, listening, reading, and writing.
3. Investigate the role of discourse analysis in enhancing teachers' pedagogical practices and classroom instruction.
4. Identify challenges faced by teachers in implementing discourse-based approaches and suggest strategies to overcome them.
5. Evaluate the implications of discourse-based approaches for language curriculum development and educational policy.

3. Statement of the Problem

Despite the recognized importance of communicative competence in English Language Teaching (ELT), traditional teaching methods often emphasize grammar and vocabulary at the expense of authentic language use in context. This gap in teaching practice has led to students struggling with real-life communication and interaction in English. Discourse-based

approaches, which emphasize the role of language in use and context, offer a promising solution. However, there is a lack of understanding and implementation of these approaches among teachers. This study aims to address the following problems:

1. **Limited Awareness and Understanding:** Many English teachers are not familiar with discourse-based approaches or their potential benefits in enhancing communicative competence.
2. **Implementation Challenges:** Even when teachers are aware of discourse-based methods, they often face challenges in integrating these approaches effectively into their teaching practices.
3. **Professional Development:** There is a need for tailored professional development programs to help teachers at various experience levels successfully implement discourse-based approaches.
4. **Lack of Empirical Evidence:** There is insufficient empirical research on the effectiveness of discourse-based approaches in improving students' communicative skills across speaking, listening, reading, and writing.

This research aims to bridge these gaps by exploring the practical applications of discourse-based approaches in ELT, evaluating their impact on students' communicative competence, and providing recommendations for teacher training programs to facilitate effective implementation.

4. Rationale

The rationale for this research is grounded in the critical need to enhance communicative competence in English language learners, which is a primary goal of English Language Teaching (ELT). Traditional language teaching methods, which often prioritize grammar and vocabulary instruction, fail to adequately prepare students for real-life communication and interaction. In contrast, discourse-based approaches emphasize the use of language in context,

focusing on authentic communication and the development of practical language skills. The critical areas this research aims to address are as follows:

- a) **Educational Relevance:** As global communication increasingly relies on English, there is a pressing need for learners to develop not just linguistic accuracy but also fluency and pragmatic competence. Discourse-based approaches address this need by immersing students in real-world communicative situations, thereby better preparing them for the complexities of actual language use.
- b) **Pedagogical Gaps:** Despite the theoretical support for discourse-based approaches, there is a significant gap in their practical application in classrooms. Many teachers are either unaware of these methods or lack the necessary skills and resources to implement them effectively. This research seeks to identify and overcome the barriers to the adoption of discourse-based teaching.
- c) **Empirical Evidence:** While there is substantial theoretical literature on the benefits of discourse-based approaches, empirical studies evaluating their effectiveness in various ELT contexts are limited. By providing robust data on the outcomes of these approaches, this research aims to contribute to the evidence base, supporting the case for their broader adoption in ELT.
- d) **Professional Development:** The findings from this research will inform the design of professional development programs tailored to equip teachers with the knowledge and skills required to implement discourse-based approaches. This is particularly important as teachers at different experience levels may have varying needs and challenges in adopting new methodologies.
- e) **Policy and Curriculum Development:** Insights from this research can also influence curriculum design and educational policies, encouraging a shift towards more communicative and context-based language teaching practices. This can lead to

systemic improvements in ELT, ultimately benefiting learners by providing them with more effective and meaningful language education.

By addressing these critical areas, this research aims to improve the overall effectiveness of ELT, ensuring that learners can achieve higher levels of communicative competence and are better prepared for the demands of global communication.

5. **Research Methodology**

This research will adopt a mixed-methods approach, combining qualitative and quantitative research methods to achieve its objectives. The following methodology will be employed:

- a. **Literature Review:** A comprehensive review of existing literature on discourse-based approaches in ELT will be conducted to establish a theoretical framework for the study.
- b. **Questionnaire:** A questionnaire will be administered to ELT practitioners to gather data on their familiarity with and perceptions of discourse-based approaches, as well as the challenges they face in implementing them.
- c. **Classroom Observation:** Classroom observations will be conducted to observe the implementation of discourse-based approaches in real teaching contexts and assess their effectiveness.
- d. **Discourse Analysis:** Discourse analysis will be used to analyze samples of student language use to determine the impact of discourse-based approaches on their language proficiency.
- e. **Interviews:** Semi-structured interviews will be conducted with ELT practitioners to gather in-depth insights into their experiences with discourse-based approaches and their suggestions for improvement.

- f. **Data Analysis:** Data collected from surveys, observations, discourse analysis, and interviews will be analyzed using qualitative and quantitative methods to draw conclusions and make recommendations.

By employing a mixed-methods approach, this research aims to provide a comprehensive understanding of the importance of discourse-based approaches in ELT and their implications for language teaching and learning.

6. Research Questions

The present research aims to provide an answer to the following research questions:

1. Do teaching approaches that focus on discourse contribute to improve language learners' ability to communicate proficiently?
2. Are there differences in the importance of using discourse-based teaching methods according to the years of experience?

7. Hypotheses

1. Discourse-based approaches in English language teaching will contribute to improve greater proficiency in speaking, listening, reading and writing skills compared to those taught through traditional grammar-based methods, as they focus on authentic language use and context.
2. There are differences in the importance of using discourse-based teaching methods according to the teachers' years of experience.

8. Structure of the Dissertation

This dissertation is organized into several chapters, each addressing a critical aspect of the research on discourse-based approaches in English Language Teaching (ELT). The

Introduction chapter sets the context by introducing the concept, stating the research problem, explaining the rationale, and outlining the research questions and objectives. The *LiteratureReview* chapter reviews theoretical foundations, previous studies, and practical implications. The *Methodology* chapter details the research design, participants, data collection methods, data analysis procedures, and measures for ensuring validity and reliability. The *Findings* chapter presents and interprets the research results using tables, charts, and graphs. The *Discussion* chapter compares the findings with existing literature, discusses their implications for ELT, and acknowledges study limitations. The *Conclusion* chapter summarizes the key findings, provides practical recommendations, and suggests directions for future research. The *References* section lists all cited sources, and the *Appendices* include supplementary materials such as survey instruments and additional data.

9. Limitations of the Study

The present study has some limitations. Since the sample size is small (30 teachers), the results may not be representative of the large population. This could impact the validity and the reliability of the findings. Also the characteristics of the participants, such as their limited knowledge about the discourse-based teaching methods, could impact the results and limit the generalizability of the findings.

10. Definition and significance of Discourse-Base Approaches in ELT

Discourse-based approaches in English language teaching (ELT) are methodologies that prioritize teaching language through authentic texts and real-life communication contexts. These approaches move beyond traditional grammar-based instruction to emphasize the use of language for meaningful communication and understanding how

language functions in different contexts. According to McCarthy and Carter (1993), discourse-based approaches view language as a form of social practice, where language is used to achieve communicative goals and create meaning within specific contexts.

One significant aspect of discourse-based approaches is their ability to develop learners' communicative competence. By engaging with authentic texts such as conversations, interviews, and narratives, learners gain a deeper understanding of how language is used in different contexts and develop the skills to communicate effectively in various situations. Celce-Murcia and Olshtain (2000) highlight that discourse-based approaches help learners move beyond rote memorization of language rules to develop the ability to produce and interpret language in authentic contexts.

Another significant aspect of discourse-based approaches is their focus on learner autonomy. These approaches encourage learners to take an active role in their learning by engaging with authentic texts and tasks that require them to use language creatively and independently. According to Nunan (2003b), discourse-based approaches promote learner-centeredness by providing learners with opportunities to explore language in meaningful contexts and develop their own strategies for communication.

Overall, discourse-based approaches play a crucial role in ELT by providing learners with the skills and strategies they need to communicate effectively in real-life situations. By focusing on the use of language in authentic contexts, these approaches help learners develop the fluency, confidence, and cultural competence necessary to engage in meaningful communication. Thornbury (2005a) emphasizes that discourse-based approaches are not just about teaching language but also about teaching learners how to use language to achieve their communicative goals and participate effectively in society.

Part One

Theoretical Part

Chapter One: Theoretical Foundations of Discourse-Based Approaches

Introduction

The field of English Language Teaching (ELT) has witnessed a paradigm shift towards discourse-based approaches, driven by the recognition of the central role discourse plays in language learning and communication. This study explores the theoretical foundations, pedagogical implications, and practical applications of discourse in ELT, focusing on four key areas: Sociocultural Theory, Communicative Competence, Critical Discourse Analysis, and Genre-based Approaches.

