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THE SIGNIFICANCE OF DISCOURSE ANALYSIS IN TEACHING LANGUAGE

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Discourse analysis or discourse study is a specialized designation of methods and techniques to analyze language both in written and spoken forms.

The main items of discourse analysis are reasoning, writing, conversation, communicative events such as, colloquy, dialogue, monologue, some passages etc., that are differently defined in terms of coherent consistency of sentences, propositions, speech, or turns-at-talk. The most indispensible difference between discourse analysis and text linguistics is that discourse analysis focuses on showing a speaker's socio-psychological characteristics rather than text structure.

Even if these approaches place an emphasis on distinct aspects of language usage by viewing language as social interaction and are related to the social contexts in which discourse is included.

To make sentences in any language we need grammar and vocabulary, or in other words to "build a meaning" detailed information on discourse analysis can be from words. However, while we use language orally by using body language, we make some gestures, eye contact, discourse markers that can represent our emotions, attitude and language awareness.

Discourse and Frames. "Reframing" is a mode to talk about going back and re-produce the meaning of the given sentence. Frame analysis is a kind of discourse analysis that asks you a question, what do speakers keep in mind when they say? We can have enough knowledge to understand the meaning of the words or phrases. Though, while we face them in the context we should know how to analyze in order to catch the pure contextually meaning. Meditate how hard it is to make sense of what you are hearing or reading, when you don't know who is talking or what the general matter is. For instance, when you read a newspaper, you need to know the genre whether it is a news story, an editorial, a tabloid or an advertisement in order to be properly clarified to you. "Years ago, when Orson Welles' radio play "The War of the Worlds" was broadcast, some listeners who tuned in late panicked, thinking they were hearing the actual end of the world. They mistook the frame for news instead of drama."- says Deborah Tannen.

Turn-taking. Conversation is an undertaking where one person informs, and another listens. Discourse analysts, people who study and observe conversation note that speakers have systems for defining when one of them turn is over and the next one's turn begins. Such turn exchanges are signaled by such linguistic means as intonation, pausing. Some speakers prefer a clear pause before beginning to speak, but others receive that turn as a calling to someone else to make a speech. When confabulators have various acceptances about how turn exchanges are pointed, they may unintentionally interrupt or feel interrupted. Listenership also may be let know in different ways by showing mutual impressions. Some people give short feedbacks that indicate listener's keeping intercommunication such as 'mhm', 'uhuh', and 'yeah'. For some, eye contact is expected almost continually; for others, it may only be alternating.

Discourse Markers. "Discourse markers" is the linguistic term which give the little words like 'well', 'oh', 'but', 'oops' that separate our speech into parts and accentuate the relation between parts. For example 'oh' prepares the listener for a surprising, astonishing or just-remembered item, and 'but' tells that sentence to follow has an opposite side.

Discourse analysts examine both language form and function including spoken and written use. It determines linguistic features which characterize distinct genres at the same time social and cultural factors that facilitation in our translating and understanding of different texts and types of speech.

Language learners are acquired not only new vocabulary and structure, but also discourse comprehension. Without any experience with the discourse and socio-cultural patterns of the target language, second language learners shouldn't rely on the strategies acquired in their first language development and wrong anticipation may cause difficulties during conversation. He or she can

take the meaning that inappropriate for the second language setting and it may lead to communication hardships and misunderstandings.

One of the easiest discourse features is to study listener's reaction behavior, also known as backchannels. Backchannel is a brief verbal replying that a listener uses while another person is talking, such as 'mm-hmm', 'ok', 'yeah', and 'oh' 'wow' etc. Response can also be non-verbal, for instance nodding the head. There are a lot of such kind of discourse markers. They support learner to have natural conversation in 2nd language as well. Students can collect and analyze data themselves.

In sum, discourse analysis is not only a research method for investigate own teaching practices but also a tool for studying interactions among language learners. Discourse studies educate deeply the learners how to distinguish e.g. different types of genres, lexical cohesion from grammatical cohesions, acronyms from abbreviations, ellipsis and substitution from lexical chunks and so on and understand them in both written and spoken context. Learners can benefit from using discourse analysis to explore what language and how it is used to achieve communicative goals. Thus discourse analysis offers to create a foreign language learning environment that more accurately and properly reflects how language is used and embolden learners to gain more goals in language learning acquisition.