1.1. Sociocultural Theory and its Relevance to Discourse in Language

learning

Sociocultural theory, developed by Lev Vygotsky, emphasizes the importance of social interaction in learning and the role of culture in cognitive development. This theory has significant relevance to discourse in language learning, as it highlights the social and cultural aspects of language use and acquisition. The followings are some key points on how sociocultural theory applies to discourse in language learning:

- a) ***Social Interaction***: Sociocultural theory posits that learning occurs through social interaction with more knowledgeable others. In the context of language learning, discourse provides opportunities for learners to engage in meaningful interactions with speakers of the target language, which can enhance their language acquisition (Vygotsky, 1978).
- b) ***Zone of Proximal Development (ZPD)***: The concept of the ZPD refers to the difference between what a learner can do independently and what they can achieve

with the guidance and support of others. In language learning, discourse-based activities can help learners operate within their ZPD by providing scaffolding, feedback, and interaction that facilitate language development (Vygotsky, 1978).

- c) **Cultural Context:** Sociocultural theory emphasizes the influence of culture on learning and development. In language learning, discourse reflects cultural norms, values, and practices, allowing learners to not only acquire language but also understand and navigate the cultural context in which the language is used (Lantolf & Thorne, 2006).
- d) **Mediation:** According to Vygotsky, cognitive processes are mediated by cultural tools such as language. Discourse serves as a primary cultural tool for language learning, enabling learners to internalize language structures and meanings through social interaction (Vygotsky, 1978).
- e) **Collaborative Learning:** Sociocultural theory advocates for collaborative learning environments where learners engage in joint activities with peers and more knowledgeable others. In language learning, discourse-based collaborative tasks promote interaction, negotiation of meaning, and mutual learning among learners (Lantolf & Thorne, 2006).

Sociocultural theory highlights how social and cultural contexts shape language learning. By applying this theory, teachers can create more effective learning experiences that help students develop their language skills in meaningful ways. It emphasizes the importance of discourse as a means of promoting language development in authentic contexts.

1.2.Communicative Competence and the Role of Discourse.

1.2.1. Communicative Competence

Communicative competence, a concept introduced by linguist Dell Hymes in the 1970s, is the ability to use language effectively in communication (Hymes, 1972). It goes beyond just knowing grammar and vocabulary; it includes the ability to use language appropriately in different social contexts. It involves four components :

1. **Grammatical Competence:** Knowledge of the rules of grammar and syntax.
2. **Sociolinguistic Competence:** Understanding the social rules of language use, such as politeness, strategies and register variation.
3. **Discourse Competence:** Knowing how to connect sentences and organize ideas in extended stretches of language (discourse).
4. **Strategic Competence:** Knowing how to compensate for breakdowns in communication and how to use communication strategies to enhance understanding.

1.2.2.The Role of Discourse in ELT

Discourse, or the way language is used in texts and conversations, plays a crucial role in developing communicative competence in English Language Teaching (ELT) (Celce-Murcia & Olshtain, 2000). By analyzing and practicing discourse, learners can:

1. **Understand Pragmatic and Cultural Contexts:** Discourse analysis helps learners understand how language is used to achieve social goals and how cultural factors influence language use.
2. **Develop Fluency:** By practicing discourse patterns, learners become more fluent in producing and understanding language in real-time communication.

3. **Enhance Listening Skills:** Discourse-based activities improve learners' ability to understand extended speech and follow conversational cues.
4. **Improve Speaking Skills:** By engaging in authentic discourse activities, learners practice expressing themselves in a variety of contexts and for different purposes.

Discourse in ELT refers to how language is used in real-life situations, such as conversations, interviews, and discussions (Thornbury, 2005). Understanding discourse helps learners use language appropriately in different contexts, such as formal presentations, casual conversations, or academic discussions.

In ELT, a discourse-based approach focuses on teaching language in context, helping learners understand not just the rules of grammar but also how language is used in different situations (Richards & Rodgers, 2014). This approach emphasizes the importance of teaching functional language skills, such as making requests, giving opinions, and negotiating meaning, through authentic texts and activities.

By incorporating discourse into ELT, educators can help learners develop communicative competence by teaching them how to use language effectively in real-life situations. This approach can lead to more meaningful and engaging language learning experiences for students.

1.3.Critical Discourse Analysis in ELT

1.3.1. Definition and Principles

CDA (Critical Discourse Analysis) is an interdisciplinary approach that examines the relationship between language, power, and society (Fairclough, 2001). It emphasizes the critical analysis of texts to uncover hidden ideologies, power structures, and social

inequalities. In ELT, CDA aims to develop learners' critical language awareness, enabling them to understand and critique how language reflects and shapes social realities.

1.3.2. Pedagogical Goals

The goal of integrating CDA into ELT is to help students become more critical consumers and producers of language (Pennycook, 2001). By analyzing texts, students can uncover underlying power dynamics, biases, and assumptions, which can enhance their ability to understand and respond to diverse perspectives.

1.3.3. Classroom Practices

CDA in ELT involves various classroom practices, such as:

- Analyzing authentic texts (e.g., news articles, advertisements, political speeches) to identify linguistic features that reflect power relations and ideologies.
- Encouraging students to critically evaluate texts, questioning the author's intent, audience, and underlying messages.
- Creating opportunities for students to produce their own texts that challenge dominant discourses and promote alternative perspectives.

1.3.4. Language Skills Development

Incorporating CDA into ELT can enhance students' language skills in several ways (Gee, 2014):

- *Reading comprehension*: Students learn to critically analyze and interpret complex texts, improving their reading comprehension skills.
- *Writing proficiency*: By producing texts that engage with social issues, students can develop their writing skills and express their opinions more effectively.

- *Speaking and listening*: Discussions and debates on topics related to CDA can improve students' speaking and listening skills, as they learn to articulate and respond to different viewpoints.

1.3.5. Assessment

Assessing students' understanding and application of CDA principles can be done through various means (Canagarajah, 2005):

- *Analytical essays*: Students can write essays analyzing a text from a critical discourse perspective.
- *Oral presentations*: Students can present their analyses of texts or discuss how language is used in different contexts to convey power and ideology.
- *Projects*: Group projects that involve creating multimedia presentations or campaigns that challenge dominant discourses can assess students' ability to apply CDA principles.

Incorporating CDA into ELT can empower students to critically engage with language and society, fostering a deeper understanding of how language shapes our world.

1.4. Genre Based Approaches to Discourse

Genre-based approaches to discourse in English Language Teaching (ELT) focus on teaching language through the study of different genres or types of texts. This approach helps learners understand how language is used in specific contexts and situations.

1.4.1. Definition and Principles

Genre-based approaches in ELT are rooted in Systemic Functional Linguistics (SFL) and genre theory, which posit that language is a social practice and that different types of texts

(genres) serve different social purposes (Derewianka, 1990; Martin, 1999). These approaches emphasize teaching language in context, focusing on how language is used to achieve specific communicative goals in different genres.

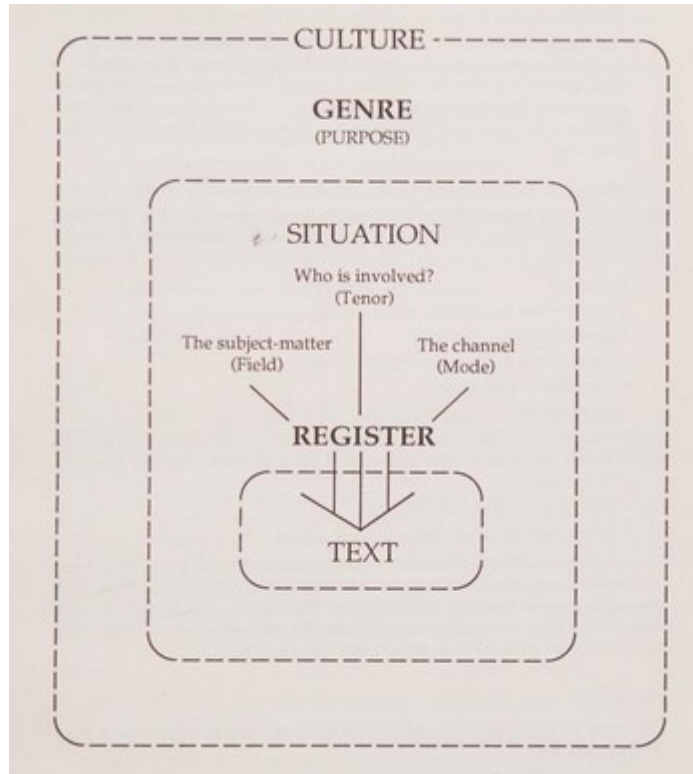


Figure 01 :Genre-based approaches

1.4.2. Pedagogical Goals

The primary goal of genre-based approaches is to develop students' genre awareness, enabling them to recognize, analyze, and produce different genres of texts (Hyland, 2007). By understanding the typical features and structures of genres, students can become more effective communicators in various contexts.

1.4.3. Classroom Practices

Genre-based teaching typically involves the following practices (Derewianka, 1990; Martin & Rose, 2007):

- *Analyzing authentic texts*: Students examine real-world texts to identify their genre characteristics, such as structure, language features, and communicative purposes.
- *Modeling*: Teachers provide models of different genres and guide students in identifying key features and structures.
- *Joint construction*: Students and teachers collaboratively create texts in different genres, focusing on applying genre-specific language and structures.
- *Independent production*: Students produce their own texts in various genres, applying the knowledge and skills they have learned.

1.4.4. Language Skills Development

Genre-based approaches can enhance students' language skills in multiple ways (Paltridge, 2001):

- *Reading comprehension*: By analyzing different genres, students improve their ability to understand and interpret a wide range of texts.
- *Writing proficiency*: Genre-based instruction helps students develop their writing skills by teaching them how to structure and compose texts in different genres.
- *Speaking and listening*: Genre-based activities can also improve students' speaking and listening skills, as they learn to use appropriate language in different contexts and for different purposes.

1.4.5. Assessment

Assessment in genre-based approaches focuses on students' ability to analyze, produce, and effectively use different genres of texts (Martin & Rose, 2007). Assessments may include genre analysis tasks, genre-based writing assignments, and oral presentations in specific genres.

Conclusion

In conclusion, discourse-based approaches offer a rich and nuanced framework for enhancing language learning and teaching practices in ELT. By understanding and incorporating these approaches into their pedagogy, educators can create more meaningful and engaging learning experiences that empower students to become competent and critical communicators in English.

This study calls for further research and exploration into the practical application of discourse-based approaches in ELT, emphasizing the need for ongoing professional development and curriculum innovation to meet the evolving needs of language learners in a globalized world.

Chapter Two: Practical Application of Discourse Based

Approaches in ELT

Introduction

Discourse-based approaches in English Language Teaching (ELT) offer practical ways to integrate language skills in meaningful contexts. According to Celce-Murcia and Olshtain (2000), these practical applications of discourse-based approaches help students develop communicative competence and use language effectively in various contexts.

2.1. Developing Speaking Skills Through Discourse

Developing speaking skills through discourse-based approaches in English Language Teaching (ELT) involves creating opportunities for students to engage in meaningful spoken interactions. Here are some practical applications:

2.1.1 Role-plays and Simulations

According to Richards and Rodgers (2014), role-plays and simulations are effective in teaching language as they create scenarios that require students to use language authentically. This allows students to practice real-life communication. Similarly, Nunan (2003) suggests that role-plays can be used to simulate real-world situations, such as ordering food in a restaurant or negotiating a business deal, helping students develop their speaking skills.

2.1.2 Debates and Discussions

Thornbury (2005) highlights the importance of debates and discussions in teaching speaking skills. Organizing debates or discussions on relevant topics encourages students to

express their opinions, support their arguments, and engage in respectful dialogue. Bygate (2001) also emphasizes the role of debates and discussions in promoting speaking fluency and accuracy.

2.1.3 Storytelling and Narratives

Jennifer (2004) argues that storytelling and narratives are effective in teaching speaking skills as they help students develop storytelling skills and use language to create coherent narratives. Thornbury and Slade (2006) further suggest that storytelling can be used to engage students and promote speaking fluency.

2.1.4 Information Gap Activities

Ur (1981) suggests that information gap activities are useful in teaching speaking as they require students to exchange information to complete a task, promoting information sharing and negotiation of meaning. Celce-Murcia and Olshtain (2000) also emphasize the importance of information gap activities in developing speaking skills.

2.1.5 Collaborative Projects

Nunan (2003b) discusses the benefits of collaborative projects in teaching speaking skills. Assigning group projects that require students to collaborate and communicate effectively helps them develop their speaking skills. Stoller (2004) also highlights the role of collaborative projects in promoting speaking fluency and accuracy.

2.1.6 Feedback and ErrorCorrection

Lightbown and Spada (2013) emphasize the importance of feedback and error correction in teaching speaking skills. Providing feedback on students' speaking performance helps them

improve their accuracy and fluency. Ellis (2003) also discusses the role of feedback in promoting speaking development.

2.1.7 Use of Discourse Markers

Schiffrin (1987) discusses the use of discourse markers in teaching speaking. Teaching students how to use discourse markers helps them organize their ideas and make their speech more coherent. Schiffrin, Tannen, and Hamilton (2015) further emphasize the role of discourse markers in spoken discourse.

2.1.8 Reflection and Self-Assessment

Nunan (2004) suggests that reflection and self-assessment are important in teaching speaking skills. Encouraging students to reflect on their speaking skills and set goals for improvement helps them become more aware of their strengths and weaknesses. Holec (1981) also discusses the role of reflection in promoting learner autonomy.

2.1.9 Role of Culture in Communication

Holliday (2010) discusses the role of culture in communication. Helping students understand how cultural norms and values influence communication styles can improve their ability to communicate effectively with people from different cultures. Kramsch (2003) also emphasizes the importance of cultural awareness in language learning.

2.1.10 Integration of Technology

Stockwell (2013) discusses the integration of technology in teaching speaking skills. Using technology to facilitate speaking practice, such as recording and listening to speeches,

can enhance students' speaking skills. Warschauer and Kern (2000) also highlight the role of technology in promoting speaking fluency.

These practical applications of discourse-based approaches can help students develop their speaking skills and become more confident and proficient communicators in English.

2.2. Enhancing Listening Skills through Discourse

Enhancing listening skills through discourse-based approaches in English Language Teaching (ELT) involves providing opportunities for students to engage with spoken language in meaningful ways. Here are some practical applications:

2.2.1 Authentic Listening Materials

Richards and Rodgers (2001) emphasize the importance of using authentic listening materials in teaching listening skills. Authentic materials expose students to real-life spoken language and natural discourse, helping them develop their listening skills. Nunan (2003b) also suggests that authentic materials can motivate students and make listening more engaging.

2.2.2 Focus on Listening Strategies

Thornbury (2005) discusses the use of listening strategies in teaching listening skills. Teaching students specific listening strategies, such as predicting and summarizing, can help them understand spoken language more effectively. Bygate (2001) also highlights the role of listening strategies in improving listening comprehension.

2.2.3 Interactive Listening Tasks

Ur (1981) suggests using interactive listening tasks to promote active listening and engagement. Tasks such as information gap activities or role-plays require students to listen and respond, enhancing their listening skills. Celce-Murcia and Olshtain (2000) also emphasize the importance of interactive tasks in developing listening skills.

2.2.4 Note-Taking Practice

Jennifer (2004) discusses the benefits of note-taking practice in improving listening comprehension. Encouraging students to take notes while listening helps them identify key information and improve their retention of the content. Thornbury and Slade (2006) also highlight the role of note-taking in enhancing listening skills.

2.2.5 Transcription and Analysis

Schiffrin (1987) discusses the use of transcription and analysis in teaching listening. Having students transcribe short spoken texts and analyze them for language features can help them understand spoken language more effectively. Schiffrin, Tannen, and Hamilton (2001) further emphasize the importance of transcription and analysis in developing listening skills.

2.2.6 Listening for Specific Purposes

Nunan (2003a) highlights the importance of listening for specific purposes in teaching listening skills. Providing listening tasks that are related to students' interests or goals can increase motivation and relevance. Stoller (2004) also discusses the role of listening for specific purposes in enhancing listening skills.