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LEARNING FOREIGN LANGUAGE WITH THE HELP OF LITERATURE

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Literature and Language Teaching has been rather a difficult marriage throughout all these years. There have been moments of unfortunate separation and attempted reconciliations skilfully planned (Carter, 1988a, 1988b; Carter, 1989; Lazar, 1993; Cook, 1994; Short, 1996) which seem to foretell they will live happily for a while. Yet, one should not be oblivious of the years they have been through under the scrutiny of contemporary scholars and have a general picture of this relationship (Parkinson and Reid Thomas, 2000; Hall, 2005; Carter and Stockwell, 2008; Paran, 2008). However, all the controversies and different stances taken by linguists, literary critics and practitioners have not been able to hide the reasons for incorporating Literature into the English Language classroom. Collie and Slater (1987: 3-6) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, they move on to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Practitioners, that is, teachers in the "battlefield" indicate that they use Literature in their English teaching practices:

a. to broaden students' horizons by giving them a knowledge of the classics of literature;

b. to improve student's general cultural awareness;

c. to stimulate students' creative and literary imagination and to develop their appreciation of literature;

d. to introduce students to masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large.

Following this trend, Carter and Long (1991:2-3) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the possibility Literature brings into the picture as regards the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. Their second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within that social matrix. With regards to this last model, I personally interpret this aspect as one which covers the previous two since cultural understanding presupposes some cultural knowledge and in order to engage with a text and evaluate it one must resort to language to achieve such a purpose. Even though no general categories are put forward, Lazar (1993: 11) asserts that literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature, she moves on to say, encourages language acquisition, expands students' language awareness and interpretation abilities, claims which might be connected to the role of stylistics in the study of literary texts (Alderson and Short, 1988; Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996), and last, it educates the whole person, position which resembles the personal growth model described above. Building on previous reasons for the teaching of literature in a second language, Parkinson and Reid Thomas (2000; 9-11) add that it provides a good model for good writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training.

Last, it is further claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Literature, in addition, has experienced a revival with the advent of communicative approach in language teaching as it provides learners with authentic, pleasurable and cultural material (Hall, 2005:47-57). The same justifications outlined above could be also used to justify the incorporation of a novel as one type of literary text in our syllabus o course plan. According to Lazar (1990: 204-205), when using a novel, teachers should look at both possible drawbacks and educational as well as linguistic opportunities. I will briefly mention the reasons behind the latter. First, a novel provides a more involving motivational source for pedagogic activities, and it also engages learners intellectually, emotionally and linguistically. Furthermore, it provides a picture of another culture, though some cultural background is deemed essential. Last, the act of reading a novel enhances meaning making processes and language capacity in our learners.

Why do we use Literature in English Language Teaching? First, because it is the best way to share with learners this enthusiasm and pleasure in reading fiction. Second, it can help students engage in the learning of English and at the same time improve their communicative competence. Third, because Literature enables us to grow personally and socially raising cultural awareness. Last, but not least, because English should also let learners know that they can build bridges between their backgrounds in Spanish Literature by revisiting literary terminology together with other aspects involved in the study of/about Literature.

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THE PATH OF BECOMING A SUCCESSFUL INDEPENDENT LANGUAGE LEARNER
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An independent language learner is someone who is in control of their own learning, and who doesn't rely on a teacher to learn a new language or to improve their language skills.

They make choices about what they want to learn, and how, and they are responsible for how much progress they make, and how successful they are. If you want to become a good independent learner build your own language learning path

You create your own learning path to follow.

♦ You know yourself better than any teacher and you will know exactly why you are are learning the language, and you will be able to set your own aims and goals.

♦ As an independent language learner you learn the language elements YOU need or want to learn, at the level or levels you need.

♦ You choose topics that interest you or that you know you need to focus on for your work, your academic progress, or your social life.

♦ You decide where you are going to learn and when. You study when it's convenient for you and you plan your time to make the best use of it.

♦ There are many different methods and strategies for learning a language so you choose the methods you enjoy the most and that work the best for you and your goals.

♦ You also know how to find, organize and use good-quality resources for your language learning so you can choose materials that interest you and will help you achieve your goals.

What's the teacher's role in independent language learning?

The teacher helps you to be a self-directed or independent learner and provides knowledge and support to help you build your path to success and to achieve your goals.

Here are some of the things a teacher can help you with:
- language skills e.g. grammar, new vocabulary
- improving your study skills,
- planning your time efficiently
- showing you where to find the best materials and resources, and how to use them
- motivation and organization
- assessing your level of English
- evaluating your progress
- practising your new language skills (e.g. speaking, pronunciation)
- tell you about new and innovative language learning tools and show you new and interesting ways to learn English
- explain the language learning process and the most effective techniques or methods for learning a language

Being an independent language learner doesn't mean you have to learn alone or without support. You can get help from a teacher when you need it – as well as from family and friends and online communities of other language learners.

If you have good study skills and access to good resources, you can be almost entirely independent – but don't forget you'll still need native or fluent English speaking partners for your speaking practice. And of course an English teacher can be an excellent speaking partner. Your success will depend on your motivation and commitment and you'll still have to practise your English regularly – but knowing how to improve your English on your own means that you will need fewer formal English lessons which will save you money.

Different language skills

There is no such thing as across-the-board proficiency in a particular language. Proficiency is usually measured in terms of four skills:
- speaking