2.2.7 Peer Listening Activities

Lightbown and Spada (2013) suggest using peer listening activities to improve listening skills. Organizing activities where students listen to each other and provide feedback can enhance both listening and speaking skills. Ellis (2003) also discusses the benefits of peer feedback in improving listening comprehension.

2.2.8 Use of Audiovisual Materials

Schiffirin (1987) discusses the use of audiovisual materials in teaching listening. Incorporating videos and films into listening activities can provide visual context and enhance comprehension. Schiffirin, Tannen, and Hamilton (2015) further emphasize the role of audiovisual materials in developing listening skills.

2.2.9 Listening Journals

Nunan (2004) suggests using listening journals to improve listening skills. Asking students to reflect on their listening experiences and difficulties encountered can help them develop strategies for improving their listening skills. Holec (1981) also discusses the benefits of reflective practice in language learning.

2.2.10 Integration of Technology

Stockwell (2013) discusses the integration of technology in teaching listening skills. Using technology to facilitate listening practice, such as online listening exercises and podcasts, can enhance students' listening skills. Warschauer and Kern (2000) also highlight the role of technology in promoting listening comprehension.

By applying these practical strategies, teachers can help students develop their listening skills and become more proficient in understanding spoken English in various contexts.

2.3.Improving Reading Skills through Discourse

Improving reading skills through discourse-based approaches in English Language Teaching (ELT) involves engaging students with written texts in meaningful ways. Here are some practical applications:

2.3.1 Genre Analysis

According to Johns (2002), genre analysis is effective in teaching reading as it helps students understand the conventions and structures of different types of texts. Paltridge (2001) also suggests that genre analysis can help students develop their reading skills by exposing them to a variety of text types.

2.3.2 Textual Cohesion

Halliday and Hasan (2014) emphasize the importance of textual cohesion in reading. Understanding how texts are organized and how cohesive devices are used can help students understand the relationships between different parts of a text. Celce-Murcia and Olshtain (2000) further highlight the role of cohesion in reading comprehension.

2.3.3 Schema Activation

Carrell, Devine, and Eskey (1988) suggest activating students' background knowledge before reading to help them make connections between new information and what they already know. Anderson (2005) also discusses the benefits of schema activation in improving reading comprehension.

2.3.4 Reading for Specific Purposes

Dudley-Evans and St. John (1998) discuss the importance of reading for specific purposes in teaching reading skills. Providing reading tasks that are related to students' interests or goals can increase motivation and relevance. Basturkmen (2006) also emphasizes the role of reading for specific purposes in enhancing reading skills.

2.3.5 Critical Reading Skills

Wallace (1992) emphasizes the importance of critical reading skills in reading comprehension. Teaching students how to analyze and evaluate texts critically can help them understand the author's purpose, point of view, and argumentation strategies. Nuttall (2005) also discusses the role of critical reading skills in improving reading comprehension.

2.3.6 Collaborative Reading Activities

Johnson, Johnson, and Holubec (1994) suggest using collaborative reading activities to promote interaction and the sharing of ideas among students. Nunan (2003a) further discusses the benefits of collaborative reading activities in improving reading skills.

2.3.7 Use of Authentic Materials

Brown (2007) emphasizes the importance of using authentic materials in teaching reading. Authentic texts expose students to real-life language use and cultural contexts, helping them develop their reading skills. Harmer (2007) also discusses the benefits of using authentic materials in reading instruction.

2.3.8 Vocabulary Development

Nation (2008) suggests teaching vocabulary in context to help students understand word meanings and usage more effectively. Schmitt and McCarthy (1997) also emphasize the importance of vocabulary development in improving reading skills.

2.3.9 Reading Fluency Practice

Rasinski, Blachowicz, and Lems (2006) suggest practicing reading fluency to improve reading skills. Providing opportunities for students to practice reading aloud can enhance fluency and pronunciation. Rasinski (2003) also discusses the benefits of fluency practice in building word recognition and comprehension skills.

2.3.10 Integration of Technology

Warschauer and Kern (2000) discuss the integration of technology in reading instruction. Using technology, such as online reading exercises and e-books, can enhance students' reading skills. Chapelle (2003) also emphasizes the role of technology in promoting reading comprehension.

By applying these practical strategies, teachers can help students develop their reading skills and become more proficient readers in English.

2.4. Writing Skills and Discourse

Improving writing skills through discourse-based approaches in English Language Teaching (ELT) involves helping students develop the ability to write coherently and effectively for different purposes and audiences. Here are some practical applications:

2.4.1. Genre-Based Writing Tasks

Johns (2002) emphasizes the importance of teaching writing through different genres to help students understand the conventions and structures of different types of texts. Paltridge (2001) also suggests that genre-based writing tasks can help students develop their writing skills by exposing them to a variety of text types.

2.4.2. Textual Coherence and Cohesion

Halliday and Hasan (2014) discuss the role of textual coherence and cohesion in writing. Understanding how texts are organized and how cohesive devices are used can help students write more coherently and effectively. Celce-Murcia and Olshtain (2000) further highlight the importance of coherence and cohesion in writing.

2.4.3. Collaborative Writing Activities

Johnson, Johnson, and Holubec (1998) suggest using collaborative writing activities to promote interaction and the sharing of ideas among students. Nunan (2003a) further discusses the benefits of collaborative writing activities in improving writing skills.

2.4.4. Feedback and Revision

Wallace (1992) emphasizes the importance of providing feedback on students' writing to help them improve their clarity, coherence, and organization. Nuttall (2005) also discusses the role of revision in improving writing skills.

2.4.5. Writing for Specific Purposes

Dudley-Evans and St. John (1998) discuss the importance of writing for specific purposes in teaching writing skills. Providing writing tasks that are related to students' interests or goals can increase motivation and relevance. Basturkmen (2006) also emphasizes the role of writing for specific purposes in enhancing writing skills.

2.4.6. Use of Authentic Materials

Brown (2007) emphasizes the importance of using authentic materials as models for writing tasks. Authentic texts can help students see how language is used in real-life contexts, improving their writing skills. Harmer (2007) also discusses the benefits of using authentic materials in writing instruction.

2.4.7. Vocabulary and Language Use

Nation (2008) suggests teaching vocabulary and language use in context to help students understand how words and phrases are used in authentic texts. Schmitt and McCarthy (1997) also emphasize the importance of vocabulary development in writing skills.

2.4.8. Critical Writing Skills

Wallace (1992) discusses the importance of critical writing skills in constructing well-reasoned arguments and opinions. Teaching students how to analyze and evaluate texts critically can help them develop their writing skills. Nuttall (2005) also discusses the role of critical writing skills in writing development.

2.4.9. Grammar and Mechanics

Nation (2008) suggests teaching grammar and mechanics in the context of writing to help students improve their accuracy and fluency. Schmitt and McCarthy (1997) also emphasize the importance of grammar and mechanics in writing skills.

2.4.10. Integration of Technology

Warschauer and Kern (2000) discuss the integration of technology in writing instruction. Using technology, such as word processing software and online writing platforms, can enhance students' writing skills. Chappelle (2003) also emphasizes the role of technology in promoting writing development.

Conclusion

Discourse-based approaches in English Language Teaching (ELT) provide effective strategies to enhance speaking, listening, reading, and writing skills. For speaking, activities like role-plays, debates, and collaborative projects promote fluency and communicative competence, while feedback and technology support practice. In listening, using authentic materials and interactive tasks improves comprehension and active listening. For reading, genre analysis and understanding textual cohesion help students navigate and critically analyze texts, supported by specific purpose reading tasks. In writing, genre-based tasks and collaborative activities improve coherence and structure, with feedback and technology facilitating continuous improvement. These strategies create a rich, interactive learning environment, ensuring students develop comprehensive English proficiency for real-world communication.

Practical Part

Research Methodology and Data Analysis

1. Methodology

Introduction

This chapter addresses the methodology used in this research. The adopted methodology includes the population and sample, instrument for data collection, questionnaires, data collection to achieve the objectives of the study and data analysis procedures. In this chapter there will be an illustration of the methodology which involves development of the questionnaire and administration of the questionnaire. Moreover, this chapter presents the validity and reliability of the questionnaire and the procedures that are followed, and finally the statistical methods that were applied to data analysis.

1.1. Research Methods

In this study, we aim to confirm our hypotheses through a descriptive analysis focused on teachers' actions in the classroom when presenting lessons on the four skills: speaking, listening, reading, and writing. Specifically, we will examine whether discourse-based approaches in English Language Teaching (ELT) contribute to greater proficiency in these skills. Additionally, we will investigate whether the perceived importance of using discourse-based teaching methods varies according to teachers' years of experience. The data collected will help confirm our hypotheses and provide insights into the effectiveness of these approaches in improving language proficiency.

1.2. Population and Sample of the Study

(30) teachers from different secondary schools in Ghardaia were given a questionnaire consisting of four parts (Appendix A). They have been chosen randomly. The responses to this questionnaire, distributed among 30 teachers, constitute the principal source of data. The

questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of discourse-based approaches in ELT.

In this study, we classified the sample according to independent variables: gender, age and years of experience as follows:

Variable	Variable Level	Number	Percentage %
Gender	Male	6	20%
	Female	24	80%
	Total	30	100%
Age	30 or less	1	3.33%
	31-40	15	50%
	41-50	10	33.33
	51 or more	3	10%
	Total	30	100%
Years of Experience	5 years or less	1	3.33%
	6-15	18	60%
	16-25	7	23.33%
	26 or more	4	13.33

Table 01: Demographic characteristics of the sample.

1.3. Questionnaire and Data Collection

In this study, a questionnaire (Appendix A) is used as an instrument to examine the importance of discourse-based approaches in English language teaching and how these approaches can contribute to improving proficiency in speaking, listening, reading, and writing skills. The questionnaire is divided into four parts: Part one focuses on developing speaking skills through discourse; part two addresses enhancing listening skills through discourse; part three is about improving reading skills through discourse; and part four concentrates on improving writing skills through discourse. Each part consists of ten close-ended questions to facilitate data collection.

The data of the present study was collected through a questionnaire that was administered to secondary school teachers of English from Ghardaia during the third trimester of the academic year (2023/2024). 40 copies of the questionnaire were given to teachers, but only 30 copies were returned back.

1.4. Questionnaire Validity and Reliability

1.4.1. Validity

To ensure a high level of validity, the questionnaire has been handed to a number of concerned experts from the University of Ghardaia and some inspectors of English, for evaluation and feedback. These referees kindly presented their views on the questionnaire in terms of its content, clarity of items' meaning and suitability. They also proposed what they deem necessary to modify the formulation of items in order to avoid any misunderstanding and to assure that the questionnaire meets aims of the study. The final copy of the questionnaire was modified according to the referees' recommendations.

1.4.2. Reliability

In order to analyze the data and get its reliability, Cronbach Alfa, pertinent statistical techniques are used such as (SPSS) statistical packages, descriptive statistics, means, standard deviations and percentages.

Correlation coefficient

The questionnaire is divided into two parts: the first part represents the odd questions and the second part represents the even questions. Then the correlation coefficient (r) is calculated between the scores of the odd questions and the scores of the even questions.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

	X	Y	X*Y	X²	Y²
Sums	116	120	470	456,408	486,2

Table 02: Correlation coefficient

$$r = 0.832$$

$$SB = \frac{2r}{1+r} = 0.908$$

The reliability coefficient equals 0.908. Therefore, it can be said that parts of the questionnaire are consistent and valid to measure what they were set for.

1.4.3. Statistical treatment

The researcher used the four-point Likert scale to measure responses on questionnaire items. In terms of the frequency done, the results ranging from never (1) to always (5) appeared as shown in table (3) herein below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Scale	Never	Rarely	Sometimes	Often	Always
Relative Answers	1	2	3	4	5

Table (03) Likert Scale

Conclusion

This Chapter presented the methodology. It discussed the research methods, the population of the study, data collection of the questionnaire. Then the validity and the reliability of the present research were discussed, including statistical treatment.

2. Findings and Discussion

Introduction

This chapter presents the results of the study. Each category in the questionnaire is discussed in the light of the teachers' perceptions as detected in the questionnaire. Quantitative data analysis methods have been used. The data collected through questionnaire was processed and analyzed by means of the Statistical Package for the Social Sciences (SPSS). Thus, this chapter includes a statistical analysis of the data resulting from the study in order to answer the research questions.

2.1. Findings

2.1.1. Developing speaking skills through discourse

	<i>Item 1</i>	<i>Item 2</i>	<i>Item 3</i>	<i>Item 4</i>	<i>Item 5</i>	<i>Item 6</i>	<i>Item 7</i>	<i>Item 8</i>	<i>Item 9</i>	<i>Item 10</i>	<i>Total</i>	<i>Percent age %</i>
<i>Always</i>	5	14	1	7	10	10	14	10	3	11	85	28,33
<i>Often</i>	13	12	16	19	12	13	11	17	17	12	142	47,33
<i>Sotmes</i>	9	4	5	4	6	6	5	3	6	6	54	18,00
<i>Rarely</i>	1	0	6	0	2	1	0	0	3	1	14	4,67
<i>Never</i>	2	0	2	0	0	0	0	0	1	0	5	1,67

Table 04 : Speaking Rates

According to the table (0), less than the half of teachers (47.33%) who often develop speaking skills through discourse. While just (28.33%) of them always develop speaking skills through discourse. Those who say that they sometimes do it represent (18%). But who answer that they rarely or never develop speaking skills through discourse represent respectively (4.67%) and (1.67%). This shows that teachers focus on discourse in their teaching in a way or another to improve language learners' ability to communicate proficiently.

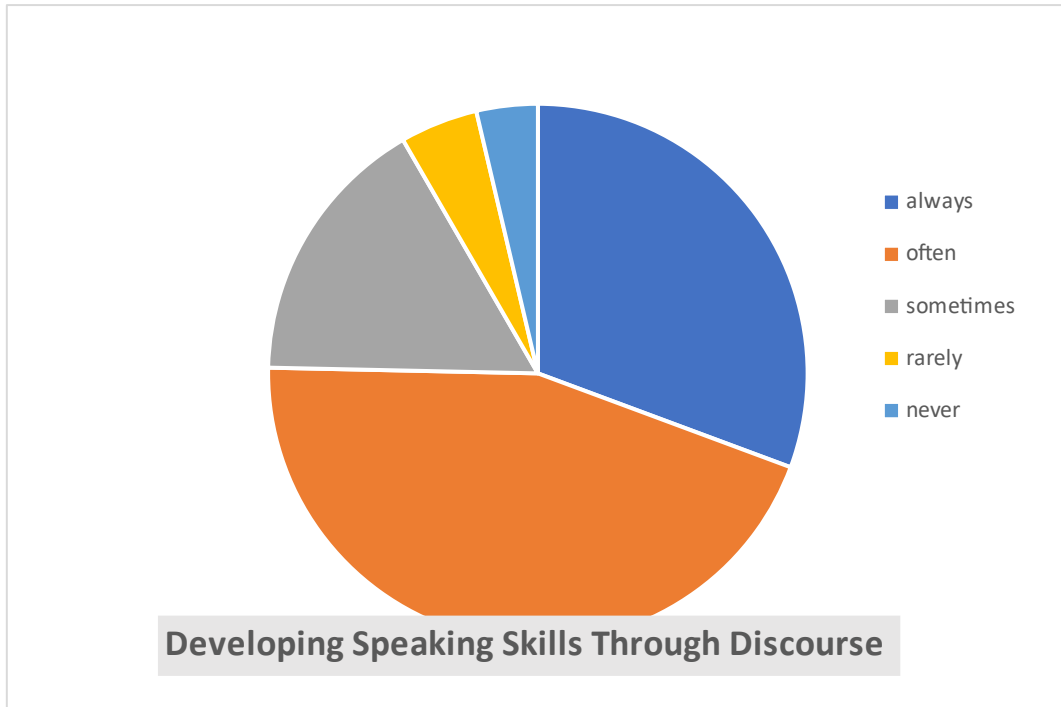


Figure 02 : Developing Speaking Skills Through Discourse

2.1.2. Enhancing listening skills through discourse

	<i>Item 1</i>	<i>Item 2</i>	<i>Item 3</i>	<i>Item 4</i>	<i>Item 5</i>	<i>Item 6</i>	<i>Item 7</i>	<i>Item 8</i>	<i>Item 9</i>	<i>Item 10</i>	<i>Total</i>	<i>Percent age %</i>
<i>Always</i>	12	15	12	25	1	8	4	5	3	6	91	30,33
<i>Often</i>	9	12	15	4	9	16	15	12	13	9	114	38,00
<i>Sotmes</i>	5	3	1	1	16	5	8	8	12	8	67	22,33
<i>Rarely</i>	4	0	2	0	4	1	2	2	2	5	22	7,33
<i>Never</i>	0	0	0	0	0	0	1	3	0	2	6	2,00

Table 05 : Listening Rates

According to the table (0), less than the half of teachers (38%) who often enhance listening skills through discourse. While just (30%) of them always enhance listening skills through discourse. Those who say that they sometimes do it represent (22.33%). But who answer that they rarely or never enhance listening skills through discourse represent respectively (7.33%) and (2%). This shows that teachers focus a little bit on authentic language use and context in their teaching in a way or another to improve language learners' ability to communicate proficiently.

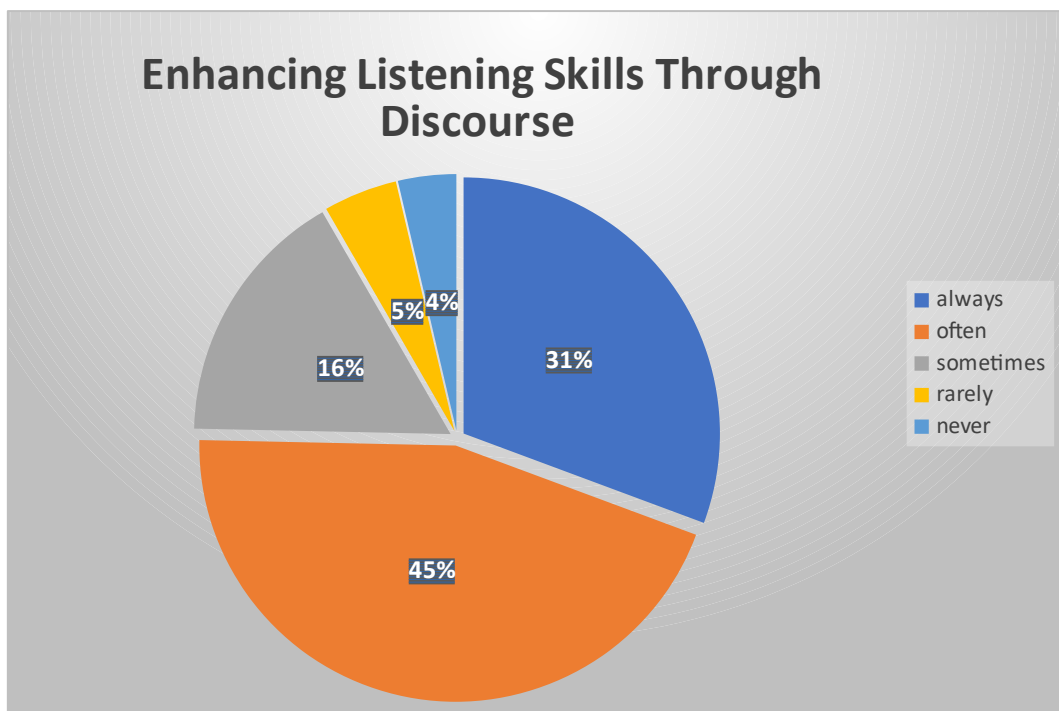


Figure 03 : Enhancing Listening Skills Through Discourse

2.1.3. Improving Reading Skills Through Discourse

	<i>Item 1</i>	<i>Item 2</i>	<i>Item 3</i>	<i>Item 4</i>	<i>Item 5</i>	<i>Item 6</i>	<i>Item 7</i>	<i>Item 8</i>	<i>Item 9</i>	<i>Item 10</i>	<i>Total</i>	<i>Percent age %</i>
<i>Always</i>	5	15	22	12	7	8	6	17	4	3	99	33,00
<i>Often</i>	16	13	7	14	13	12	16	11	15	6	123	41,00
<i>Sotmes</i>	5	2	1	3	8	6	4	1	6	12	48	16,00
<i>Rarely</i>	2	0	0	1	1	4	3	1	3	2	17	5,67
<i>Never</i>	2	0	0	0	1	0	1	0	2	7	13	4,33

Table 06 : Reading Rates

According to the table (0), less than the half of teachers (41%) who often improve reading skills through discourse. While just (33%) of them always improve reading skills through discourse. Those who say that they sometimes do it represent (16%) only. But who answer that they rarely or never enhance listening skills through discourse represent respectively (5.67%) and (4.33%). This shows that teachers focus more on engaging students with written texts in meaningful ways and authentic language in their teaching in a way or another to understand how language is used in different situations.

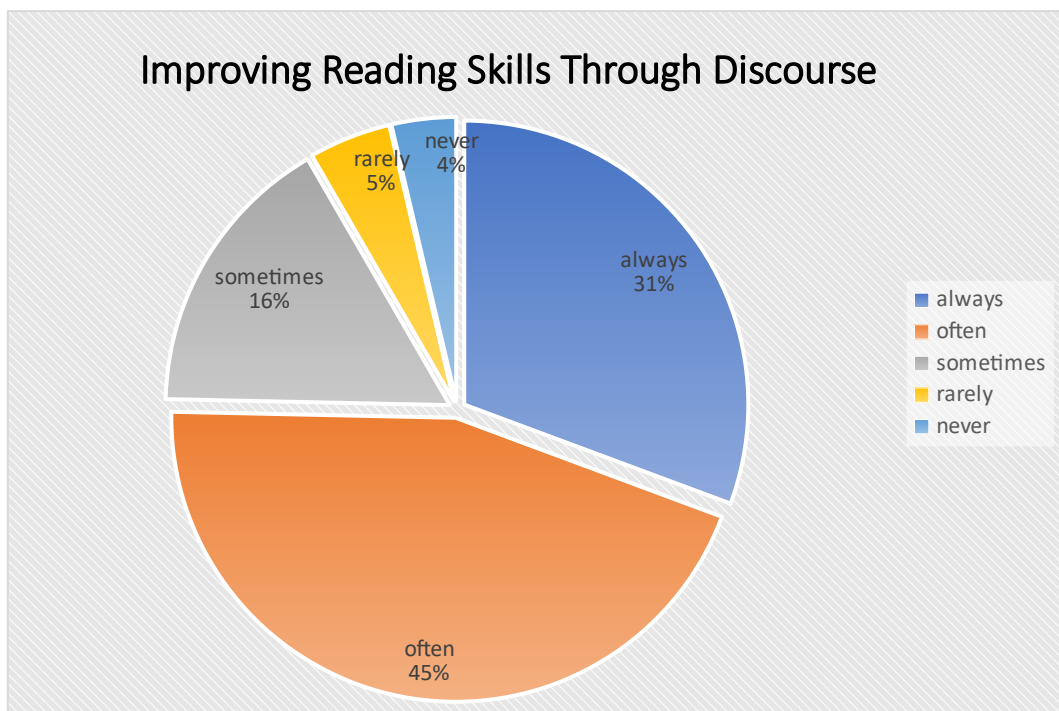


Figure 04 : Improve Reading Skills Through Discourse

2.1.4. Writing skills and Discourse

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total	Percent age %
<i>Always</i>	7	12	12	17	8	7	15	2	8	4	92	30,67
<i>Often</i>	15	16	14	11	19	13	11	13	18	4	134	44,67
<i>Sotmes</i>	5	2	3	2	1	6	4	12	2	12	49	16,33
<i>Rarely</i>	1	0	1	0	2	3	0	1	2	4	14	4,67
<i>Never</i>	2	0	0	0	0	1	0	2	0	6	11	3,67

Table 07 :Writing Rates

According to the table (0), less than the half of teachers (44.67%) who often improve writing skills through discourse. While just (30.67%) of them always improve writing skills through discourse. Those who say that they sometimes do it represent (16.33%) only. But who answer that they rarely or never improve writing skills through discourse represent respectively (4.67%) and (3.67%). This shows that teachers focus more on helping students develop the ability to write coherently and effectively for different purposes and audiences.

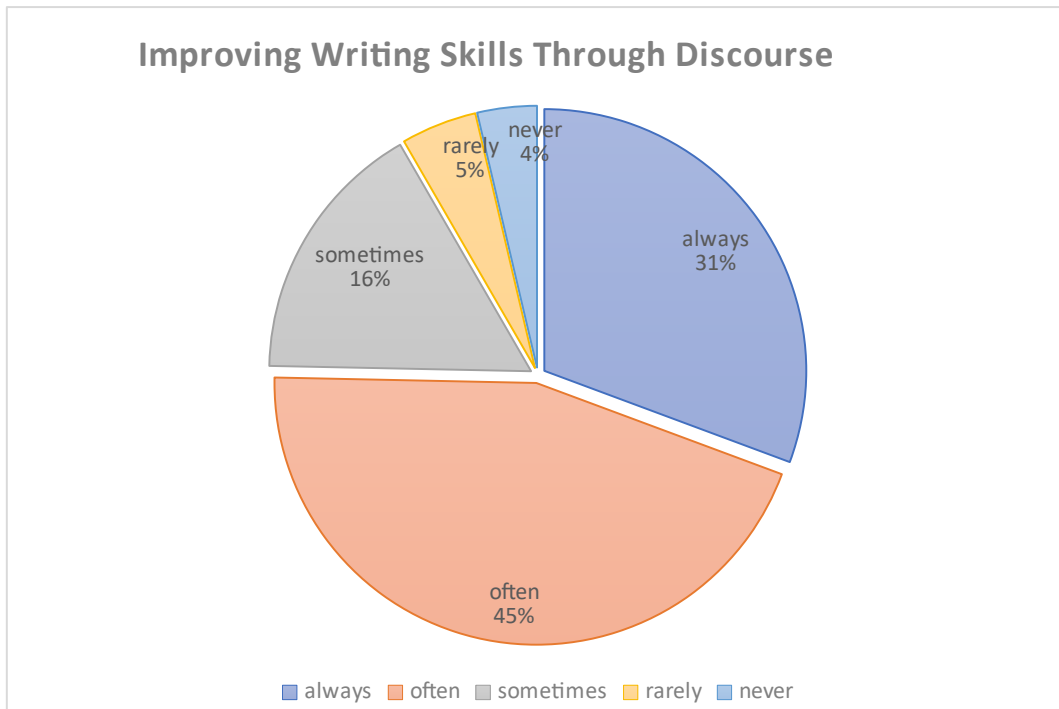


Figure 05 : Improve Writing Skills Through Discourse

2.2. Discussion of Findings

The data collected from the tables on developing speaking, listening, reading, and writing skills through discourse-based approaches reveals several key insights into current teaching practices among English language teachers.

2.2.1. Speaking Skills

The findings indicate that a significant proportion of teachers (47.33%) often incorporate discourse-based activities to develop speaking skills, while 28.33% always do so. This suggests a strong inclination towards using interactive methods like role-plays, debates, and storytelling, which are effective in promoting fluency and communicative competence. However, the fact that 18% only sometimes use these methods and 6.34% rarely or never do highlights the variability in teaching practices and potential areas for increased focus on discourse-based approaches.

2.2.2. Listening Skills

For listening skills, 38% of teachers often enhance listening skills through discourse, and 30.33% always do so. The use of authentic listening materials and interactive tasks appears prevalent, fostering better listening comprehension. Nonetheless, 22.33% of teachers sometimes focus on these activities, and a smaller fraction, 9.33%, rarely or never incorporate them. This points to the need for more consistent integration of discourse-based listening activities across the board to ensure comprehensive language development.

2.2.3. Reading Skills

The data shows that 41% of teachers often improve reading skills through discourse, while 33% always do. Activities like genre analysis and understanding textual cohesion are commonly used, aiding students in navigating and critically analyzing texts. Yet, with 16% of teachers only sometimes using these strategies and 10% rarely or never doing so, there's room to enhance the consistency and frequency of these effective reading practices.

2.2.4. Writing Skills

Regarding writing skills, 44.67% of teachers often use discourse-based approaches, and 30.67% always do so. Genre-based tasks and collaborative writing activities seem to be popular methods, helping students develop coherent and effective writing. However, 16.33% of teachers only sometimes focus on these strategies, and 8.34% rarely or never use them. This variability suggests that while many teachers recognize the importance of discourse-based writing activities, there is potential for broader and more consistent application.

2.3. General Trends

Across all four skills, the data reveals that a majority of teachers frequently use discourse-based approaches, reflecting a recognition of their effectiveness in enhancing language proficiency. However, there remains a significant proportion of teachers who do not consistently implement these strategies. This inconsistency highlights the need for more

professional development and support to ensure all teachers can effectively utilize discourse-based methods. By increasing the consistent application of these approaches, teachers can better support their students in becoming proficient and confident English communicators.

Conclusion

The analysis of teaching practices indicates a substantial integration of discourse-based approaches to develop speaking, listening, reading, and writing skills among English language teachers. However, while a majority of teachers frequently use these methods, there is notable variability and inconsistency in their application. To maximize the benefits of discourse-based teaching, there is a need for enhanced professional development and support to ensure all teachers can effectively and consistently implement these strategies. This will help in fostering a more comprehensive and coherent language learning environment, ultimately leading to improved proficiency and confidence in students' communicative abilities.

2.4. General Discussion

a. The First Question

Scale	Specimen	Average (mean)	Σ Average (mean)	Standard Deviation
Teaching Skills	30	3,925	156.53	0.863

Do teaching approaches that focus on discourse contribute to improve language learners' ability to communicate proficiently?

Table 08 : Results of the First Question

According to the results in the table above, discourse-based approaches in English language teaching contributes to improve greater proficiency in speaking, listening, reading and writing skills compared to those taught through traditional grammar-based methods, as they focus on authentic language use and context.

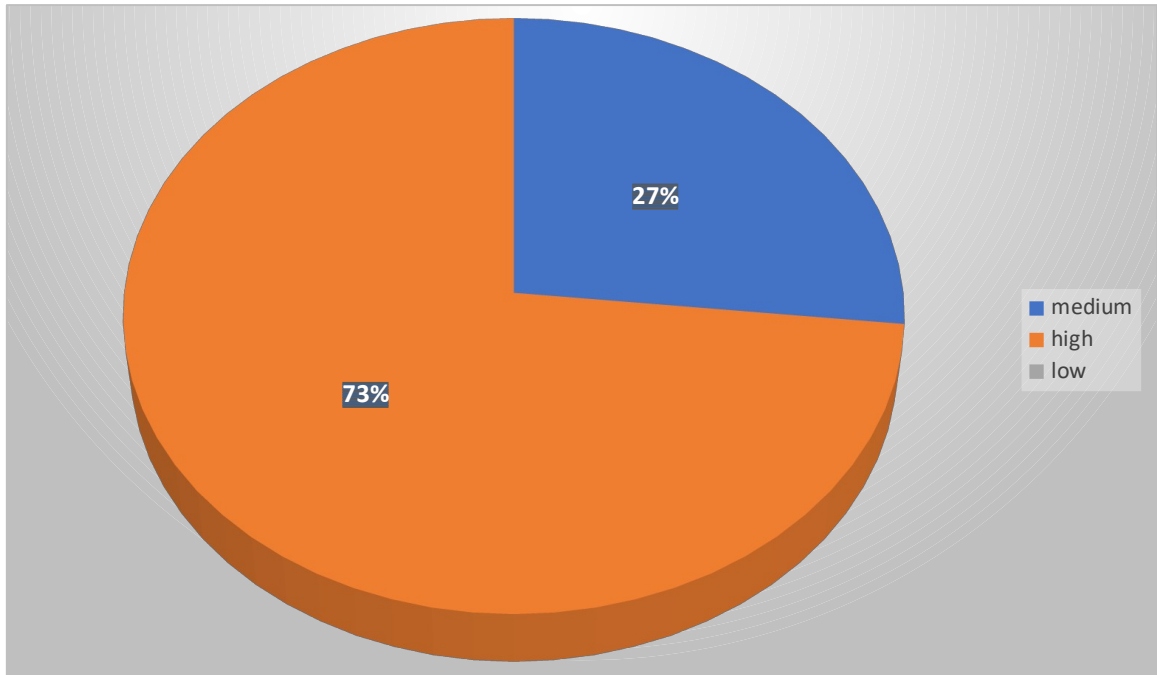


Figure 06:Teaching Skills using DBA.

b. The Second Question

Are there differences in the importance of using discourse-based teaching methods according to the years of experience?

	Sum of Squares	Mean square variance	Degree of freedom (df)	f	Statistical significance (sig)
Inside Groups	6.606	2.202	3	2.10	0.12
Between Groups	27.236	1.048	26		
Total	33/842				

Table 09: Statistical significance differences

According to the table above, there are no differences at the significance level 0.12.

Therefore, the second hypothesis is wrong. This means that there are no differences in the importance of using discourse-based teaching methods according to the teachers' years of experience.

The findings of this study reveal that the first hypothesis, which posits that discourse-based approaches in English language teaching contribute to greater proficiency in speaking,

listening, reading, and writing skills, is correct. This means that students taught using discourse-based approaches in ELT develop the language ability to communicate proficiently in real-life situations.

The results also confirm that the second hypothesis is incorrect. This means that teachers with varying years of experience can teach their classes using discourse-based approaches with equal levels of importance and validity.

Conclusion and Recommendations

Conclusion:

This study has revealed that discourse-based approaches in English language teaching significantly contribute to greater proficiency in speaking, listening, reading, and writing skills. This indicates that students who are taught using these approaches are better equipped to communicate effectively in real-life situations. While the study found no significant differences in the successful implementation of discourse-based approaches among teachers based on their experience levels, it underscores the importance of providing tailored professional development opportunities for all teachers. These approaches are vital in English language teaching, emphasizing communication skills and authentic language use, and can benefit from ongoing support and training.

Recommendations:

Based on the findings of your research, the following recommendations are proposed:

1. *Teacher Training*: Provide professional development opportunities that cater to the specific needs and interests of teachers, focusing on refining their implementation of discourse-based approaches and fostering a supportive learning environment.
2. *Curriculum Integration*: Integrate discourse-based approaches into the curriculum in a systematic and structured manner, ensuring that they are aligned with teaching goals and objectives.
3. *Resource Allocation*: Allocate resources to support the implementation of discourse-based approaches, including materials, technology, and training programs.
4. *Collaborative Learning Communities*: Foster collaborative learning communities among teachers to share best practices, experiences, and challenges related to discourse-based approaches.

5. *Continuous Evaluation and Improvement*: Continuously evaluate the effectiveness of discourse-based approaches and adjust strategies based on feedback and outcomes to enhance teaching and learning experiences.

These recommendations aim to enhance the implementation of discourse-based approaches in English language teaching, ensuring that all teachers have the necessary support and resources to effectively integrate these approaches into their teaching practice.

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Appendix A : The Questionnaire

A Questionnaire for High School Teachers

Dear Participants,

Thank you for participating in this study. Your feedback is valuable. So, please answer the following questions based on your experiences and perceptions.

Personal Information:

1. School Name:
2. Gendre: Male Female
3. Age:
4. Years of teaching Experience:

Part 1: Developing Speaking Skills through Discourse					
	<i>Always</i>	<i>often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I use role-plays and simulations to create scenarios for students to use language authentically.					
2. I organize debates or discussions on relevant topics to encourage students to express their opinions.					
3. I use storytelling and narratives to help students develop storytelling skills and create coherent narratives.					
4. I use information gap activities to promote information sharing and negotiation of meaning.					
5. I assign collaborative projects to help students collaborate and communicate effectively.					
6. I provide feedback on students' speaking performance to help them improve their accuracy and					

fluency.					
7. I teach students how to use discourse markers to organize their ideas and make their speech more coherent.					
8. I encourage students to reflect on their speaking skills and set goals for improvement.					
9. I help students understand how cultural norms influence communication styles.					
10. I use technology to facilitate speaking practice, such as recording and listening to speeches.					
Part 2: Enhancing Listening Skills through Discourse					
	<i>Always</i>	<i>often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I use authentic listening materials to expose students to real-life spoken language and natural discourse.					
2. I teach students specific listening strategies, such as predicting and summarizing, to help them understand spoken language.					
3. I use interactive listening tasks, such as information gap activities or role-plays, to promote active listening and engagement.					
4. I encourage students to take notes while listening to help them identify key information.					
5. I help students transcribe short spoken texts and analyze them for language features.					
6. I provide listening tasks that are related to students'					

interests or goals.					
7. I organize activities where students listen to each other and provide feedback.					
8. I incorporate videos and films into listening activities to provide visual context.					
9. I ask students to reflect on their listening experiences and difficulties encountered.					
10. I use technology to facilitate listening practice, such as online listening exercises and podcasts.					
Part 3: Improving Reading Skills through Discourse					
	<i>Always</i>	<i>often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I use genre analysis to help students understand the conventions and structures of different types of texts.					
2. I emphasize the importance of textual cohesion in helping students understand the relationships between different parts of a text.					
3. I activate students' background knowledge before reading to help them make connections between new information and what they already know.					
4. I provide reading tasks that are related to students' interests or goals.					
5. I teach students how to analyze and evaluate texts critically to understand the author's purpose and point of view.					
6. I use collaborative reading activities to promote interaction and the sharing of					

ideas among students.					
7. I use authentic materials as models for reading tasks to expose students to real-life language use.					
8. I teach vocabulary in context to help students understand word meanings and usage.					
9. I provide opportunities for students to practice reading aloud to improve fluency and pronunciation.					
10. I use technology to facilitate reading practice, such as online reading exercises and e-books.					

Part 4: Improving Writing Skills through Discourse

	<i>Always</i>	<i>often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I use genre-based writing tasks to help students understand the conventions and structures of different types of texts.					
2. I emphasize the importance of textual coherence and cohesion in helping students write more coherently and effectively.					
3. I use collaborative writing activities to promote interaction and the sharing of ideas among students.					
4. I provide feedback on students' writing to help them improve their clarity, coherence, and organization.					
5. I provide writing tasks that are related to students' interests or goals.					
6. I use authentic materials as models for writing tasks to					

expose students to real-life language use.					
7. I teach vocabulary and language use in context to help students understand how words and phrases are used in authentic texts.					
8. I teach students how to analyze and evaluate texts critically to construct well-reasoned arguments and opinions.					
9. I teach grammar and mechanics in the context of writing to help students improve their accuracy and fluency.					
10. I use technology to facilitate writing practice, such as word processing software and online writing platforms.					

Appendix B: Statistics

Hypothesis 01

Descriptive Statistics					
	N	Minimum	Maximum	Σ Mean	Std. Deviation
S	30	102.00	177.00	156.5333	0.863
Valid N (listwise)	30				

Hypothesis 02 : ANOVA Test

ANOVA

Total Degree

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.606	3	2.202	2.102	.124
Within Groups	27.236	26	1.048		
Total	33.842	29			

الملخص

تُحقق هذه الدراسة في أهمية المناهج المستندة إلى الخطاب في تدريس اللغة الإنجليزية وتأثيرها على تطوير الكفاءة التواصلية بين متعلمي اللغة. تركز الدراسة على فهم كيف يؤثر الخطاب، كاستخدام اللغة في السياق، على اكتساب مهارات اللغة مثل التحدث، والاستماع، والقراءة، والكتابة. تم تطوير استبيان والتحقق من صحته بمساهمة خبراء في تدريس اللغة الإنجليزية لجمع آراء المعلمين حول تصوراتهم وممارساتهم المتعلقة بأساليب التدريس المستندة إلى الخطاب. تكشف النتائج عن توافق بين المعلمين بشأن فعالية هذه المناهج في تعزيز القدرات التواصلية للطلاب. ومن المثير للاهتمام أن الدراسة وجدت أيضاً أن المعلمين، بغض النظر عن مستويات خبرتهم، يظهرون مستويات نجاح مماثلة في تنفيذ استراتيجيات مستندة إلى الخطاب، مما يبرز قابلية تطبيق هذه المناهج عالمياً. تؤكد الدراسة على أهمية دمج تحليل الخطاب في مناهج تدريس اللغة الإنجليزية والحاجة إلى فرص تطوير مهني مخصصة لتمكين المعلمين من تنفيذ هذه المناهج بفعالية.

الكلمات المفتاحية: الخطاب، المناهج، الكفاءة، المهارات، الفعالية، الاستراتيجيات، التواصل.